ATHAWALE COLLEGE OF SOCIAL WORK

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Recognised by Govt. of Maharashtra & Affiliated to Nagpur University

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3.3.1: Publication of two Collaborative Researches.

1. Study the Educational Impact during COVID-19 Pandemic among the Urban Graduate Students of Bhandara District Maharashtra, India

Dr. Aarti S. Dawar - Research Coordinator

Dr. Madhukar J. Nikam – Principal Research Investigator

Asst. Prof. Amol Singh D. Bhatale - Research Investigator

Ms. Kalol C. Bhatale - Research Investigator

Mr. Prafulla N. Awale - Research Investigator

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2. A Report: Fire in Indian Hospitals a Preventive Study based on District General Hospital Fire Accident (Jan.2021) Bhandara District Maharashtra, India

Dr. Yuti G. Raktode – Principal Research Investigator

Dr. Naresh S. Kotte - Research Coordinator

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Study the Educational Impact during COVID-19 Pandemic among the Under Graduate Students of Bhandara District Maharashtra, India

Dr. Aarti S. Pawar -Research Coordinator

Dr. Madhukar J. Nikam – Principal Research Investigator

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Ms. Kajol C. Rotele -Research Investigator

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INTRODUCTION OF COLLABORATIVE RESEARCH AGENCY:

MAHARANA PRATAP MEMORIAL TRUST, AYODHYA, U.P.

The aims and objectives of the Trust:

1) To establish Maharana Pratap Bhawan with lodging facilities in Ayodhya and in other state
2) To establish educational institutions like schools and colleges.
3) To establish religious library and cultural hall.
4) To run schemes by central and state governments.
5) To promote welfare, social, cultural, health education, humanitarian and the activities that will protect, safeguard, improve the quality and raise the status of human life, particularly economically weaker sections.
6) To help and collaborate in establishing and running medical centres. Old age homes, Ashrams, rehabilitation institution for destitute, vocational training centres for the handicapped and self job-oriented activities for the unemployed.
7) To offer scholarships, stipends and financial support to deserving students in pursuing higher studies in Medicine Art, Science, Engineering and Computer Technology.
8) To undertake and support any program or projects that provide educational, recreational, social cultural and spiritual activities with the sole purpose of promoting peace, love, tolerance and National integration among the various communities of the country and Nationalities of the world.
9) Collaboration with other voluntary organizations to accomplish the above objects.
10) Affiliation with other National and International organizations engaged in welfare, health education, National integration and peace promotion activities.

Events/Activities held:

As on third meeting was held on 6th July, 2021 the trust has been decided to establish Maharana Pratap Bhavan at different state level specially for the youth and their overall development so far as educational and cultural upliftment is concerned in COVID-19 pandemic actually.

The National chairmen of the Maharana Pratap Memorial Trust, Ayodhya visited many different places through the India to observe and addressed the issue of people due to COVID-19 pandemic, visited places such as Jaipur, Raigarh, Rajsthan, Jharkhand, Delhi, Udaypur, Maharashtra, and Bhopal.

Organized National level Vadhu-Var Parichay Sammelan to promote the marriage institution in the society during this pandemic period of COVID-19. The event was held on 5th March, 2021. This way Maharana Pratap Memorial Trust and Athawale College of Social Work, Bhandara played a vital role for the society.

MAHARASHTRA SOCIAL WORK EDUCATORS, MANAGEMENT & STAFF FORUM, NAGPUR.

Events/Activities held:

The president of the Forum had written three books during the period. Books titled, Human Resource Management, Professional Development of Social Work, published by Current Publication, Agra and Malnutrition: Vulnerability of the Tribal, published by Dattsons Publication, Nagpur in 2021. Professional development in social work has become an important area of consideration for employers, policy makers and social workers themselves. This publication aimed at providing practitioners, educators and managers with evidence-based information about the challenges and opportunities that professional development in social work can provide for service improvement.

Forum always aims to provide an evidenced based assessment of the value of professional development in social work for social workers some of the challenges and hurdles that exist to its development and structured implementation and emphasis on the provisions and supervision for quality sustainable professional development.

ATHAWALE COLLEGE OF SOCIAL WORK, BHANDARA

Events/Activities held:

Our alumni Mr. Akash S. Thantharate (batch 2018), Ms. Shweta Thawkar, Ms. Pragatee G. Sukhdeve (batch 2019). These students helped the helpless injured old age person by hospitalizing him and provided treatment through hospital, besides they had been served food and other needful things to the relatives and parents of corona positive patient who were hospitalized in Government Hospital, Bhandara.

There is a Help Desk in Government Hospital, Bhandara for helping the stranger/needed one who are seeking information and guidance in Government Hospital setting. This Help Desk too runs by our student under the guidance of Dr. Jyoti Naktode, In-charge, Department of Medical & Psychiatric Social Work, Bhandara.

Our faculty donated Precautionary things (Globs, Mask, Sanitizer, etc.) to the community people during the pandemic some of our faculty donate some amount for helping the corona patients and their family members. Besides, provide family some utensils and grains to the needy one.

Dr. Naresh Kolte, In-charge, College Development Committee, NSS & Extension Activity and faculty members of the institution has been distributed Mask among the students as a precautionary measure against corona virus. This event held under the guidance of Dr. Chandansingh Rotele in the institution on 19th July, 2021. Besides, Higher Learning and Research Centre has been produced edited book titled," COVID-19 ITS IMPACT ON INDIAN SOCIETY ", edited by Dr. Naresh Kolte, Published by Om Sai Publishers & Distributors, Nagpur in 2021.

Yashvantrao Chavan Maharashtra Open University, centre at our institute has been promoted tree plantation programme on the occasion of world environment day on 5th June, 2021 by planting trees in their native place.

Introduction:

The COVID-19 pandemic in India is a part of the worldwide pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The first case of COVID-19 in India, which originated from China, was reported on 30th Jan. 2020. Currently, India has the largest number of confirmed cases in Asia. As of 12 June, 2021, India has the second-highest number of confirmed cases in the world (after the United States) with 29.3 million reported cases of COVID-19 infection and the third-highest number of COVID-19 deaths (after the United States and Brazil).

The income of 97 percent households has declined since the outbreak of the pandemic last year. The unemployment rate stands at 12.4 percent, urban 15.1 percent and rural 11.2 percent on 3rd June 2021. COVID-19 which is said to have emerged from Wuhan (China) has caused a serious impact on almost every society of the earth. Due to the problems caused by this particular health crisis all over the world, the World Health Organization (WHO) has declared it as a global pandemic. Not only that but because of its rampant spread countries were forced to stop international travelling as well as locked up themselves. Also, the lockdown has been recognized as the only method to control the spread of the pandemic and almost every country has adopted this method.

Amidst the lockdown in Indian society, multiple issues related to social, educational, economical, political, agricultural, psychological levels and many more have been noticed which has created the devastating impact on the lives of the people.

Many challenges are created by Covid-19. The HEIs have responded positively and adopted various strategies to face the crisis during the pandemic. The Government of India has also taken number of preventive measures to prevent spread of pandemic Covid-19. The MHRD and University Grants Commission (UGC) have made several arrangements by lunching of many virtual platforms with online depositories, e-books and other online teaching/learning materials, educational channels through Direct to Home TV, Radios for students to continue their learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, YouTube live, Facebook live etc. for online teaching learning system. ICT initiative of MHRD (e-Boucher- https://mhrd.gov.in/ictinitiatives) is also a unique platform which combines all digital resources for online education. UGC has released Guidelines on Examinations and Academic calendar in view of COVID-l9 pandemic and subsequent lockdown on 29th April, 2020 (UGC notice). All terminal examinations have been postponed and shifted to July 2020 and suggested commencement of classes from August 2020. UGC has also prepared complete calendar for the academic session 2020-2021with new dates keeping in view of the lockdown.

Educational Impact:

COVID-19 outbreak has caused a downward spiral in the world economy and caused a huge impact on the education system. The sudden closure of campuses as a social distancing measure to prevent community transmission has shifted face-to-face classes to online learning systems. This has thrown the focus on utilizing eLearning tools and platforms for effective student engagement which may have limitations of accessibility and affordability for many students. The pandemic has exposed the shortcomings of the current education system and the need for more training of educators in digital technology to adapt to the rapidly changing education climate of the world. In the post-pandemic situation, the use of eLearning and virtual education may become an integral part of the education system. The education institutions and universities need to plan the post-pandemic education and research strategies to ensure student learning outcomes and standards of educational quality.

Most of the external examinations have been postponed and almost all the internal assessments have been cancelled. The cancellation of assessments has negative impact on students' learning. Many institutions have been managing the internal assessments through online mode using different digital tools but the postponement of the external assessments, has a direct impact on the educational and occupational future of students' life. This uncertainty has created anxiety among students as they are stuck in the same grade/class without promotion.

The study affirms the devastating effects of COVID-19 pandemic on education and the various barriers that hinder students and instructors engagements in online education for continued learning during the COVID-19 lockdown. The results show that educational activities were badly affected due to the COVID-19 pandemic lockdowns. Some of the identified effects include; learning disruption, limited access to learning facilities such as laboratories, job losses in the education sector, increase in students' debts, reduced funding for education, research constraints, and loss of learning interests among learners. The finding is in line with earlier assertion that Corona virus pandemic created multiple problems for education sector leading to decreased education opportunities for underprivileged learners and those in rural areas.

Also, from the factor analysis, it was found that Poor digital skills, School policies, Digital divide, Poor electricity, Unavailability and accessibility, Network issues, Inadequate facilities, Lack of training, Lack of funding, Resistance to change, etc. are the major barriers for online education during the COVID-19 pandemic school closures. Among them, inadequate facilities appeared to be the highest impediment to online education during the pandemic. Most of the respondents agreed that inadequate facilities such as lack of computer, internet facility, were the major factors that limited their engagement in online education. Similarly, poor electricity service, unavailability and accessibility issues, network issues, etc. also created lots of problems for education during the COVID-19 lockdown. The result of the study shows that Coronavirus disrupted educational activities and tends to reduce educational opportunities for disadvantaged people. It displaced students and teachers and created multiple barriers in teaching and learning. The study indicates that COVID-19 lockdowns have the tendency to increase school debts and pressure on parents and educational institutions.

The finding recognizes the need for technology in education particularly in times of emergencies. Integration of emerging technologies in education is no longer a choice, but a need for all educators considering the changing learning environment, demands for flexibility in methodology, and the need to enhance creativity and innovations in learning. The study would contribute to the growing knowledge on Corona virus effect on education sector and the need for technology in education.

Digital learning is not without its limitations and challenges, since face-to- face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. Globally, online education has met with some success. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, however, rural area students do not have the required infrastructure not are financially strong to avail the resources required for digital education. Building of the digital education infrastructure by the Government of India presently appears to be difficult due to lack of budget. Remote learning connectivity which might be a far-fetched thing for Tier2 and Tier 3 cities in India. Besides, e-learning is likely to witness a high dropout rate due to the lack of atmosphere for studying. Successful delivery of education and learning at the school level can be different. Digital education cannot be applied the dame at every level of the education.

If we further up the light on the educational material, digital education will have a limited scope as compared with the written and handy material which is provided in an educational institute. Moreover, the authentification of the educational material is at stake. The authentification of the educational material should be tested before these materials are circulated with the students. Creation of content, dissemination of content and evaluation of content should be done.

Research Methodology:

A survey report is a type of academic writing that uses research to provide information about a topic. It involves questions that are formulated based on the research objectives, to be answered by the respondents and later analyzed using appropriate data analysis methods.

Objectives:

1) To study the impact of education among the under graduate students due to COVID-19 pandemic.
2) To understand the problems faced by the under graduate students during online education program.

This study has gone through the various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical teaching-learning practice and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis.

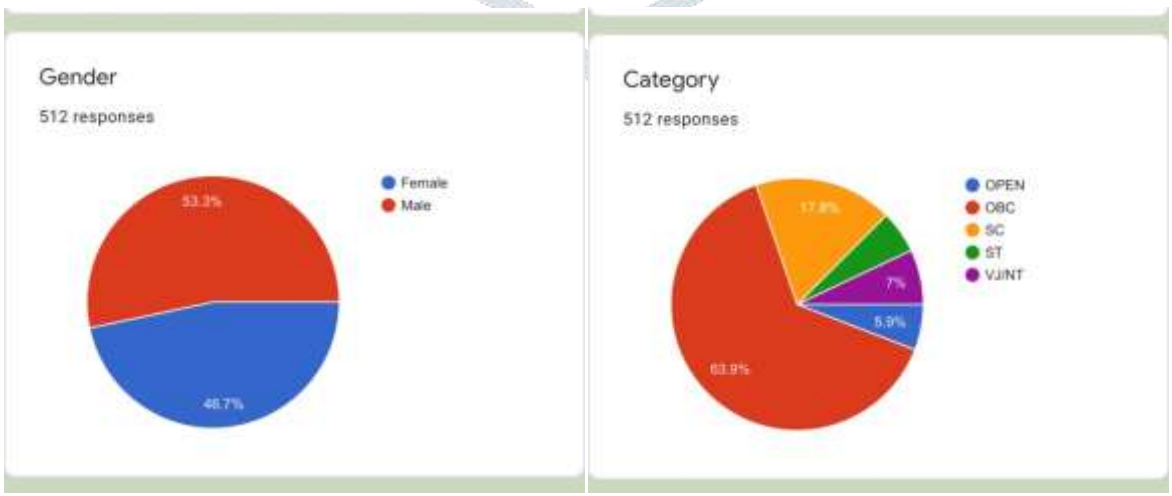
We have been taken target group/units under graduate students in Bhandara district for study the impact of COVID-19 on education and we have been prepared questionnaire (Google Form) for collection of data due to this pandemic situation. Through which we have been received more than 500 responses, as it was unexpected within the short period of time. But the universe of the study responded as they are facing the issues with online education programme due to COVID-19 pandemic. Overall secondary data has been collected through the published reports, journals, online data and news material.

Collected data has been prepared into statistical form and then expected analysis and interpretation done for the findings of the research.

ANALYSIS AND INTERPRETATION OF SURVEY DATA:

In order for students to develop deeper, clearer meaning and understanding of what they are taught, they need to be actively involved in the learning process. Active participation of the student in the learning process is of paramount importance in the formulation of meaningful comprehension and the understanding of the content being learned. Active learning is a key element of constructivist learning theory. The theory suggests that humans construct knowledge and meaning from their experiences.

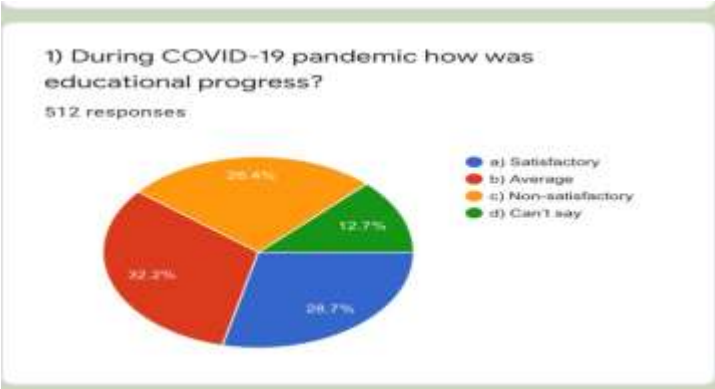
Sociodemographic profile of the students:



There were 512 students responded in the survey. Majority of the students were in the age group of 20-25 years; out of the all under graduate students 63.9 % students belonged to the OBC category; Majority of the

respondents' family was engaged in agriculture and labor occupation. 53.3 % male student and 46.7% female students were covered in the study.

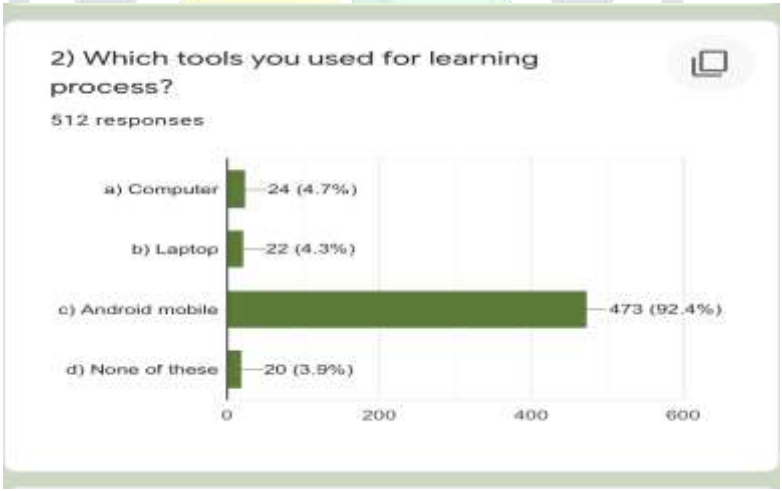
1. **Educational Progress during COVID-19:**



The above graph mentioned that ¼ students expressed their satisfactory educational progress during COVID-19 pandemic, as they are experiencing comfortable teaching learning process with their educational institution overall. Besides, 32.2 percent students said that they are having average educational experience during COVID-19 pandemic, as they may have not the sufficient resources for online education program.

Maximum students (38.11%) stated that they are not satisfied and can't even say about the educational progress during COVID-19 pandemic. E-learning comes across as somewhat patchy and impersonal experience. Consequently, e-learning likely to witness a high dropout rate due to lack of atmosphere for studying. Digital education cannot be applied the same at every level of the education.

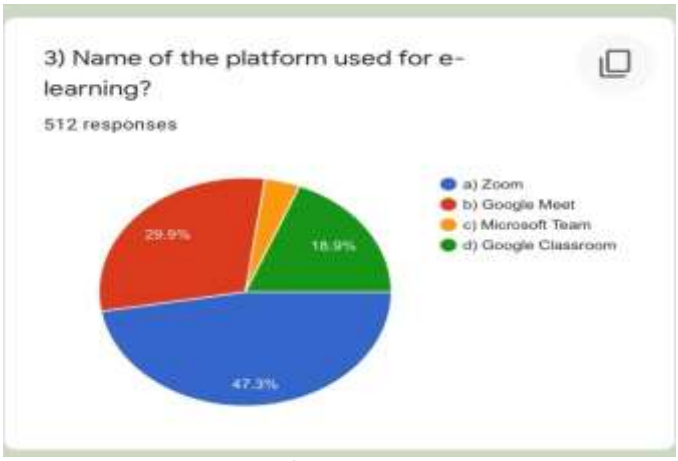
2 **Tools used for learning process:**



The above graph mentioned that 1:4 students were used computer and 22 present used laptop for the learning purpose. But the 20 students said that they do not use any of these sources for learning purpose. As these students can't afford even android mobile.

On the contrary, **there are 473 (93.4 %)** students expressed that they are using android mobile for the learning purpose. In virtual classroom students can quickly and easily write comments or questions for anyone in the chat room to see. The instructor creates a virtual meeting room at the beginning of a lecture and makes the website link accessible to the students at the beginning of class. Besides, Zoom, Google Meet and Google Classroom attended by the students through their android mobile.

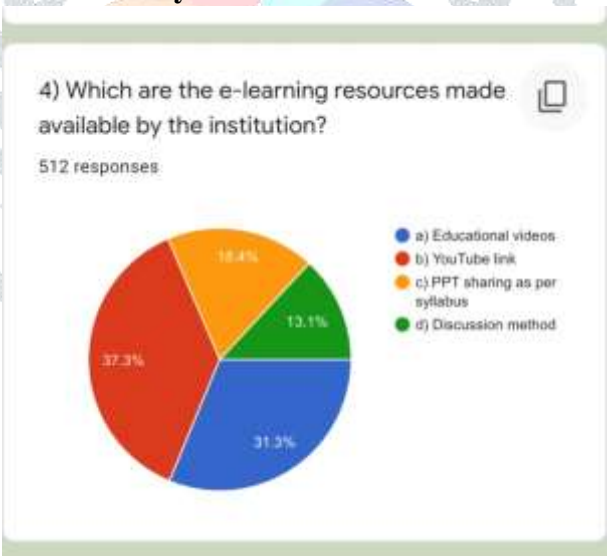
3) Name of the platform used for E-learning:



The above mentioned graph shows that more than ¼ students were used Google Meet platform for learning; 18.9 present students were used Google Classroom and very few were used Microsoft Team platform for learning.

On the other hand, **maximum students (2:4)** were used Zoom platform for learning. Besides they were facing internet accessibility during the online class, those who are staying in remote rural area. Zoom is a cloud based service which offers meetings and webinars and provides content sharing and video conference capability, besides Zoom offering Video, audio and screen sharing experience across a wide range of devices and platforms.

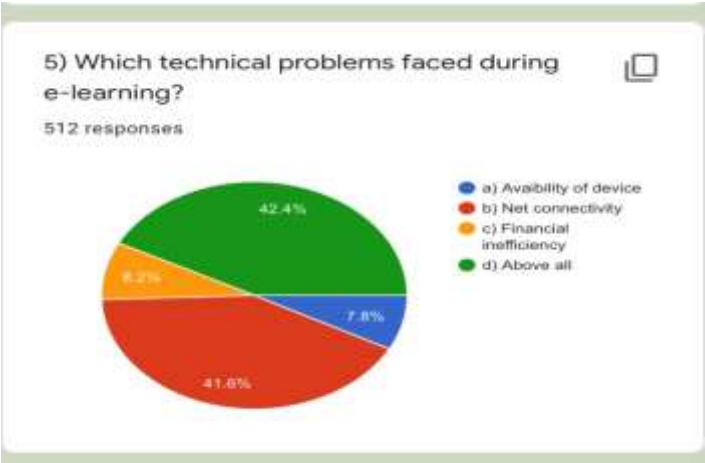
4) E-learning resources made available by the institution:



The above graph explained that 18.4 present students told that PPT sharing as per the syllabus were made available as e-learning resource by the institution and educational videos were available as e-learning resource by the institution, said more than 1:4 students. Besides, few students replied that discussion method was made available as e-learning resource by the institution.

Most of the students (37.3 %) among the rest of the students were expressed that You Tube Link were available as e-learning resource by the institution. Digital learning has many advantages in itself like digital learning has no physical boundaries, it has more learning engagement experiences rather than the traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone.

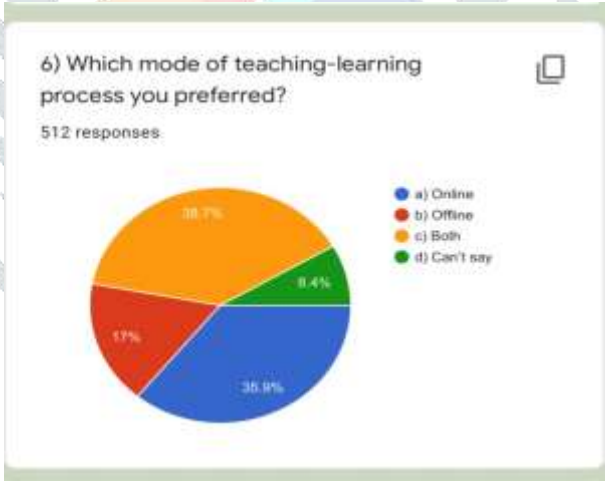
5) Technical problems faced during E-learning:



The above graph defended that very few students were faced the avaibility of device and financial inefficiency during E-learning. Besides, 42. 4 present students were expressed that avaibility of device, net connectivity and financial inefficiency during E-learning.

But 41.6 present students told that they were faced net connectivity majorly during E-learning. And due to which they were unable to connect properly with the zoom platform or otherwise any one. All this made them feel nervous in active learning process. All we know very well that the status of educational services in rural area still yet to develop in the expected manner, so it's difficult to have quality educational services through the online mode by rural level institutions.

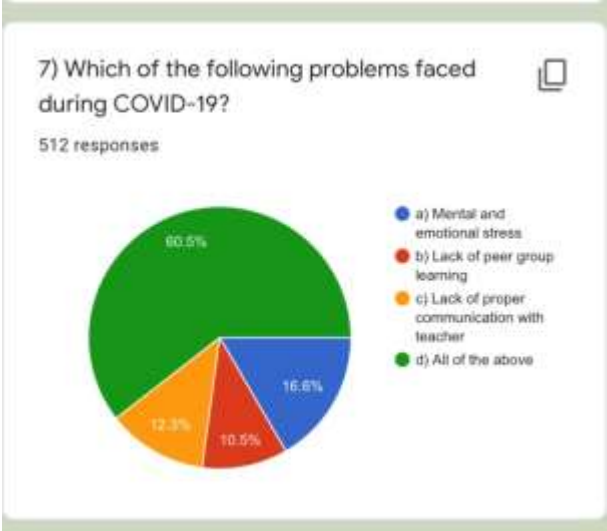
6) Mode of teaching-learning process preferred:



The above graph stated that very few students were couldn't say about the preferred mode e of teaching-learning process. Less than 1:4 students were preferred offline mode of teaching-learning process and 35.9 % students were preferred online mode of teaching-learning process, as this is the need of this pandemic period.

38.7 present students were stated that they preferred both (online and offline) mode of teaching-learning process. As they couldn't said firmly any one mode of teaching-learning process due to their comfort zone with offline class and the COVID-19 situation wise online class requirement.

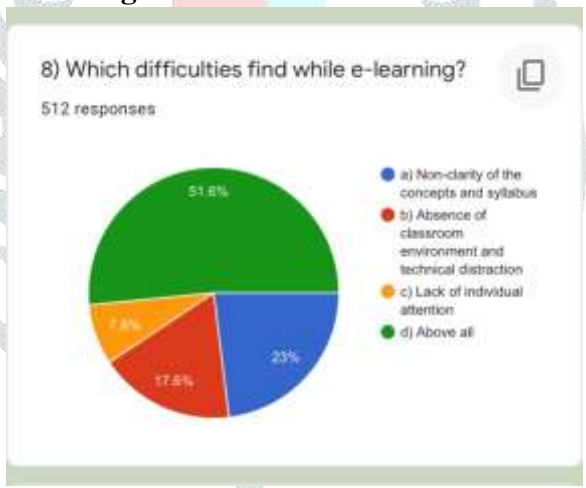
7 Problems faced during COVID-19:



The above graph explained that nearby 1:4 students faced mental and emotional stress problem during COVID-19; 10.5 % students expressed the lack of peer group learning and 12.3 % students said that they has lack of proper communication with teacher due to which they were facing problems with the study.

60.5 present students were told that they were facing mental and emotional stress, lack of peer group learning, lack of proper communication with teacher during COVID-19

8) Difficulties find while E-learning:

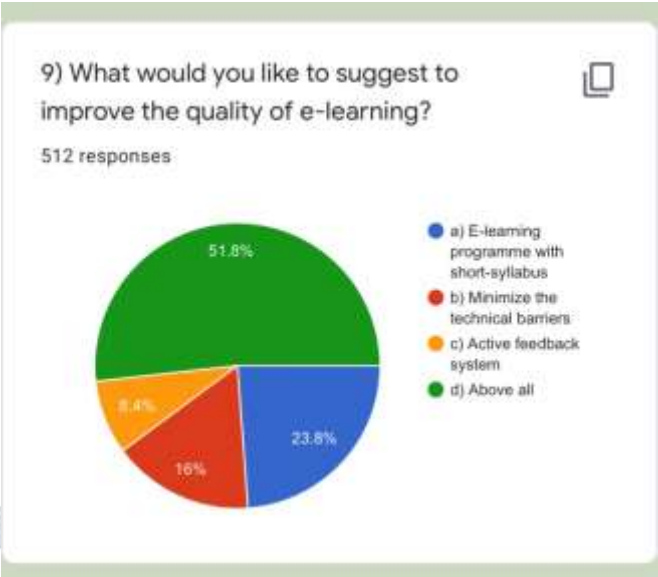


The above graph shown that 1:4 students found difficulty as non-clarity of the concepts and syllabus while e-learning. Very few found lack of individual attention and 17. 6 % students found that absence of classroom environment and technical distraction while E-learning.

More than 50 % students stated that they were found difficulties such as non-clarity of the concepts and syllabus, lack of individual attention, and absence of classroom environment and technical distraction while E-learning.

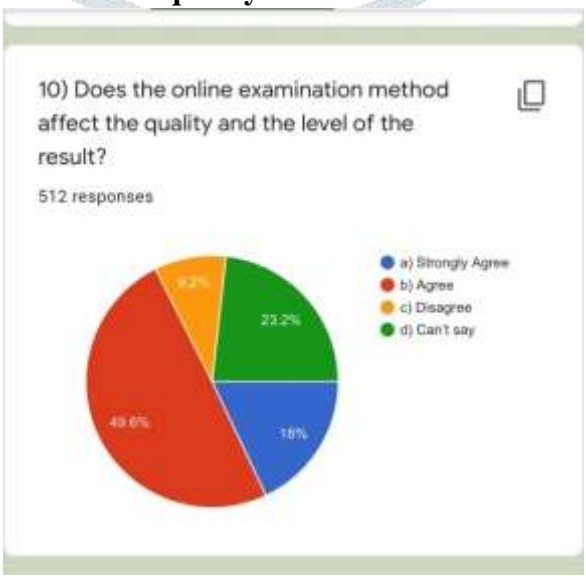
Digital learning is not without its limitations and challenges, face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning.

9) Suggestions to improve the quality of E-learning:



The above graph described that very few students like to suggest active feedback system to improve the quality of E-learning. 16.00 % students suggested minimize the technical barriers and 1:4 students suggested that E-learning program with short-syllabus to improve the quality of E-learning. **Majority of the students (51.8%)** out of 512 students suggested that active feedback system, minimize the technical barriers, and E-learning program with short-syllabus to improve the quality of E-learning.

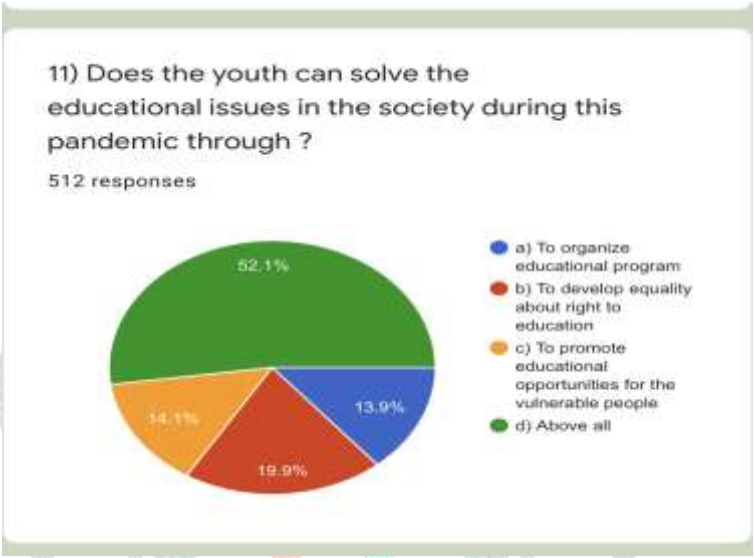
10 Online examination method affect the quality and level of the result:



The above graph showed that some of students disagree with online examination method as its affect the quality and level of the result. 1:4 students couldn't say about the same. 18.0% students strongly agree with the online examination method as its affect the quality and level of the result.

49.6% students agree with the online examination method as its affect the quality and level of the result. There are huge disadvantages as exams have to be postponed. Examinations cannot be conducted online mode properly without any technical disturbance.

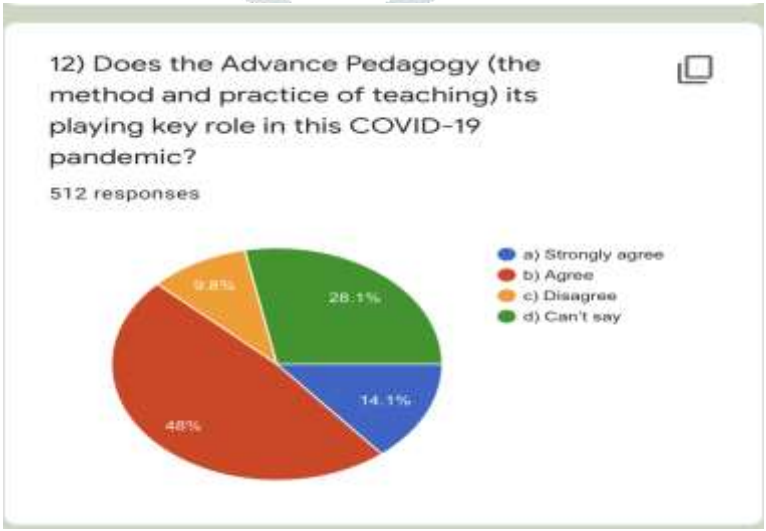
11) Youth can solve the educational issues in the society during this pandemic:



The above graph described that some of the students said that to organize educational program can solve the educational issues in the society during this pandemic. Nearby 1:4 students said that to develop equality about the right to education and 14.1 % stated that to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic.

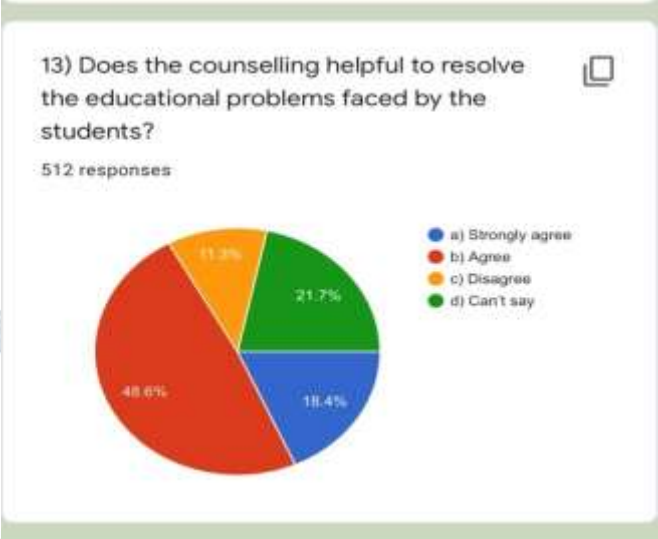
Maximum students (52. 1%) viewed that to organize educational program, to develop equality about the right to education, to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic. The COVID-19 pandemic, due to its unprecedented scale and unique strategies, has had a critical impact on education, particularly of those from marginalized sections.

12) Advance Pedagogy and its playing key role in the COVID-19 pandemic:



The above graph explained that few students disagree with the advance pedagogy and its playing key role in this COVID-19 pandemic. More than 1:4 students couldn't say anything about the same.
Majority of the students (62.1 %) agree (14.1%) strongly agree (48.00%) with the advance pedagogy and its playing key role in this COVID-19 pandemic. Yet, students were facing problems during the teaching-learning process.

13) Counseling helpful to resolve the educational problems faced by the students:



The above graph expressed that some of the students disagree with the counseling helpful to resolve the educational problems faced by the students. Nearby 1:4 students couldn't say about the same.
Majority of the students (66.10 %) 18.4 % strongly agree and (48.6%) agree with counseling to resolve the educational problems faced by the students.

14) The consequences of practice less education program in this pandemic:

Sl. No.	Responses	Frequency	Percentage
1	Its affect skill development	84	16.40
2	Lack of field base learning experience	94	18.35
3	Unable to clarify the theory	76	14.84
4	Above all	258	50.39
	Total	**512**	**100.00**

The above table clarified that less then 1:4 students told that the consequence of practice less education program affects skill development. 94 students said lack of field base learning and 76 students told that unable to clarify the theory is the consequence of practice less education program affects skill development.

258 students out of 512 viewed that affects skill development, lack of field base learning and unable to clarify the theory are the consequence of practice less education program affects skill development.

15) Impact due to COVID-19 pandemic according to students' experiences:

- Facing financial problem/economical disruption caused by the pandemic is devastating, due to which not affording the internet data pack for online learning program. As daily expenditure for necessary things difficult to fulfill.

- Lack of proper guidance due to communication hurdles with teachers and peer group members. This has been resulted into increasing the mental stress, nervousness and depression for the career perspective.
- Not proper study possible from home as there is lack of classroom environment and poor attention during online class.
- Facing network issues, technical problems, ineffective means of teaching, no proper platform for E-learning.
- Lack of study material and practice/practical less experience given unsatisfied learning outcome. Besides, lack of communication with respective teachers, friends and subject experts made us confused with the half knowledge, unskilled and incomplete syllabus and irregular exam schedule is another issue.

Major Findings:

1) **Educational Progress during COVID-19:**
Maximum students (38.11%) stated that they are not satisfied and can't even say about the educational progress during COVID-19 pandemic.
2) **Tools used for learning process:**
There are 473 (93.4 %) students expressed that they are using android mobile for the learning purpose.
3) **Name of the platform used for E-learning:**
Maximum students (2:4) were used Zoom platform for learning. Besides they were facing internet accessibility during the online class, those who are staying in remote rural area.
4) **E-learning resources made available by the institution:**
Most of the students (37.3 %) among the rest of the students were expressed that You Tube Link were available as e-learning resource by the institution.
5) **Technical problems faced during E-learning:**
41.6 present students told that they were faced net connectivity majorly during E-learning. And due to which they were unable to connect properly with the zoom platform or otherwise any one.
6) **Mode of teaching-learning process preferred:**
38.7 present students were stated that they preferred both (online and offline) mode of teaching-learning process. As they couldn't said firmly any one mode of teaching-learning process due to their discomfort zone with offline class and the COVID-19 situation wise online class requirement.
7) **Problems faced during COVID-19:**
60.5 present students were told that they were facing mental and emotional stress, lack of peer group learning, lack of proper communication with teacher during COVID-19
8) **Difficulties find while E-learning:**
More than 50 % students stated that they were found difficulties such as non-clarity of the concepts and syllabus, lack of individual attention, and absence of classroom environment and technical distraction while E-learning.
9) **Suggestions to improve the quality of E-learning:**
Majority of the students (51.8%) out of 512 students suggested that active feedback system, minimize the technical barriers, and E-learning program with short-syllabus to improve the quality of E-learning.
10) **Online examination method affect the quality and level of the result:**
49.6% students agree with the online examination method as its affect the quality and level of the result.

11) **Youth can solve the educational issues in the society during this pandemic:**
Maximum students (52. 1%) viewed that to organize educational program, to develop equality about the right to education, to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic.

12) **Advance Pedagogy and its playing key role in the COVID-19 pandemic :**
Majority of the students (62.1 %) agree (14.1%) strongly agree (48.00%) with the advance pedagogy and its playing key role in this COVID-19 pandemic.

13) **Counseling helpful to resolve the educational problems faced by the students:**
Majority of the students (66.10 %) 18.4 % strongly agree and (48.6%) agree with counseling to resolve the educational problems faced by the students.

14) **The consequences of practice less education program in this pandemic:**
258 students out of 512 viewed that affects skill development, lack of field base learning and unable to clarify the theory are the consequence of practice less education program affects skill development.

15) **Impact due to COVID-19 pandemic according to students' experiences: (major one)**
Facing financial problem/economical disruption caused by the pandemic is devastating, due to which not affording the internet data pack for online learning program. As daily expenditure for necessary things difficult to fulfill.
Lack of proper guidance due to communication hurdles with teachers and peer group members. This has been resulted into increasing the mental stress, nervousness and depression for the career perspective.

Conclusion:

Educational institutions have opted for different digital platforms to facilitate E-learning for their students. However, only educational institutions in urban areas can provide those facilities as in rural part of the society it's difficult for them, yet they are tried to do so. Again the questions are raised for the learners in rural areas, the educational systems in rural areas and their growth for quality education. Globally, online education has met with some success. But the our rural area's students do not have the required educational resources and infrastructure strong enough to avail quality education even in offline mode then how can we expect it through n online mode of education. Remote learning relies on the reliable power supply and unbreakable internet connectivity which might be far achieved thing for us. Besides, we could see disruption in continuity of study for girls and boys of those marginalized group after losing the livelihood. Yet, students appreciate and agree with the advance pedagogy for quality education in this pandemic of COVID-19.

There are huge disadvantages as exams conducted through online mode as we can understand the possibility of transparency mentioned in the examination suffered due to lack of physical supervision and monitoring as well.

Social work intervention:

The crisis is affecting many young people in ways that will risk long-term consequences for their mental health. One in eight children and young people already have a diagnosable mental health condition, and research suggests that the majority of those believe that pressures created by the crisis are exacerbating their needs. Through the counseling to convert major effects into positive, one needs self-inspiration, motivation so that it can achieve stability for the learning purpose. As the counseling is a key practice so far as integrated social work intervention is concerned with primary methods of social work – case work, group work, and community organization.

There must be social work intervention in college setting so that students can approach for their educational issues as well as other problems can sort out under the guidance of counselor and social worker as well.

Education policy and program can be inculcated in the education area effectively with the social work intervention and social work research also for the effective implementation of online education in this pandemic.

Professional social worker is playing the role of mediator as an educationist between advance pedagogy and the target group of different educational setting such school, college and community centers also in this COVID-19 pandemic.

Limitations of the study:

1) Survey method was used for the collection of primary data by maintain the social distance due to COVID-19 pandemic.
2) Focused COVID-19 pandemic's impact on education only.
3) Only UG students were covered under the respondent category.
4) Research area was limited to Bhandara district of Maharashtra state.
5) This report available in English language only.
6) Study was conducted and completed within short time period.

References:

https://timesofindia.indiatimes.com

www.wikipedia.org

Questionnaire: Google Form

Full Name:

Address:

Contact No.:

E-mail: ----------

Personal & Family details:

1) Age:
2) Gender:
3) Caste category:
4) Educational qualification:
5) Family Income:
6) Family Occupation:

COVID-19 impact on Education:

7) During COVID-19 pandemic how was educational progress?
   a) Satisfactory
   b) Average
   c) Non-satisfactory
   d) Can't say

8) Which tools you used for learning process?
   a) Computer
   b) Laptop
   c) Android mobile
   d) None of these
9) Name of the platform used for e-learning?
   a) Zoom
   b) Google Meet
   c) Microsoft Team
   d) Google Classroom
10) Which are the e-learning resources made available by the institution?
   a) Educational videos
   b) YouTube link
   c) PPT sharing as per syllabus
   d) Discussion method
11) Which technical problems faced during e-learning?
   a) Avaibility of device
   b) Net connectivity
   c) Financial inefficiency
   d) Above all
12) Which mode of teaching-learning process you preferred?
   a) Online
   b) Offline
   c) Both
   d) Can't say
13) Which of the following problems faced during COVID-19?
   a) Mental and emotional stress
   b) Lack of peer group learning
   c) Lack of proper communication with teacher
   d) All of the above
14) Which difficulties find while e-learning?
   a) Non-clarity of the concepts and syllabus
   b) Absence of classroom environment and technical distraction
   c) Lack of individual attention
   d) Above all
15) What would you like to suggest to improve the quality of e-learning?
   a) E-learning programme with short-syllabus
   b) Minimize the technical barriers
   c) Active feedback system
   d) Above all
16) Does the online examination method affect the quality and the level of the result?
   a) Strongly Agree

b) Agree
c) Disagree
d) Can't say

17) Does the youth can solve the educational issues in the society during this pandemic?
a) To organize educational program
b) To develop equality about right to education
c) To promote educational opportunities for the vulnerable people
d) Above all

18) Does the Advance Pedagogy is playing key role in this COVID-19 pandemic?
a) Strongly agree
b) Agree
c) Disagree
d) Can't say

19) Does the counseling helpful to resolve the educational problems faced by the students?
a) Strongly agree
b) Agree
c) Disagree
d) Can't say

20) Which are the consequences of practice less (without practicum) education program in this pandemic?
a) Its affects skill development
b) Lack of field base learning experience
c) Unable to clarify the theory
d) Above all

21) Write three impacts on you due to COVID pandemic.

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JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)

An International Scholarly Open Access, Peer-reviewed, Refereed Journal

A Report: Fire in Indian Hospitals a Preventive Study based on District General Hospital Fire Accident (Jan.2021) Bhandara District Maharashtra, India

Dr Jyoti G. Naktode – Principal Research Investigator

Dr. Naresh S. Kolte- Research Coordinator

Dr.Roza A.Parashar-Research Investigator

Mr. Harsh S. Yadav- Research Investigator

Prof Amol Singh Rotele- Research Investigator

Athawale College of Social Work Bhandara, Maharashtra (India)-441904)

Preface of the Report:

The basis of this report and findings is the research done by students of Athawale College of Social Work, Bhandara in their projects in collaboration with District General Hospital Bhandara. From last five years students of Athawale college of Social work are doing their research project on different medical and psychiatric issues related to society. On the basis of data collected and analyze by students and respective faculty in charges these findings were reported.

The motivation and support behind this study,

- **Maharashtra Social Work Educators, Management & Staff Forum,Nagpur:**

It is vision of president of the forum Dr. Chandansingh Rotele to foster optimal health and well-being, equal human rights and a just society. Also to prepare future social work professionals for leadership in areas of culturally-informed, community-engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying rural areas locally, nationally and globally.

Forum always aims to provide an evidenced based assessment of the value of professional development in social work for social workers some of the challenges and hurdles that exist to its development an dstructured

implementation and emphasis on the provisions and supervision for quality sustainable professional development.

❖ **District General Hospital, Bhandara:**

District general hospital help our students by giving permission to do research work and field work placement in the hospital premises.

❖ **District General Hospital Patient Welfare Committee,Bhandara:**

Committee members are Mr.Sandeep Kadam (President), Dr.R.S.Fharukhi (Secretary), Dr.Chandansingh Rotele (Member) and Mr.Moinur Rehman Sheikh (Member). This committee work for Serve as a consultative body to enable active citizen participation for the improvement of patient care and welfare in health facilities.Ensure that essentially no user fees or charges are levied for treatment related to care in pregnancy, delivery, family planning, postpartum period, newborn and care during infancy, or related to childhood malnutrition, national disease control programmes such as Tuberculosis, Malaria, HIV/AIDS, etc. and other government funded programmes which are provided as assurance or service guarantees to those accessing public sector health facilities. Decide on the user fee structure for outpatient and inpatient treatment, which should be displayed in a public place and be set at rates which are minimal and do not become financial barrier to accessing healthcare. Ensure that those patients who are Below Poverty Line, vulnerable and marginalized groups and other groups as may be decided by the state government, do not incur any financial hardship for their treatment, and create mechanisms to cover part/full costs related to transport, diet, and stay of attendant. Develop mechanisms to guard against denial of care to any patient who does not have the ability to pay, especially for services that are being provided at the government's expense.

❖ **Athawale College of Social Work,Bhandara:**

Athwale College of Social Work always work for the social cause by organizing health checkup camps, blood donation camps , ARSH (Adolescent Reproductive and Sexual Health) programme, Non communicable disease awareness programme, Cancer Awarness Programme, National Nutrition programme, Aids week programme, T.B. awareness programme, Puls-polio programme,ect**.**There is a Help Desk in Government Hospital, Bhandara for helping the stranger/needed one who are seeking information and guidance in Government Hospital setting. This Help Desk too runs by our student under the guidance of Officiating Principal Dr.Sarla Shanaware and Dr. Jyoti Naktode, In-charge, Department of Medical & Psychiatric Social Work, Bhandara.

❖ **Place of Higher Learning & Research centre,Athawale College of Social Work, Bhandara:**

Dr. Naresh Kolte is Incharge of Higher Learning & Research Centre, Athawale College of Social Work, Bhandara. Under his guidance our students are getting motivated to do higher education and research. The role of research in an academic institution is significant for its sustainability and development, and it is imperative to have knowledge-driven growth based on innovation. The quest for knowledge is the basic principle behind research. The quality of research work directly translates to the quality of teaching and learning in the classroom, thereby benefiting the students, the society and the country.

Abstract:

This report is the study of fire accident occurred in District General Hospital ,Bhandara on Jan.2021. In this report numbers of points are covered like importance of government hospitals in public healthcare, service provided by the healthcare department, causes due to which the accident occurred. Also in this report some important precautionary measures have been suggested to avoid such incidence.

1. Introduction:

1.1 About Bhandara District:

Bhandara**,**town,north eastern Maharashtra state, western India. Bhandara District is an administrative district in the state of Maharashtra in India. It is known as the "District of Lakes". Bhandara has a mixed economy with agriculture, industries and forest resources.. Bhandara is known for its large production of rice. Tumsar, a tahsil town, is a noted rice market. Bhandara town is also known as "Brass City" owing to the presence of a large brass products industry. Bhandara has several tourist destinations, like Ambagad Fort, Brahmi, Chinchgad, and Dighodi.The district is also known for the Ordnance Factory Bhandara of the Ordnance Factories Board, which manufactures products for the Indian Armed Forces. It is located on an estate which is commonly known as Jawaharnagar colony. This is the only Kendriya Vidyalaya in the Bhandara district. There is one Navodaya Vidyalaya (brain child of Late Prime Minister Rajiv Gandhi) in Navegoan Bandh. Ashok Leyland, a Hinduja Group Company, has a production facility at Gadegaon near Bhandara. Sunflag Iron Steel company and Shivmangal Ispat Pvt. Ltd. are other major industrial undertakings in the district.Bhandara is known as the rice bowl of Maharashtra. Bhandara is also home to a huge ordnance factory that manufactures products for the armed forces.

Covering an area of 3716 km^2, the district of Bhandara is segregated into two sub-divisions, Bhandara and Sakoli,that are further divided into seven talukas. Bhandara sub-division is divided into four talukas: Bhandara, Tumsar, Pauni and Mohadi. Sakoli sub-division is divided into three talukas: Sakoli, Lakhani, and Lakhandur.According to the 2011 census Bhandara district has a population of 1,200,334, roughly equal to the nation of Timor-Leste[3] or the US state of Rhode Island. This gives it a ranking of 397th in India (out of a total of 640). The district has a population density of 294 inhabitants per square kilometre (760/sq mi). It has a literacy rate of 83.76%. 98% people of the population speak Marathi. Bhandara city has many people from other Indian states as well as people belonging to the world's major faiths.There are three Vidhan Sabha constituencies in this district: Tumsar, Bhandara (SC) and Sakoli. All of these are part of the Bhandara-Gondiya Lok Sabha constituency(as shown in Fig.1).

Bandhara has a mixed economy including agriculture, manufacturing and forest resources. With several ancient temples and historical monuments, along with lakes, parks and sanctuaries, Bhandara attracts many tourists. In 2006 the Ministry of Panchayati Raj named Bhandara one of the country's 250 most backward districts (out of a total of 640). It is one of the twelve districts in Maharashtra currently receiving

funds from the Backward Regions Grant Fund Programme (BRGF).For health care facility there is district general hospital in Bhandara district, 8 rural hospitals and 33 primary health care centers are available.

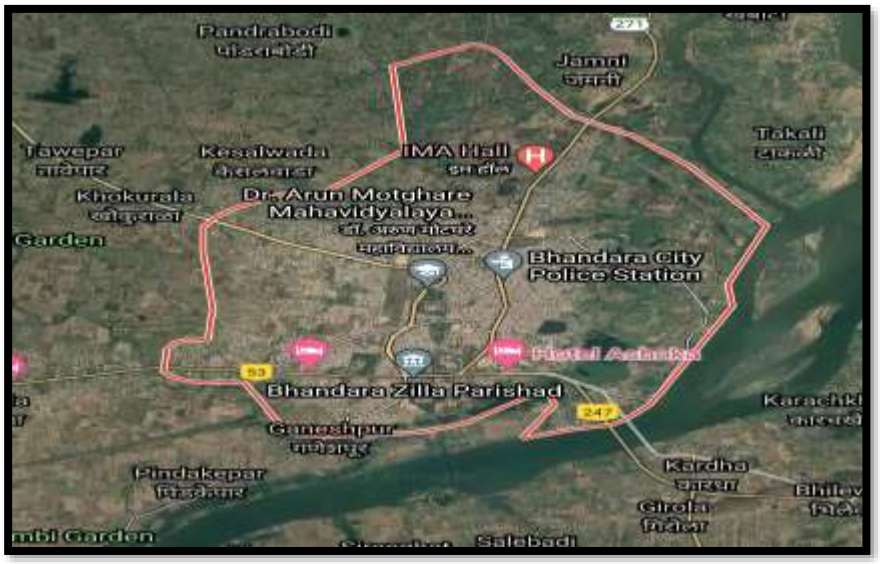


Fig.1: Map of Bhandara District (Google map)

1.2 District Government Hospital Bhandara:

District General Hospital was established in the year 1935. In the beginning the structure and facility of the hospital was limited. But today hospital has vast workspace with all the medical facilities. Hospital provide patient treatment with specialized medical and nursing staff and medical equipment. It has an emergency department to treat urgent health problems ranging from fire and accident victims to a sudden illness. Hospital has 450 beds which are used for intensive care and additional beds for patients who need long-term care. Hospital O.P.D. has number of departments which include accident room, Cycle Cell,Mental Illness, Pediatric department, Physiotherapy ,ECG,Dental,NCD,X-ray,Sonography, Research Lab,HIV,Blood bank,Family welfare etc.

Fig.2 General Hospital in map of Bhandara District (Google map)

1.3 Importance of General Hospitals in Society:

In today's time, both pollution and population are increasing at an alarming rate, which has lead to multiple health issues. The poor among all are the worst affected. To improve the quality of health among the poor, educating the poor is the first step. Diseases such as jaundice and diarrhea are caused by consumption of unclean water. The government should ensure that the quality of water supplied in the areas where the poor live is clean and healthy. Since the poor cannot afford expensive medical treatments, free medical check-up camps should be organised for them on a regular basis so that early detection can help in minimising the risk of disease. Charitable hospitals should also be opened for them. The government should also extend support to the poor for the treatment of life-threatening diseases. According to a 2018 study, almost 122 Indians per one lakh die due to poor quality of healthcare each year. Due to increasing pollution, health issues are also increasing rapidly. There is an urgent need to strengthen healthcare policies in the country, especially for poor and the needy. Organise free advanced medical check-up camps for them so that deadly diseases can be detected at an early stage and timely treatment can be provided to those who live below the poverty line. Charitable hospitals should be opened in rural areas so that money for the treatment of diseases such as cancer can be raised in time. The poor must also be educated about various health issues and the treatment for the same.[1]

Primary health facilities are the basic need of everyone in society. Gone are the days when services of doctors were socially justifiable. Nowadays, hospitals have become a business and profit making organizations. After the introduction of liberalization, privatization and globalization by the government in 1991, the health sector has been badly affected. Treatment in private hospitals is out of the reach of the common man, let alone the poor. As a far as the situation of government and civil hospitals is concerned, their

reliability is losing its meaning day-by-day owing to the lack of proper basic amenities and expert doctors. There are reliable government hospitals, but getting treatment there is also a dream for the poor. Government regulation of deduction of the ESI is mandatory in many cases but even there, employers fail to create awareness among their employees about the benefits available to them under this scheme. Cost of various treatments, including subsidized rates, should be made transparent so that general public, especially the poor, can become aware about the benefits given to them by the government. Investment in the healthcare sector should be increased in the budget. Pharmaceutical companies should also be ordered to sell medicine at reasonable prices to the poor.[2]

Provision of basic health facilities should be part of the Fundamental Rights. The poor are mostly deprived of advanced medical facilities as the expenses of medicines and other treatments are beyond their reach. It is very common and saddening that owing to lack of funds, the poor have to lose life. So, it is one of the prime responsibilities of the state and Centre government to ensure and provide medical assistance to the poor and the needy. The poor, who earn below the minimum listed income by the government, should be enlisted by the state governments and must be provided medical cards so that at the time of need, they can show the card in any hospital and avail proper treatment. Special hospital or clinics should be also established for their treatment. In state budgets, a part should be reserved for providing medical help to the poor. Free routine check-up camps should also be organised regularly so that they may be able to detect a disease in advance and get treated for the same. The poor must be educated through counselling and seminars on maintaining their health. If the government has been successful in eradicating polio, it has the capability to provide the poor free treatment.[3-4]

In a country like India, there is a huge inequality of wealth distribution amongst the poor and the rich. A major part of India's population live below the poverty line (BPL) and are deprived of the basic human necessities, including healthcare. Thus, it is the responsibility of the government to ensure the safety of health of its BPL citizens. There are many government hospitals in various cities that ensure cheap and affordable treatment for the poor, but effective implementation is rarely observed in such institutions. Besides making effective policies, government must ensure its effective implementation. Since most poor people are not even aware of such policies, they are exploited by the concerned authorities in the process of receiving affordable healthcare facilities. To put an end to such malpractices, NGOs and state governments must hold regular seminars for the poor to educate them of the healthcare policies and schemes available for them. There is usually a lot of paper work and other formalities which the kin of the patients have to fill, but at the time when medical facilities are required, the illiterate poor find it difficult to ask for help. Even if they succeed in fulfilling the formalities, they are not in the condition to pay for emergency treatment. People's trust in free medical facilities is built only if the government ensures high quality facilities even for the poor. To ensure distribution of medical help amongst the poor, government must ensure cheap and quality services to the patients and also make them aware of the policies to avoid exploitation.[5]

There are many reasons why poor people are not able to get good medical facilities. The primary reason is the high fees of private doctors. The government should build more government hospitals so that the poor can get medical facilities easily and at affordable prices.

1.4 Heart wrenching tragedy of District General Hospital Fire Bhandara:

1.4.1 Print and Digital Media Report:

In January 2021 a horrible incident occurred in general hospital district Bhandara, which took away the lives of 10 new born within a blink of eye parents loss their babies. This incident was a headline of every news paper and news on digital media. This report covered each and every report published with photographs of that fire accident by news agencies during that time

As per Times of India news On 09/01/21 At 2:00 am on Saturday morning the fire brigade unit at Bhandara in Maharashtra received a call from the district general hospital after a fire broke out in the neonatal ICU. "It took the firemen only seven or eight minutes to reach the hospital because it is very close by," said Vinod Jadhao, Chief Officer, Municipal Councillor's office Bhandara. However, by the time the firemen climbed their ladder and entered the smoke-filled ICU rooms, ten infants had already lost their lives."Seven babies were rescued from the first ICU room. After clearing out that room, when we reached the second unit (the special newborn care unit) we realised that due to the smoke, and the fire all ten babies in there had passed away," he added. Jadhao recalled that in one end of the room was a heap of melted plastic equipment, medicines and wires. "There were no big blazing flames, but it looked like the kind of fire that's caused by a short circuit. Although, it is for the experts to ascertain," he added. "The firemen took one-and-a-half hours to complete the rescue operation, and everyone from the medical staff to the police helped," said Jadhao. "The entire floor had to be vacated. While the medical staff had already begun shifting the patients, we also joined in and helped," he added.

By the time morning arrived, a tsunami of grief, outrage and condolences had poured in on social media. From Prime Minister Narendra Modi, Maharashtra Chief Minister Uddhav Thackeray to other political leaders, many lamented the 'tragic' and 'heart-wrenching' incident.

(Photo Reference Times of India, Lokmat News, Indian Express,The Hitwada…)

As per The Hindu news ,At least 10 newborn children died in a fire that broke out at the sick newborn care unit (SNCU) of Bhandara Civil Hospital, some 65 kms from Nagpur, on Saturday early morning.

Seven newborns were rescued from the hospital immediately after the fire broke out at around 2.00 am, said Pramod Khandate, the civil surgeon of Bhandara district. He added that an inquiry has been ordered into the incident."The fire brigade personnel have succeeded to rescue seven newborn children but could not save 10 other babies," Khandate said.

As mentioned in The Indian Express news, There were 17 newborns admitted at the SNCU unit of the hospital when the fire broke out. A doctor and a nurse were on duty at the time of the incident. The nurse first noticed the smoke coming from the neonatal section and informed the hospital authorities. Fire brigade was called immediately, which rescued seven babies, who were then shifted to another ward, said Khandate.

The civil surgeon added that the patients in the ICU ward, dialysis wing and the labour ward were also shifted to other wards for safety after the incident. The fire brigade personnel reached the spot with fire tenders and started the rescue operation with the help of hospital employees. All the infants killed in the blaze

were between a month and three-months old. Three to four infants were charred to death while the rest of the casualties happened as oxygen supply was cut. The exact cause of death would be ascertained after the post-mortem of the bodies, Dr Khandate said.

The cause of the fire in the four-storey building is yet to be ascertained. However, preliminary investigations suggest that a short circuit could have caused the tragedy. It was said that electric warmers were being used at the neonatal unit at the hospital.Bhandara district health officer Prashant Uike said that the SNCU is a 36-bed ward. The ages of the deceased children ranged between a few days and a few months.

Many parents, whose babies were among 10 new borns have blamed the staff for 'dereliction of duty'. Hospital authorities ignored safety norms, claim families**.**

Kin of Geeta and Vishwanath Behere, whose two-month-old daughter was among the 10 babies who perished in the blaze, blamed the hospital authorities for "dereliction of duty". They claimed that no doctor or nurse was present in the unit when the fire broke out. They blamed the hospital administration for the tragedy, and sought action against those responsible.

Vandana Sidam from Ravanwadi in Bhandara gave birth to a girl at Pahela primary health centre on January 3. The baby was shifted to the district hospital unit as its weight was below normal.Family members of Vandana, whose husband was working in Pune when the tragedy happened, have blamed the hospital authorities for the fire and sought action against officials, who they claim, ignored safety norms.

(Source of Reference: Times of India ,Jan 9, 2021, 15:32 IST ,Times of India,The Hindu **Mumbai, January 09, 2021 08:0,THE INDIAN EXPRESS** January 20, 2021)

Following are the name of 17 new born babies present in Sick Newborn Care Unit (SNCU) on 09/01/21 night

S.N.	Name of Mother	Gender	Address	Present Status
1	Mrs.Hirkanya H.Bhanarkar	F	Post. Usgao,Ta-Sakoli	Dead(Girl)
2	Mrs.Priyanka J.Basheshankar	F	Post.Jam Ta-Mohadi	Dead(Girl)
3	Mrs.Yogita V.Dhusle	F	Post. Ta-Bhandara	Dead(Boy)
4	Mrs. Sushma P.Bhandari	F	Post. Morgao Arjuni, Ta-Gondiya	Dead(Girl)
5	Mrs.Geeta V.Bhehre	F	Post.Bhojpur, Ta-Bhandara	Dead(Girl)
6	Mrs. Durga V. Rahangdale	F	Post. Takla, Ta.- Mohadi	Dead(Girl)
7	Mrs. Sukeshni D.Agare	F	Post. Usarla, Ta.-Mohadi	Dead(Girl)
8	Mrs. Kavita B. Kubhare	F	Post. Sitesara Alesur, Ta-Tumsar	Dead(Girl)
9	Mrs. Vandana M. Sidam	F	Post. Ravanwadi, Ta.-Bhandara	Dead(Girl)
10	Unknown boy child	M	----------	Dead(Boy)
11	Mrs.Shyamkala Shende	F		Safe

12	Mrs.Diksha D.Kandate	F		Safe
13	Mrs.Anjana V.Bhonde	F		Safe
14	Mrs.Chetna Chochre	F		Safe
15	Mrs. Karishma Kanhaya	F		Safe
16	Mrs.Sonu Manoj	F		Safe
17	Unknown Lady	F		Safe

Table: List provides by General Hospital Bhandara

1.4.2 Support Provided by the Government:

Maharashtra government announced Rs 5 lakh for the families of those infants who died in the Bhandara district general hospital fire on Saturday, Prime Minister Narendra Modi on approved an ex gratia of Rs 2 lakh from the Prime Minister's National Relief Fund to such families and announced Rs 50,000 to those who were seriously injured. Governor of Maharashtra announced ex-gratia of 2 lakhs for the kin of deceased in the fire incident.

1.4.3 Reactions of Political Leaders of India:

President Ram Nath Kovind also condoled the death of chidren.

Maharashtra Opposition leader Devendra Fadnavis demanded an immediate probe.He said "I demand an immediate probe in the fire incident at Sick Newborn Care Unit (SNCU) of Bhandara District General Hospital.I have also asked the government to take strict action against the culprits,"he said

President Ram Nath Kovind

Prime Minister Narendra Modi hoped for early recovery of those injured. He said "Heart-wrenching tragedy in Bhandara, Maharashtra, where we have lost precious young lives. My thoughts are with all the bereaved families.He added" I hope the injured recover as early as Possible".

Prime Minister Narendra Modi

Maharashtra chief minister Uddhav Thackeray rushed to Bhandara on Sunday and assured all possible help and time-bound probe to the kin of the ten infants who were killed in a fire accident at the district general hospital. "This terrible tragedy has left me speechless. the chief minister said while telling the family members that

the Maharashtra government is standing with them in these times of the crisis.

Uddhav Thackeray

Union Home Minister Amit Shah condoled the death of children in the fire. “The fire accident in Bhandara district hospital, Maharashtra is very unfortunate. I am pained beyond words. My thoughts and condolences are with bereaved families. May God give them the strength to bear this irreparable loss he said.

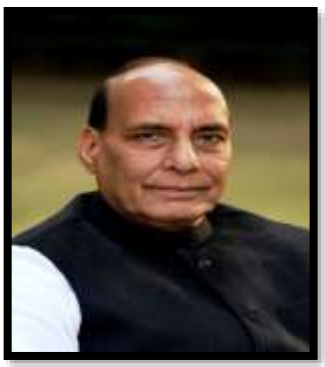
Union Home Minister Amit Shah

Congress leader Rahul Gandhi said: “The unfortunate incident of fire at Bhandara District General Hospital in Maharashtra is extremely tragic. My condolences to the families of the children who lost their lives. I appeal to the Maharashtra Government to provide every possible assistance to the families Of the injured and deceased.”

Congress leader Rahul Gandhi

Rajnath Singh too offered his condolences. "Deeply saddened by the death of infants in a tragic fire at the District Hospital Bhandara, Maharashtra. My heartfelt condolences to the bereaved families," he tweeted.

Shri.Rajnath Singh



Maharashtra Governor BS Koshyari has expressed condolences to the families of the infants who died in the fire at Bhandara hospital."Extremely saddened to know about the most tragic incident of fire at Bhandara Civil Hospital. I convey my deepest condolences to the families of the innocent children who lost their lives," Governor Koshyari said.

Maharashtra Governor B.S. Koshyari

1.5 Findings and Preventive Study

1.5.1 Fires in Indian hospitals:

Loss of human life and property by fire is always distressing. Hospital fire happens with alarming frequency and potentially devastating consequences in hospitals around the world. Fire may be initiated in a hospital for the most ordinary reasons, such as electrical short circuit, heating due to electrical overload, cooking oil or gas in the kitchen, stored inflammable liquid, arson, or smoking in bed. Most hospital fires generally originate from three distinct sources: 1) inflammable liquids, such as alcohol-containing solutions (eg, certain prepping solutions) and other volatile chemicals, such as ether or acetone used in the operating room (OR), which become even more fire-prone in the presence of oxygen (O_2) and nitrous oxide (N_2O); 2) a small spark or heat that originates in equipment operating near the zone of application of O_2 to patients; and 3) in components of O_2 gas lines, liquid O_2 tanks, and cylinders that carry pure O_2 (near 100%). Metals become readily involved in such fires.[6-8]

A compilation of 19 events since 2011 found 17 (90%) in government hospitals. Internal errors responsible for the fire accidents were (18/19) due to short-circuit except one which was due to inappropriate use of the hospital basement. Basement, meant for parking, was used as a storehouse for liquefied petroleum gas cylinders, torn mattresses, and wooden boxes. It also housed a pharmacy, a central storeroom, and a biomedical department, all containing inflammable articles. Overloaded electricity point, improper uninterrupted power supply load and acids in the battery, false ceiling panel lined with thermo coal, faulty electric wirings, and overheating leading to burning of wires were some of the causes of electrical fires reported. Safety in health-care institutions is not just a matter of poor planning/regulation but also reflects deeper malaise prevalent in all sectors, including health care, as safety does not necessarily sell.[8-10]

Most of the short-circuit-related fire gutted the air-conditioning unit in areas such as intensive care unit (ICU) receiving ventilator support, X-ray room, incubator of neonatology unit, pediatric ICU, children's ward, dialysis ward, operation theater, and biomedical equipment's storeroom. Sometimes, these places have equipment such as ventilators with heavy and fluctuating power load, making them vulnerable for short-circuiting. Oxygen enrichment of air is primarily responsible for many fires. The amount of ignition energy needed to initiate fire reduces in the presence of higher O2 concentration and any heat/spark may be the source of ignition. Split air conditioners in ICUs, neonatal ICU, and operating rooms are the source of many such fires, though several other equipment in hospitals have similar vulnerability.[11] In air-conditioned buildings with no natural ventilation, most victims die due to inhaling carbon monoxide from smoke; smoke in the building also hampers rescue efforts.

The electricity load on the day of commissioning a hospital almost doubles from when the facility is designed, and it further goes up nearly 25% annually.[12] No hospital or authority ever estimates correctly, at the time of licensing, the patient load, how many machines it will have, and the required safety checks. The situation is worse in government hospitals where a sheer number of people overwhelm the resources in no

time. Over a period of time, minor repairs, haphazard extensions, and replacements might cause some wires to come in contact with each other or create short-circuit, which may cause a very high current flow through wires and cause fire.[13-15]

Majority of the hospital fires are electrical, caused due to overloading, short-circuit etc., In view of this, the following suggestions can be made:

1. Intelligent building design to assure hazard prevention, risk mitigation, assurance of life safety, property protection, and continuity of operations and functioning. No hospital building should be put to function unless a building utilization (BU) certificate is obtained from a competent authority. Similar certificates should be obtained for electrical fittings, lifts, etc. Regulations as per the National Building Code should be adhered to and NOC from the concerned Fire Department should be obtained before operationalizing the hospital and should be renewed annually. An effective fire safety program should be in place which addresses and monitors the four important parameters namely means of access through approach roads and open spaces and means of escapes such as external staircases and firefighting equipment. In high-rise hospitals, escape chutes[9] may be installed which ensure rapid and safe shifting of everyone including the bedridden patients
2. A disaster action plan, including four points based on rescue, alarm, confine, and extinguish, for firefighting procedures with standard operating procedures, should be prepared and prominently displayed with assigned roles to different persons, with their contact details. Regular/periodic training of all the staff and mock drills for rapid safe evacuation should be carried out. An alarm system with a public address system in the hospital to inform everyone about the emergency/disaster must be in place. It may not work in case of electricity failure; hence, it must have a power backup. Suitable linkage with nearby hospital (s) is a must to avoid delay for the treatment of critical patients
3. A simple solution for electrical accidents leading to fire is to estimate proper load and keeping some buffer before operationalizing, not to make too many changes to the electrical circuiting, and, if any alternation is done, capacity of the wire used should be kept in mind. Indian hospitals need to make several changes in the arrangement of equipment and practice of handling O2 gas, as well as create awareness among hospital staff, doctors, and administrators.

1.6 Methodology:

Data collected by students and their guide by visiting the hospital and interaction with hospital authorities as well as doctors. Google searches led to the web links of newspapers and television clips that reported hospital fire incident. From these news items, efforts were made to determine source of fire.

1.7 Precautions Measures to prevent Fire accident in Hospitals:

Hospitals have many patients admitted in critical condition. Many people who would have mobility issues and many would not even be alert in case of an emergency. By ensuring Fire Safety in hospitals, we can prevent Fire Accidents. Hospitals stack a lot of combustible materials like chemicals, Cylinders, Surgical Equipment, etc. And many hospitals also have an inbuilt Kitchen or Canteen. A Fire Accident may have a lot of casualties

as the Fire may become uncontrollable in minutes. So, the hospital management should ensure that their buildings are Fire Safe all the times.

1. Strict adherence to the Fire Safety Laws

It is important for all buildings in India to be compliant with the National Building Code of India (NBC) Guidelines. This specifies the Fire Safety of a building.

2. Fire Drills for the staff

The staff should be trained to handle emergency situations. If they are in a state of panic, they may not be in a position to help patients who need assistance. Periodical Fire Drills for the staff prepare them for emergency situations. The Evacuation becomes much easier when the staff is prepared.

3. Fire Safety System

The hospital premises should have Fire Safety system in place. The Extinguishers, Exit Paths, Sprinklers, Hydrant, etc should be regularly checked and kept ready at all times. This ensures the building is always Fire safe.

4. Fire Safety Audit

Periodical Fire Safety Audits are also necessary. This helps the hospital management to know if there are any potential Fire Hazards. The audit also suggests preventive measures if there is any risk. The next time you visit a hospital get more aware, ask the hospital administration if they follow any of the Fire Safety guidelines mentioned above. If you are uncomfortable with the response inform the local Fire authorities and ask them to take action. You may just be doing a good deed in saving someone in your family or someone else's family.

1.7.1 Instructions for Fire Safety for Hospital Staff

Instructions for Personal Safety All Hospital Staff should know:-

(1) The location of Manually Operated Electronic Fire Alarm (MOEFA) push button Fire alarm boxes.

(2) Location of the Fire extinguishers, Hose Reel, etc. provided on their respective floors.

(3) The nearest exit from their work area,

(4) Their assembly point.

List of B.S.W. and M.S.W. Students for last 3 years who had done research projects in District General Hospital Bhandara

1.	Ms. Puja Prakash Balpande	B (Medical and Psychatric)	The Analysis of the Views of the College Teaching Faculties over Organ Donation. Special Reference: Teaching Faculties Working at Colleges in Bhandara	Prof. Sunil B. Uikey
2.	Ms. Surekha Dadaram Gaidhane	B (Medical and Psychatric)	A Study of the Problems Faced by the Parents of the Malnourished Children Special Reference: Parents of the Registered Malnourished Children District General Hospital, Bhandara	Prof. Jyoti Nagtode
3.	Ms. Shraddha Hansraj Badole	B (Medical and Psychatric)	A Study of the Problems Faced by the Patients Receiving Treatment for Breast Cancer Special Reference:Registered Breast Cancer Women Patients of Rashtrasant Tukadoji Maharaj Regional Cancer Hospital Nagpur 2016-2017	Prof. Sunil Uikey
4.	Ms. Arti Ramprasad Paswan	B (Medical and Psychatric)	A Study of the Women Suffering from HIV/AIDS Special Reference:Registered Women Patients Suffering from HIV/AIDS at Saarthi Welfare Organization	Prof. Jyoti Nagtode
5.	Ms. Vaishali Wamanrao Thawkar	B (Medical and Psychatric)	A Study of the Opinions of the Patients on the Treatment given to	Prof. Jyoti Nagtode

			suffering from Tuberculosis Special Reference:Registered Patients Suffering from Cancer at Regional Cancer Hospital Bhandara	
6.	Ms. Krupali Anil Imalkar	B (Medical and Psychatric)	A Study of Physical and Mental Status Suffering from Leprosy Special Reference: Registered Leprosy Patients at Rural Hospital, Lakhni	Prof. Jyoti Nagtode
7.	Ms. Ashwini Dashrath Gaydhane	B (Medical and Psychatric)	A Study of the Problems Faced by Childless Couples Special Reference: Registered Childless Couples of Sukhad Nursing Home Bhandara and Sawsi Nursing Home Bhandara	Prof. Sunil B. Uikey
8.	Ms. Ashwini Ratan Raghote	B (Medical and Psychatric)	A Study of Positive Impact on Health of the People Practicising Yogasan and Pranayam. Special Reference:People doing Yoga and Pranayam in Yoga Camp at Patanjali Yogsamiti, Bhandara	Prof. Sunil B. Uikey
9.	Ms. Ashwini Arvind Raut	B (Medical and Psychatric)	A Study of the Health Problems of the Patients Suffering from Sickle Cells and its Treatment Special Reference: Registered Patients Suffering from Sickle Cells at District General Hospital, Bhandara	Prof. Sunil B. Uikey
10.	Ms. Gitika Nilkanth Gahane	B (Medical and Psychatric)	A Study of Pre-Delivery and Post-Delivery Facilities provided by Primary Health Center to the	Prof. Jyoti Nagtode

			Pregnant Women Special Reference:Registered Pregnant Women Patients at Primary Health Center at Shahpur, District Bhandara	
11.	Ms. Kiti Ramnath Meshram		A Study of the Health Problems and Treatment Procedures of the Patients Suffering from Sickle Cells Special Reference: Registered Patients atRural Hospital, Bhandara and Lakhni	Dr. Jyoti Nagtode
12.	Ms. Punangi Anil Ilamkar		A Study of Physical and Mental Status of Patients Suffering from Leprosy Special Reference:Registered Patients Suffering from Leprosy at Rural Hospital Lakhno	Dr. Jyoti Nagtode
13.	Ms. Ishwari Prabhakar Borkar		A Study of Physical, Mental and Economic Problem of Patients Suffering from Diabetes Special Reference:Registered Diabetic Patients at Government Rural Hospital, Mohadi	Dr. Jyoti Nagtode
14.	Ms. Diksha Dilip Kakde		A Study of Physiological and Health Status of People having High Blood Pressure Special Reference:Registered High Blood Pressure Patients Suffering atRural Hospital, Risama	Prof. Sunil B. Uikey
15.	Ms. Pramila Tukaram Funde		A Study of the Effects of Corona Virus over the School going	Prof. Sunil B. Uikey

			Children Special Reference: School Children of Shri Vidya Girls High School , Satgaon (Sakhritola)	
16.	Ms. Diksha Dilip Kakde		A study of Mental and Physical Status of People having High Blood Pressure Special Reference: Registered Patients Suffering from High Blood Pressure at Rural Hospital Risama	Prof. Sunil B. Uikey
17.	Ms. Shweta Devendra Chandrikapure		A Study of the Problems Arising During the Treatment of Corona Patients Special Reference:Registered Covid Patients at Covid Care Center, Amgaon	Prof. Sunil B. Uikey
18.	Mr. Sadanand Rajiramji Nimgade		A Study of Increasing Rate of Consumption of Tobacco by Women and its Impact on their Physical and Mental Health Special Reference: General Class Women of Consuming Tobacco Products from Pachgaon, Neri, Varthi, Taluka Mohadi	Prof. Sunil B. Uikey
19.	Mr. Harsh Yadav		An Empirical Study of People Living with Hypertension and its Consequences on their Social, Economical and Health Status	Dr. Naresh Kolte
20.	Mehram		A Study of the Opinions and Views of the People practicising Yogasan	Dr. Mangala Katre
21.	Nilesh Madhukar		The Utility of Herbal	Prof. Jyoti

	Thote		Plants within the Forest Area in Human Health: A Study Special Reference:The Family at Minsi Villageat Adyal Forest Area, Pawni Taluka, Bhandara district	Nagtode
22.	Ms. Snehal Asaram Shivankar		A Study of the Effect on Educational, Mental and Health Status of the Students during Covid-19 Lockdown Special Reference: Trainee/Girl Students at Government Industrial Center, Bhandara	Dr. Jyoti Nagtode
23.	Ms. Payal Tukaramji Selokar		A Study of the Facilities Provided to Women Patients before and during the Delivery at Government Rural Hospital Special Reference: Registered Pregnant Women Patient at Government Rural Hospital, Mohadi	Dr. Jyoti Nagtode

1.8 Summary of the Report:

Fires can be devastating, especially in a hospital where a large number of people who need to be evacuated may be vulnerable – immuno compromised, on life support, and incapable of moving on their own. There are special requirements that must be met with while evacuating such people in case of fire emergencies. But before that – "fires must be prevented". Most fire-related hazards are caused due to carelessness and improper handling of goods. One of the places where it is difficult to evacuate people in case of a fire breakout is a hospital. Evacuating people from hospitals during a fire hazard is challenging because it involves moving patients who are immobile and are unable to help themselves. The real challenge is evacuating high dependency people before the fire spreads in the vicinity. Therefore, it is important that hospitals and other health care centers have adequate fire prevention and safety measures in place. Prevention is the key in the case of fire-related accidents especially when places like hospitals are concerned. Every hospital must have

well-planned exit ways and well-maintained firefighting equipment to ward off the casualties and damage to assets. By ensuring fire safety in hospitals, we can prevent fire accidents. Hospitals stack a lot of combustible materials like chemicals, cylinders, surgical equipment, etc. And many hospitals also have an inbuilt kitchen or canteen. A fire accident may have a lot of casualties as the fire may become uncontrollable in minutes. So, the hospital management should ensure that their buildings are fire safe all the times.

The fire accident took place in District General Hospital Bhandara on Jan.2021, is a horrible incident and the loss of parents can never be compensated but increasing the manpower, proper training to handle such situations, proper resources and timely audit of the hospitals helps in to avoid accident like this.

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ATHAWALE COLLEGE OF SOCIAL WORK

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Recognised by Govt. of Maharashtra & Affiliated to Nagpur University

Approved by U. G. C. Section 2F, New Delhi

NAAC - ACCREDIATED at B Grade

Ref. No. : ACSW/B/SSR/3.3.1/2022 ***Date :*** 15/11/2022

3.3.1 Number of research papers published per teacher in the Journals notified on UGC website during the last five years

With reference to the above metric all the faculty members of the institute had been taking initiative for the academic contribution through the publication in the different National and International journal, UGC approved listed journal, Scopus. There are many papers published in peer reviewed journal, and referred journals as well.

Publication in UGC Care approved /UGC Care listed journal. Following table is the sample of some publication in the journal. Details have been provided in DT 3.3.1.

Sl. No.	Name of the journal	Website/Link	No. of publication in UGC Care approved /UGC Care listed journal
1	Collaborative Research (2021) published in International Journal of Emerging Technologies and Innovative Research	http://www.jetir.org/view?paper=JETIR2108079	UGC Approved Journal No. 63975
2	Collaborative Research (2021) published in International Journal of Emerging Technologies and Innovative Research	http://www.jetir.org/view?paper=JETIR2108388	UGC Approved Journal No. 63975
	UGC Care approved /UGC Care listed journal		
1	The International Journal of Research and Analytical Review	www.ijrar.org	UGC Approval Link UGC Journal No.43602
2	International Journal of Emerging Technologies and Innovative Research	www.jetir.org	UGC Approved Journal No. 63975

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3	International Research Fellows Association's RESEARCH JOURNEY Multidisciplinary International E-research Journal	www.researchjourney.net	UGC Approved E-journal
4	Research Journey Multidisciplinary International Journal	www.researchjourney.net	UGC Approved E-journal
5	International Journal of Emerging Technologies and Innovative Research	www.ijrar.org	UGC Approved Journal No. 63975
6	Journal of Interdisciplinary Research	www.jicrjournal.com	UGC list approved Group II journal
7	The International Journal of Analytical and Experimental Model Analysis	www.ijaema.com	UGC list approved Group II journal
8	International Journal of Research & Analytical Reviews (IJRAR)	www.ijrar.org	UGC Care approved
9	An International Journal of Multidisciplinary Quarterly Research Journal	www.sjifactor.com	UGC listed Journal No. 40776
10	RESEARCH JOURNEY	www.researchjourney.net	UGC Care approved
11	Ajanta An International multidisciplinary Quarterly Research Journal A Peer Review & UGC Listed	www.ijarst.co.in	UGC approved
12	in International Journal of Creative Research Thoughts (IJCRT)	www.ijcrt.org	UGC approved
13	International Journal Of Special Education Vol.37, No.3, 2022	https://internationaljournalofspecialeducation.com/submission/index.php/ijse/article/view/1220/948	**Scopus e-journal**

Dr. Sarla Shanware

Officiating Principal

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3.3.1 Number of research papers published per teacher in the Journals notified on UGC website during the last five years

Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publicati	ISSN number	Link to the recognition in UGC enlistment of		
						Link to website of	Link to	UGC Care
		Collaboarative Research and Publication						
Impact during COVID-19 Pandemic among the Under Graduate Students of	Dr. Aarti Pawar	Social work	International Journal of Emerging Technologies and Innovative Research	**2021**	**ISSN: 2349-5162**	www.jetir.org	.jetir.org/view?paper=JETIR2108079	Approved Journal No. 63975
Hospitals a Preventive Study Based on District General Hospital Fire	Dr. Jyoti Naktode	Social Work	International Journal of Emerging Technologies and Innovative Research	2021	2349-5162	www.jetir.org	.jetir.org/view?paper=JETIR2108388	Approved Journal No. 63975
				2017				
Men who have Sex with Men (MSM) and HIV/AIDS	Dr. Aarti Pawar	Social Work	International Journal Peer Reviewed/Refereed	2017	2319-7129	Nil	Nil	Nil
				2018				
Women Empowerment in	Dr. Sarla Shanware	Social Work	Interdisciplinary	2018	2249-9598	www.oiirj.org	Nil	Nil
through Tchnology	Rotele	Social work	Research & Analytical	Dec-18	ISSN: 2349-5138	www.ijrar.org	Nil	UGC Care app
Era and Disabled Girls	Dr. Madhukar Nikam	English	International Journal	Jan. 2018	ISSN: 2319-7129			
Indian Writing in English	Dr. Madhukar Nikam	English	International Journal	Apr. 2018	ISSN: 2319-7129			
Transmission and Women's	**Dr. Aarti Pawar**	Social work	Journal of Research and	**2018**	**1269, P-ISSN**	www.ijrar.org	Nil	Approval
				2019				
Higher Education	**Dr. Jyoti Naktode**	Social work	Multidisciplinary	**2019**	**ISSN: 2348-7143**	ey.net		UGC Approve
Intangible outlines of the theories in social work education	**Dr. Surekha Patil**	Social work	Journal of Interdisciplinary Research	**2019**	ISSN:0022-1945	www.jicrjournal.com	http://jicrjournal.com	approved Group II journal

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An Empirical Study of Socio,Economic and Physical Conditions of Institutionalized Aged	Dr Naresh Kolte	Social work	An International Journal of Multidisciplinary Quarterly Research Journal	April-June 2019	ISSN NO. - 2277-5730	www.sjifactor.com	Nil	UGC listed Journal No. 40776
Emerging Environmental Governance for Smart City in India	Dr. Chandrashekhar Malviya	Sociology	Review of Research - Online International Multidisciplinary Journal	2019	2249-894X	www.lbp.world	Nil	UGC Approved Journal No. 48514
Job Problems: Job Anxiety Mahatma Gandhi-Father of The Nation	Dr. C.S. Malviya	Social work	Research Journey	2019	ISSN : 2348-7143	Nil	Nil	
An Overview on the Government Intervention in Poverty Alleviation	Dr.Iliyas.G Bepari	Social work	International journal of Research and Analytical Reviews (IJRAR)	2019	ISSN : 2349-5138	www.researchjourney.net	Nil	UGC approve
Nisha Turns Rebellion: The Consequence of Gender Discrimination in Manju Kapur's Novel'Home'	Dr. Madhukar Nikam	English	Multidiscilplinary Scientific Reviewer	2019	ISSN: 2393-9893		http://oiirj.org/oiirj/msr/	
				2020				
Scientific Research & its Research Methodology Process	Dr. C.S. Malviya	Social work	Journal of Research and Development (International Level Referred Journal)	2020	ISSN : 2230-9578	Nil	Nil	No
Library Devices in Dr. B. R. Ambedkar's 'Buddha and his Dhamma'.	Dr. Madhukar Nikam	English	Journal of Research and Development (Multidisciplinary International Level Referred Journal)	2020	2230-9578	www.jrdrvb.com	Nil	No

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Social Justice and Dalit	Dr. Aarti Pawar	Social work	Journal of Research and Development (Multidisciplinary International Level Referred Journal)	2020	2230-9578	www.jrdrvb.com	Nil	No
Social Work Education in India	Dr. Aarti Pawar	Social Work	UPA Interdisciplinary E-Jouranl	2020	ISSN:2455-4375	www.upa.org.in	Nil	No
A Brief Journey of Research and Research Design	Dr. Madhukar Nikam	English	UPA Interdisciplinary E-Jouranl	2020	ISSN:2455-4375	www.upa.org.in	Nil	No
Trouble and Befy of Social Work	Dr. Surekha Patil	Social Work	The International Journal of Analytical and Experimental Model Analysis	2020	ISSN:00886-9367	http://ijaema.com	Nil	UGC Care Approved Group II Journal
				2021				
Vulnerable Women and Righ	Dr. Aarti Pawar	Social work	International Journal of Emerging Technologies and Innovative Research	**2021**	ISSN:2349-5162	www.jetir.org	JETIR2105853	UGC list approved Group II journal
"Reservation Policies & Its Impact on Education system in India By an Observers Eye"	Mr. Amol Singh Rotele	Social work	International Journal of Emerging Technologies and Innovative Research	May-21	ISSN : 2348-1269	www.jetir.org	JETIR2105660	UGC approved
"Human Trafficking & Migration",	Mr. Amol Singh Rotele	Social work	International Journal of Research & Analytical Reviews (IJRAR)	Aug-21	ISSN : 2349-5162	www.ijrar.org	IJRAR21B1306	UGC approved
"The Social Liberation of Women At The Threshold of English Literature	Mr. Amol Singh Rotele	Social work	Gurukul International Multidisciplinary Research Journal [GIMR]	Jul-05	ISSN : 2394-8426	http://gurukuljournal.com/	Nil	No

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Communal Problems: Communal Violence	Dr. Chandrashekhar Malviya	Sociology	Peer Reviewed Multidisciplinary Indexed National Research Jornal of Social Sciences & Humanities	2021	2278-3199	www.sjifactor.com		No
"Developing India & Its Poverty:A Review	Mr. Amol Singh Rotele	Social work	International Journal of Emerging Technologies & Innovative Research (JETIR)	May-21	ISSN : 2349-5162	www.jetir.org	Nil	UGC approved
Role of Literature in the upliftment of Women : Critical Study of the Poem'A Fenomenal Women' by Maya Angilou	Dr. Madhukar Nikam	English	The International Journal of Research and Analytical Review	Jul-05	E-ISSN: 2348-1269, P-ISSN 2349-5138	http://www.ijrar.org/viewfull.php/&pid=IJRAR21D115	Nil	UGC approved by ISSN and UGC
Study on Issues ans Possible Solution forWomen Empowerment in India	Mr. Amol Singh Rotele	Social work	in International Journal of Creative Research Thoughts (IJCRT)	May-21	ISSN : 2320-2882	www.ijcrt.org	Nil	UGC approved
"Study the Educational Imapact During COVID-19 Pandemic Among the Under Graduate Students of Bhandara District Maharashtra,India"	Mr. Amol Singh Rotele	Social work		Apr-21	ISSN : 2394-8426			No
				2022				

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The Health Issues of Youth:	Dr. Aarti Pawar	Social work	INTERNATIONAL JOURNAL OF SPECIAL EDUCATION Scopus Q3 WoSESCI journal Vol.37, No.3, 2022	2022	ISSN:0827-3383	https://internationaljournalofspecialeducation.com/submission/index.php/ijse/article/view/1220/948	Nil	Scopus e-journal
Mental Health issues and Domestic Violence during COVID-19 Pandemic	Dr. Aarti Pawar	Social Work	Journal of Research and Development-A Multidisciplinary International Level Refereed Journal	2022	2230-9578	www.jrdrvb.com		No
Impact COVID-19 pandemic on India during the period of lockdown	Dr. Devendra Sontakk	Social Work	Journal of Research and Development-A Multidisciplinary International Level Refereed Journal	2022	2230-9578	www.jrdrvb.com		No
Protection of Women's Social Rights: International and Domestic Perspectives	Dr. Aarti Pawar	Social Work	B. Aadhar-International Peer- Reviewed Indexed Research Journal	2022	2278-9308	www.aadharsocial.com		No
Health Transitions in Widowed Aged Women	Dr. Sarla Shanware	Social Work	B. Aadhar-International Peer- Reviewed Indexed Research Journal	2022	2278-9308	www.aadharsocial.com		No
The Importance of Counseling: Basic Skills for the Counselor	Mr. Amolsingh Rotele	Social Work	B. Aadhar-International Peer- Reviewed Indexed Research Journal	2022	2278-9308	www.aadharsocial.com		No
Roles and Responsibilities of Human Rights	Dr. Chandrashekhar Malviya	Social Work	B. Aadhar-International Peer- Reviewed Indexed Research Journal	2022	2278-9308	www.aadharsocial.com		No

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Men Who Have Sex With Men (MSM) and HIV/AIDS

Dr. Aarti S. Pawar*

Abstract

The term 'men who have sex with men' (MSM) covers all the groups and subgroups of men or biological males who have sex with other men/biological males. HIV/AIDS programmers, who were concerned by the 'gay identity politics' in the western hemisphere in the late 20th century, developed the term MSM. As the behavior was to be targeted by HIV/AIDS prevention strategies, the term MSM excluded identity politics and reduced discrimination against the individuals who practiced this socially stigmatized behavior.

Males belonging to the MSM categories are exposed to a higher risk of acquiring HIV infection compared to heterosexual men due to various reasons including higher risk of trauma during sex, and also the high frequency of change of sexual partners.

The present article focused on the vulnerability of HIV/AIDS among the 'men who have sex with men' (MSM), which is based on my research study on prevention and control of HIV/AIDS in the Nagpur City, Maharashtra.

Keywords: Men who have sex with men (MSM), HIV/AIDS, vulnerability, homosexual, biological males, sexually transmitted diseases (STDs), discrimination and stigmatization

"Prevention is better than cure".

INTRODUCTION

Male-to-male Sex

'Homosexual' is a medical term invented in 1869 by Austrian clinical psychologist Karoly Maria Kertbeny to define a person who has sex with a partner of their own sex. Male-to-male Sex is morally proscribed behavior, forcing men who have sex with men (MSM) underground. Studies among relatively small samples of MSM in Mumbai in the early 1990s recorded levels of HIV infection ranging between 3 and 15 per cent (Nag 1996). However, because, homosexuality is socially unacceptable in India, many of these men are married or have regular female partners. In one study among truck drivers, between a third and a half of the respondents said that they had oral or anal sex with other men and that they also had sex with women (Rao et al. 1994).

DISCRIMINATION AND THE CURTAILING OF HUMAN RIGHTS

Discrimination against and the denial of Human Rights to women, children, marginalized populations, such as street children, female sex workers, sexual minority populations, and men who have sex with men have resulted in their lack of access to information and acceptable services. This also heightens the risk of infection and promotes the further spread of the virus. Discrimination against people living with HIV/AIDS (PLWHA) forces them to remain socially invisible and to deny their status to protect themselves from social ostracism from their own families and communities.

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Many of the affected are struggling to cope, unable to come out and avail services because when they do, they are rejected by the people who should help-the health care service providers. Reports of hospital-based discrimination and stigmatization are widely documented and anecdotal evidence of employment-related discrimination has also begun to emerge. The Indian Supreme Court has ruled that the people who are HIV+ must inform future spouses of their infection. In a judgment made public, the court also said that hospitals could not be charged with violation medical ethics when they disclosed the HIV+ status of an infected individual to a person he or she intended to marry (Mudur, 1998). The net result of this discrimination and lack of visibility of PLWHA is the perpetuation of a social climate of fear and misconceptions and the unchecked spread of HIV.

SOCIO-ECONOMIC AND CULTURAL ENVIRONMENT

Three sets of factors strongly influenced the course of the emerging HIV/AIDS epidemic in different parts of India-sexual contact, contaminated blood and patterns of injection drug use. However, the complex epidemic that has emerged in India is primarily one of heterosexual transmission, fuelled by, an active sex industry and interacting with less studied patterns of bisexual and / or injecting behavior. These factors are aggravated due to several social, economic and cultural factors.

POVERTY AND LAW ECONOMIC STATUS CREATE CONDITIONS FOR THE SPREAD OF HIV/AIDS

Over 300 million people or 36 per cent of the population, in India live below the poverty line. The average literacy rate in India is 39.4 per cent for women and 66.7 per cent for men. India has a large and thriving sex industry, estimated to number around 100,000 workers in each of the metropolitan cities (Verma et al. 1999). Due to the clandestine nature of the trade, the majority of sex workers lack legal provisions, suffers discrimination and have few means of protecting themselves. The poor and undedicated in a society are more likely to contract sexually transmitted diseases (STDs) and other infections since they are deprived of the right to information on risk behavior, are too illiterate to understand prevention messages and have less access to quality services.

INTERVENTIONS AMONG MEN WHO HAVE SEX WITH MEN

Since 1986, when the first HIV+ female sex worker was identified in Tamil Nadu, it has been generally believed in India that AIDS is heterosexually transmitted and that its spread in India will follow the African scenario. This idea is strengthened by the widespread belief that homosexuality does not exist in India and on the available epidemiological data. In India, homosexuality as a concept is linked with the United States of America and other countries in the Western hemisphere.

In the beginning of the 1990s, different opinions about homosexuality in India were voiced by groups such as Bombay Dost. The mere existence of this organization proved that there was something other than heterosexuality in India as well. Bombay Dost had also discretely made it known they feared their community to be at high risk for HIV infection. In 1993, a study conducted in Mumbai (then Bombay) revealed that 'the homosexual transmission of HIV infection is not uncommon in a metropolitan city like Bombay' (Nandi et al. 1994). While there was a growing acceptance that homosexuality behavior was prevalent in India, it was still believed to be restricted to major cities and, particularly, Mumbai.

While more recently a number of gay and lesbian groups have emerged throughout the country, most so-called homosexuals are not identifiable and are quite blended into society (the male world) at large. Men who have feminine strain in their gender identity or who have an exclusive preference for

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the same sex are largely underground and not out in the open. Very few men in India openly express an identity based on their sexual preference and calls themselves 'gay'. This does not mean there are not many homosexuals, nor that homosexual activity is not highly prevalent: only that this activity is not visible. It is in most cases not linked with a lifestyle and a public identity. Legal, cultural, social and religious sanctions increase the invisibility of homosexual roles and identities (McKenna 1996).

The uncritical use of Western categories of sexuality in disusing men who have sex with men (MSM) in the Indian context adds to the confusion over identities. Many societies do not even have a term for homosexual, reflecting the fact that 'homosexual' and 'heterosexual' are terms coined only in the last century in Europe. In the traditional Indian sexual culture there exists the specific construction of a third gender (not man, not woman), called Hijra in the north and Ali in the South. Hijra/Ali comes close to the Western transsexual (men who identify as women and have the desire for a sex change). In traditional Indian society, Hijra/Ali played a religious role, but in more recent times this function has eroded. More and more Hijra and Alis resort to prostitution to make a living.

Due to the strict segregation of female and male, many Indian men do not relate socially with women. For the Indian male the female world is strange and largely not understood. Even in marriage, social interaction between husband and wife is limited. The social roles of husband and wife are clearly defined and separated. Often, the contact between man and woman within marriage is only sexual. On the other hand, as if as a compensation, there is strong homosocial bonding. Men relate socially with other man. Though homosocial and homosexual should not be mixed up, the divided between social and sexual in male-male relations is fluid and not very sharp.

Hijra and Ali, effeminate men, androgynous boys with smooth and fair skin and men who have a feminine appearance are often more easily approachable for masculine men who have not learned to socially relate with women. It may be for this reason that many Indian men have sex with 'in between' men. It is easy for them to relate with them and they are sexually attractive enough because they are a bit feminine. As in other fields of culture, illusion and fantasy perhaps fill the gaps. The 'in between' boys and men and the third gender bridge the abyss between the male and female worlds. This is the most striking difference between Western and Indian sexual cultures. The Indian system of three genders, with unique linkages, versus a disciplined Western system of two genders in which those who do not fit in have been set apart, given rights and respect, but sexually unlinked and isolated.

This paper attempts to provide a background on MSM in India and looks at the socio-cultural realities that determine sexual construction. It also explores in detail the interventions for HIV/AIDS prevention amongst MSM and the Ali community in Chennai while providing an overview of similar attempts in other parts of the country. The inclusion of Ali in the MSM category is debatable.

THE GAY MOVEMENT IN INDIA AND HIV/AIDS INTERVENTIONS

The gay movement in India is still at a nascent stage. While homosexuality has an ancient history-descriptions of same-sex relationships in the Kama Sutra, women loving women in the Mahabharata and the Ramayana, Court customs of Babar, Hindu festivals and sects that celebrate homosexuality - 'gay' as a political identity is still emerging.

The emergence of the identity is still shrouded and, from a state of namelessness, it has appropriated and subverted languages which have been integral to the invention of the identity. The first South Asian newsletter on homosexuality was named Anamika, which in Sanskrit means 'nameless'. However, gay basing by the police and by heterosexuals has been reported. In 1994, the National Federation of Indian Woman (NFIW) – a women's organization affiliated to the Communist

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Party of India (CPI) – expressed outrage against the South Asian Gay Conferences in Mumbai, describing it as an invasion of India by decadent Western cultures.

The AIDS pandemic has made homophobia a more serious problem. AIDS was and, in many parts, still is considered to be a homo-sexual disease. MSM also undergo heterosexism- prejudice or discrimination against gay people. One of the ways to counter the inferior status of gays was to bring into the limelight eminent gay personalities who were open about their sexuality. At times this has also led to 'outing' of forcible hounding and exposing, of gay people who were unwilling to publicly admit their sexual orientation.

The public movement towards the rights of gays and lesbians in India was put forth in an organized manner at the end of 1991 through the charter of demands which contains 19 elements and was published in the last chapter of the report 'Less Than Gay' and includes demands to repeal discriminatory legislation, including Section 377 of the IPC. In 1992, a demonstration was held in New Delhi to protest against police atrocities against homosexuals. This was followed by moving a petition in the petitions committee of the parliament, which is still pending. While the public movement towards sexual liberation is ongoing, there is a move towards organizing the community and developing support systems for those who have an alternate sexuality. There are at least 10 active gay groups in the country, with many of them having widely subscribed publications. Many of them organize regular meeting for their members.

The network of gay groups in India has perhaps not taken on issues around HIV/AIDS as much as their counterparts in the West. This is due to various limitations, including not wanting to reinforce the stigma of HIV. But a lot of change has come about over the last few years. From a stage when a worker promoting condoms during one of the gay get-togethers in 1993 was physically attacked and thrown out, active support for HIV prevention is today a key focus for most. Most of the gay publications, including Bombay Dost, Fun Club, Aarambh, Sakhi, Khush Club, Good As You, Men India Movement, Sisters, Udaan, Saathi, Gay Information Centre, carry or provide information on HIV/AIDS. Condom promotion through networks and advertisement is also undertaken. The Humsafar Trust, Mumbai, runs a drop-in centre which 'creates a dynamic interface between the target groups and the public health services'. The centre has been functioning since October 1995 and has a weekly attendance of approximately 50 men. Between October 1995 and January 1996, the centre had registered 340 individual interventions, distributed 9,000 condoms, conducted 17 workshops and trained 10 volunteers for street outreach.

The Naz project in Kolkata mapped 17 public sex sites and has started providing on-site one-to-one information dissemination and counseling, including subsidized STD/HIV testing and treatment for STDs. The Naz Foundation (India) Trust in Delhi also targets male commercial sex workers and their male clients. The programme includes STD treatment and basic health care, counseling and addresses issues related to sexual identity.

Given the high prevalence of MSM activity, the services available to them and interventions addressing them are grossly inadequate. National AIDS programmes rarely incorporate the needs of men who have sex with men. In a survey conducted by PANOS amongst ASOs, NGOs and gay organizations and individuals 65 per cent of the respondents felt that the issue of MSM and HIV was not consistently acknowledge. Funding for work with MSM has also not been forthcoming. Although it is clear to many that male-to-male sex plays an important role in India's epidemic of AIDS, the country's AIDS prevention budget for 1992-96, laid down in the strategic plan for the prevention and control of AIDS in India exemplifies the problems of funding prevention activities targeted at men who have sex with men. The five-year budget allows for a total expenditure of just US$350,000 for HIV prevention work among this group compared to US$25 million for work among female prostitutes (Ministry of Health and family Welfare 1992). This also has a negative impact as most of the IEC

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messages focus on the heterosexual route and often imply that one can get infected if 'you have sex with a prostitute'. This reinforces the belief among many of the MSM community members that AIDS, like other STDs, is a 'pombale noi', or women's disease that you get from women and that male-to-male sex indeed protects them from HIV/AIDS.

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Rebellious Woman Characters and Indian Tradition in the Novels of Manju Kapur

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ABSTRACT

Indian writing in English is a recent phenomenon, as far as Indian Fiction Writing is concerned. Mulk Raj Anand, Raja Rao and R.K. Narayan have given the most significant contribution to the development and enrichment of the Indian Fiction Writing. However, we cannot ignore the contributions given by the Indian women writers in changing the scenario.They have been successful in projecting the realistic picture of the society as well as the problems faced by the society and trying to eliminate the seeds of the problems from the root. The women writers in general and women fiction writers in particular are repeatedly showing concern for the problems faced by the women themselves in this male dominated Indian society. The Indian culture and the tradition which seems at the root of the problems, is on the target. Indian women writers have been mouthing their problems through their rebellious women characters – the characters revolting against the age old traditions and norms and codes of the familial institutions controlled by patriarchy.

KEYWORD -- Rebellious, Indian Tradition, Manju Kapur

Indian women novelists have been successful in portraying the woman in various manifestations. But, recently the remarkable range of India's most accomplished women writers of the post colonial strand has brought the tremendous change in the trend of depicting women characters. The women writers like Kamala Markendaya, Nayantara Sahgal, Anita Desai, Shashi Deshpande, Bhartee Mukharjee, Manju Kapur, Gita Hariharan and others have intuitively perceived the gender issues upsetting women and presenting women as an individual who fights against suppression and oppression of patriarchy.

In Indian culture and heritage, individualism,quest for identity, protest and concept of rebelliousness have often remained alien ideas, as far as women were concerned. Women were not supposed to raise voices for their rights, protest against injustice or question already existing beliefs, customs, rituals, and superstitions. They have to merely exist subjected to the patriarchal system. They have to be obedient, quiet, submissive, and passive not claiming any of their rights neither as a woman nor as a human being.

Manju Kapur makes the woman cult figure – arebellious one who fights against taboos, social and joint family norms, marriage system- its code and conduct, restrictions and constraints laid by patriarchy in society. Manju Kapur portrays woman as an individual- rebelling against the traditional role

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breaking the shackles of exploitation and oppression breaking the norms settled in society, awakening with the sense of identity to assert the individuality. In her portrayal she is not biased. This is the root cause of the researcher's interest in her novels. Her novels *"Difficult Daughters", "A Married Woman", "Immigrant" and "Home"* will be studied in depth to bring the home some truth about her protagonists. The chapter scheme is engineered to have a vantage point survey of Kapur's novels.

As we compare with the Western Literature, women started to move out of their invisibility and silence in 19th century when Ibsen's Nora in *"Doll's House"* provided a model of new woman by saying 'No' to the male power structure. Here, in India also, it is Manju Kapur who through the female protagonists of her novels presents new women. Her female protagonists rebel against the patriarchal set up of the society where woman is always expected to be followed by Sita, Savitri and Gandhari.

The search for control over one's destiny is the key theme of Manju Kapur's novels. Her novels acquire a significant new meaning when read from the point of view of crisscross dogmas of cultural critical thinking and furnish examples of a whole range of attitude towards the importation of tradition. Her novels are the stories of revolt against family values and institutions of marriage, patriarchy and age old traditions.

Manju Kapur is one of the eminent Indian women novelists. She was born in 1948 in Amritsar. She is a Professor and the Head of the Department of English at her Alma mater. She did her graduation from Miranda House University College for Women. M.A. at Dalhousie University in Canada and further did M.Phil. From Delhi University. She has five novels to her credit. Her first novel *"Difficult Daughters"* was published in 1998 which received a huge international acclaim. It was awarded with the Prestigious Common Wealth Writer's Prize for the best first book (Euresia) and was number one best seller in India and abroad. Her second novel *"A Married Woman"* was published in 2002 followed by the third one *"Home"* in 2006. *"The Immigrant"* which published in 2008 has been long listed for DSC Prize for South Asian Literature. Her novel *"Custody"* published in 2011.

Bondage, Patriarchy and Tradition

This chapter will consist of a study the major and minor characters in the novels of Manju Kapur in the light of bondage, patriarchy and tradition. The main focus will be on the study of the female protagonists considering the role of marriage (bondage) as an institution, the Indian tradition of arranged marriage, its significance, benefits and short comings, general thinking and common psychology, the role of patriarchy, familial harmony and relationship etc. The comparison will be made between them regarding the revolt the female protagonists do against the bondage, patriarchy and the age old tradition of their family, society, Indian tradition and culture.

Her first novel "*Difficult Daughters*" is the story of Virmati, Who is the protagonist of the novel. The story of the novel is a daughter's journey towards self-realization through the mother's attainment of selfhood. Astha is the protagonists of Manju kapur's second novel "*A Married Woman*". Nisha is

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the protagonist of third novel "*Home*". Kapur has depicted in the novel how family norms are ignored by the new generation. "*The Immigrant*" also deals with the theme of revolt and rehabilitation of women. It is the story Nina, a protagonist of her novel besides that there are also some minor female characters in her novels which seem to be rebellious, will be studied in detail.

Feminine Resistance

This chapter will consist of the study of the novels of Manju Kapur throwing the light on the Feminism in her novels.The focus will be on the protest made by the female characters against the male domination. The technical aspects like plot, structure, style, technique, language, symbolism, imagery etc. will not be the concern in this chapter. As this thesis is going to explore the rebellious women characters and Indian tradition in the novels of Manju Kapur, it becomes imperative to write the short summaries of these novels. Here, the researcher attempts to summarize in short the four novels.

Her first novel ***"Difficult Daughters"*** is the story of a woman torn between different forces that affect her life. The protagonist of the novel **Virmati** rebels against her destiny. She does not want to be a rubber doll for others to move as they willed. She is not a silent rebel but is bold, out spoken, determined and action oriented. She revolts against her family norms and the whole marriage institution of the society.

"A Married Woman" is the story of **Astha**- the protagonist of the novel. She is an educated upper- middle class working woman from Delhi. Her marriage is settled with Hemant of bureaucrat family. She is fed up with her familial life. During her teaching at a public school, she meets Aijaz, an artist and there is a powerful relationship between the two. After that she meets Pipeelika, Aijaz's widow and there develops powerful physical relationship between them. Here, in this novel Astha becomes rebellious in her attitude and behavior and breaks the shackles of her family norms and codes of Indian tradition.

Manju Kapur's novel ***"Home"*** is a story of **Nisha.** This novel depicts how family norms are ignored by the new generation and how the female characters become rebellious in their nature and attitude and revolt against the age old tradition of the family.

"The Immigrant"is also deals with the theme of revolt and rehabilitation of women. It is the story **Nina**, a protagonist of her novel.

Rebellious Women Characters and Indian Tradition

This chapter would attempt to study the rebelliousness of the female protagonists in the novels of Manju Kapur. It would consist of the detailed study of their nature, attitude, behavior pattern and their interpersonal relationship. It will also throw light on the resulting problems due to their conduct and their effect on their life. It will also study its effect on other character as well. The efforts would be made to search the problems arising out of their conductif gives birth to another resultant problems. The comparison would be made between Indian ways of living and the Indian

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philosophy of lifeand that of the Western. The marriage and family as an institution in India and that of the Western would be compared.

Conclusion

It is imperative for the beginner like me to be unbiased while handling the impartial woman novelist's novels. Human beings are gripped by greed, sense of possession, selfishness and immorality. They have impact on our relationships which are reduced to fragments. The concluding chapter needs to be authored very precisely, considering the emotional, psychological, social, religious and traditional aspects of human mentality. Researcher attempts to find out the reasons that propel men & women in a state of flux.

The study carried out will provide a mirror image of the rebellious women characters. The relation between literature and society is reciprocal; both serve as cause and effect to each other. A literary creation does not come into existence by itself. Social situation determine its emergence.In this concluding chapter few inferences will be drawn on the study carried out. This chapter would attempt to detailed findings of the study whether the protagonists in the novels of Manju Kapur are rebellious. If they are found to be rebellious, the chapter would consist of the instances of their rebel and the reasons as to why they have become rebellious in their nature and attitude. If they are not found to be rebellious the attempts would be made to search for the Indian Tradition present in their nature and behavior. The significant depiction of women characters with her microscopic observations has taken us to the inner realms of psychoanalytical world. Manju Kapur's interview will be a great help and an important aspect of this study. Inference will be drawn with care after the revision of the study being carried out and a close re-reading of her novels. Thus the final conclusion with detailed findings would be the consequence this pursuit.

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Role of Self-Help Groups for Women Empowerment in India: An Empirical Review

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Abstract

Self Help Group model has its roots in rural areas and it has been mooted along the rural and semi urban women to improve their living conditions. Women participation in Self Help Groups have obviously created tremendous impact upon the life pattern and style of poor women and have empowered them at various levels not only as individuals but also as members of the family members of the community and the society as whole. They come together for the purpose of solving their common problems through self-help and mutual help. The more attractive scheme with less effort is "Self Help Group" (SHGs). It is an instrument to eradicate poverty and develop the women entrepreneurship and financial support in India. The present paper confines itself to study of Women Empowerment through the Self Help Groups in India by extensive literature survey.

KEYWORDS: Empowerment, Women, Self-help groups, Empirical, Society, India.

Introduction:

Empowerment as a concept was introduced at the International Women's Conference at Nairobi in 1985. The conference defined empowerment as "A redistribution of social power and control of resources in favor of women. It is the process of challenging existing power relations and of gaining greater control over the sources of power. The word empowerment is defined as the process by which women take control and ownership of their choices. Empowerment is a process of awareness and capacity building leading to greater participation, to greater decision making power and control and transformative action. Women Empowerment refers to an increase in the strength of women such as spiritual, political, social or economic. The most common explanation of "Women's Empowerment" is the ability to excise full control over one's actions. Thus, women empowerment occurs in real sense when women achieve increased control and participation in decision making that leads to their better access to resources it often involves the empowered developing confidence in their own capacities.

Self Help Groups are considered as one of the most significant tools in participatory approach for the economic empowerment of women. It is an important institution for improving life of women on various social components. The basic objective of SHG is that it acts as the platform for members to provide space and support to each other. SHGs Comprises very poor people who do not have access to formal financial institutions. It enables its members to learn to cooperate and work in a group environment (Geethanjali R., and Prabhakar K., 2013).

Today, in India, Self Help Groups (SHGs) represent a unique approach to financial intermediation. SHGs are formed and supported usually by Non- Governmental Organizations by Government agencies. SHG are seen to confer many benefits, both economic and social. SHGs are enable women to grow their savings and access the credit which banks are increasingly willing to lend. SHGs can also be community platform from

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which women become active in village affairs, stand for local election to take action to address social (Manjunatha S., 2013). In India before introduce this scheme for rural women were largely negligible. But in recent years the most significant emerging system called Self Help Group is a major breakthrough in improving lives of womenfolk and alleviating rural poverty. However, the significant success of several SHGs show that the rural poor indeed efficient to manage credit and finance. Women participation in Self Help Groups have obviously created tremendous impact upon the life pattern and style of poor women and have empowered them at various levels not only as individuals but also as members of the family, members of the community and the society as whole. They come together for the purpose of solving their common problems through self-help and mutual help. The more attractive scheme with less effort is "Self Help Group" (SHGs). It is a tool to remove poverty and improve the women entrepreneurship and financial support in India (www. Self Help groups.com).According to many disciplines empowerment describes the freedom of a person in social, political and economic matters.

Objectives:

1. To understand the status of women empowerment in India.
2. To study the role of Self Help Groups in the women empowerment.

Research Methodology:

In this research that is based on secondary data, the researchers take into account the insights derived from relevant studies undertaken and survey conducted by various researchers and institutions in the subject area. This research is essentially aimed at understanding the status of women empowerment in India and study the role of Self Help Groups in the women empowerment. Researchers have also considered the views/ opinions expressed and experiences shared by the experts in the subject area under consideration.

Literature Review:

There are numerous studies made both by Indians and Foreigners to examine the empowerment of women and their related issues. Some of the important studies in this regard are as follows.

Minaxi Setia, et. al., (2017), conducted study on **"Impact of Women Empowerment through Self-Help Groups - A Study of Haryana".** In the present study result shows that, Self Help Groups have played a vital role in poverty modification through women empowerment in Haryana state. Self Help Group also increase's the confidence and social- economic self-reliance of the members. **Maheshwari M., (2016),** conducted study on **"The role of self-help groups: Women empowerment and inclusive escalation".** In this study researcher concluded that, the involvement of Self Help Group is yet another step towards the path of the socio-economic status of women and it also shown to be instrumental for the rural transformation. It also pays meaningfully to financial addition and complete growth. Thus, the better planning and application of the interference with regular nursing and support to Self Help Group can result in even better the socio economic change. Hence, Self Help Group can be considered as a major tool for socio-

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economic transformation which leads to complete growth of our country. **According to Sneha G. Upadhye and Rupnawar B. S., (2016),"Economic empowerment of rural women through self-help groups study of Raigad district Maharashtra".** In this research paper researchers were found that there is significant growth in income level after joining Self Help Group as compared to before joining Self Help Group of the respondents. Hence, the researchers concluded that, the income generating activities leads to economic empowerment of the respondents. Therefore, Self Help group activities create income generating activities for women empowerment and respondents get their self-respect in the society as well as in home due to economic stability. **Vishnuvarthini R. and A. M. Ayyothi (2016),** reviewed **"The Role of SHG in Women Empowerment-A Critical Review".** This review article gives a complete picture of the success of Self Help Group towards women empowerment. This study concluded that the women employed in the Self Help Groups got better access to health care, socioeconomic development and independent decision making. Some report suggested that the Self Help Group can also affect the social, cultural balance exists in the country like India. Overall, the positive effect of Self Help Group is overwhelming the negative effect.**According to Rahul Sarania, (2015), "Impact of Self-Help Groups on Economic Empowerment of Women in Assam".** In this study researcher concluded that the positive change in indicators of economic empowerment, viz., income, employment and savings after joining the Self Help Group. The calculated value of Wilcoxon signed Ranks Test for the economic indicators were significant. It shown that majority of the respondent's income, employment days and amount of savings increased after joining Self Help Groups group as compared to before joining Self Help Group. Thus, finally this study concluded that Self Help Groups have been playing a dynamic role in the empowerment of rural women in the study area. **Kappa Kondal, (2014),**attempt has been made to assess the women empowerment through Self Help Groups in Andra Pradesh, India. **Manimekalai, (2004),** in his article commented that to run the income generating activities successfully the SHGs must get the help of NGOs. The bank officials should counsel and guide the women in selecting and implementing profitable income generating activities. He remarked that the formation of SHGs have boosted the self-image and confidence of rural women.

Findings of the study:

- It has been found that women are facing tremendous problems in rural and semi urban part of India.
- Women often face percipience and stubborn gender inequalities in the family and in society, with some women feeling multiple judgment and exclusion because of factors such as background or caste.
- It has seen that Self Help Groups have played a vital role in poverty modification through women empowerment in various state of India.
- Self Help Group also increase's the confidence and social- economic self-reliance of the members.
- Self Help Group is yet another step towards the path of the socio-economic status of women and it also shown to be instrumental for the rural transformation.
- But due to certain constraints like gender inequality, exploitation, women torture for which various SHGs is not organized properly and effectively.

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Conclusion and Recommendations:

SHGs have been identified as a way to alleviate poverty and women empowerment. And women empowerment aims at realizing their identities, power and potentiality in all spheres of lives. But
the real empowerment is possible only when a woman has increased access to economic resources, more confidence, self-motivation, more strength, more recognition and say in the family matters and more involvement through participation. Although it is a gradual and consistent process, but women should build their mindset for taking additional effort willingly for their overall development. SHGs have the potential to have an impact on women empowerment.
Self Help Group concept has been mooted along the rural and semi urban women to improve their living conditions. Even though SHG concept is applicable to men also in our country, it has been more successful only among women. To reduce poverty by enabling the poor household to access gainful self-employment and skilled wage employment opportunities, resulting inappreciable improvement in their livelihood on a sustainable basis, through building strong grass-root institutions of the poor (SHGs) is now the main motive of the most of the employment schemes. Thus SHGs have been showing the way ahead to alleviate the poverty of India along with women empowerment.

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A Review-Women safety through technology

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Abstract: This article is a review on the technological safety systems available for women .Over the past few decades the status of women in India has gone through many changes. But women continuously facing social challenges and are often victims of abuse and violent crimes. To avoid such situations technology has developed many android applications and electronic gadgets till date. Still a more sophisticated system is required to provide more safety and security.

Index Terms- Nirbhaya,Abhaya,Hear ME,VithU,FightBack,GPS,GSM.

I. Introduction

In today's world ,where women are playing outstanding role in every field like, IT sector, Navy,Army,Medical etc..,but when the whole thing is seen through the safety point of view, just think what we have done till now ,are women safe in society?. This question is still unanswered, because the insecurity in women is as it is, they still feel unsafe to step out of their house and the reason is increasing crime in our country like, harassment, abuse etc. The fear of harassment against women is not only the condition at outside but it may also happen at homes. The best way to reduce probability of becoming a victim of violent crime (robbery, sexual assault, rape, domestic violence) is to recognize, defense and look up resources to help you out of hazardous situations. There are many technological applications and electronic gadgets are available which reduce the risk of sexual assault on women. To bring safety at our fingertips, legislative measures are increasingly being sought to ensure the safety of women where technology is facilitating the process. The issues of safety of women and other vulnerable sections of society are engaging the attention of the police and agencies concerned in and outside the government. It is being increasingly felt, especially, post the "Nirbhaya" rape case of 2012, that there is a need for innovative ideas to tackle these issues and that effective use of technology can go a long way in ensuring safety. A number of safety applications have entered Indian markets. Some of them have survived while others have grown redundant over time. With technological development, newer applications keep entering the market, claiming to have features better than the previous ones. The utilization of technology for supporting women's security is important. Today, applications would not assume a fundamental role in security, but rather its consistent use and standard upgrade according to the need and mindfulness about security will help to give technological solutions. For improving women's safety in India we need to focus on four things, 1: A mechanism to deter or avoid any danger to them. 2: A mechanism to help them defend themselves. 3: A mechanism to reach out for help.4: A mechanism to help identify and incarcerate the predators.

II. Literature Survey

- Abhaya : An Android Application for the Safety of Women. This particular application can be activated by a single click, whenever victim faces a abusing situation. Access to the app is just user has to click once on app single and it identifies the movement of the user through GPS and sends a message containing this location URL to the registered contacts and also call on the first registered contact to help the one in dangerous situations.[1]
- HearMe : It is a smart mobile application, namely Hear Me, with multiple unique features including lock screen access and siren on the receiver device. The Hear Me application can be activated through hardware buttons in order to quick access to the victim. One important feature of Hear Me, if the mobile is in silent mode still blowing a loud siren at the receivers phone, increasing the possibilities of getting help to victim from family or police.[2]
- VithU: It is an application to help women when they feel unsafe. The Application can be accessed by a single click on app. A single clickon this app identifies the location of victim through GPS and sends a message to the registered contacts to help the one in abusing situations. The location of the victim can be quickly tracked and can be rescued safely.[3]
- FightBack: The app is just getting instigated by pressing a panic button whenever any individual feels unsafe. After getting instigated it tracks users location through GPS (Global Positioning System) and sends location details to the server. Unique feature is, it shows user's current location on the Google map. FightBack uses GPS, SMS, location maps, GPRS ,email and your Facebook account to inform your family, friends in case you are in danger. App functions only for registered users.[4]

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- Smart foot device for women safety:The smart device will be attached to the footwear of the user. When any women feels unsafe, she have to tap her footwear. On tapping one foot behind the other four times, an alert is sent via Bluetooth communication to an application of users phone, so on it will generate a message to seek help by sending location.[5]
- A mobile application for Women's Safety: When it comes to safety of women, the most primary issue in handling such cases by the police lies in constraints. Constraints like not knowing the location of the crime, & even not knowing its happening at all. So system helps victim to place an emergency call to the police. It can be done with help of pressing a PANIC button on the screen or the calling function by shaking her phone. A message containing the geographical location is also send.[6]
- Smart security solution for women based on Internet Of Things(IOT)
  This is a device which contains software and hardware integration. Hardware comprises of a wearable Smart band & Software comprises of a mobile application. The Smart band is continuously connected to Smart phone which has access to internet. The application is programmed and loaded with all the required data. This generates a signal which is transmitted to the smart phone.
  The application has access to GPS and Messaging services which is preprogrammed in such a way that whenever it receives emergency signal, it can send help request along with the location to the nearest Police station, relatives and the people in the near radius who have app.[7]
- Prototype of an intelligent system based on RFID and GPS technologies for women safety
  Here an intelligent women safety system is developed using Radio Frequency Identification (RFID) and Global positioning system (GPS). The main idea here is using a active RFID tag with passive RFID reader to scan the information and this information is transferred to the AT89C52 microcontroller. Once the information is received by the controller, it sends the message to the contacts through GSM module and the location is tracked through the GPS.[8]
- GUARDLY:This application places phone calls to the predefined contacts along with the name, real time location, type of emergencies and enables to identify different locations.[9]
- ON WATCH: This application is developed especially for college students. It allows the user to easily alert friends and emergency responders and police when needed with the GPS location.
- FAMILY LOCATOR: This application notifies about the near and dear ones about the trouble. It provides the useful information about the criminals in the neighbourhood , tracking the most visited locations and so on. It also keeps connected with the family members with the support of GPS. It informs others about the exact location through messages,calls,emails with the press of a button.
- SENTINEL: It is a smartphone application used to serve as a virtual security guard for women. The users can press a button once they feel they are being stalked or harassed. It sends out instant alerts to let friends, family or police know about the trouble and save them.
- STREET SAFE: This application has a feature called "WALK WITH ME" which gets the details of the situation and stays on line until they ensure the users gets back home safe. In case the call is cut, the safety advisor connects the user to thelocal police for further help and guidance. In case of emergency situations, a feature called "SILENT ALARM"enables to get local help from the real time location using the GPS and the physical description of the user.
- CIRCLE OF 6: This application intends to add 6 members to your circle which is developed for college students which lets 6 friends know when you are facing a troublesome situations. With two taps, the app sends one out of three predetermined alert messages to six contacts of your choice including a call for help connecting home that automatically includes the real-time location. The app also consists of pre-programmed hotline numbers and a local number that can be customized for police or 911.
- b SAFE: The b Safe app works as a guardian that sends an emergency message to the chosen contacts with a push of a single button and its slogan is "Never walk alone". This application offers two levels of safety; a Risk mode with real time GPS which tracks the position and a Timer mode with an automatic alarm activation. It's a user-friendly app which just needs a single tap to inform the chosen contacts.
- CAB 4 ME: Cab 4 me, as the name suggests, is a mobile cab finder app that helps get a cab anywhere at any time.It works based on the location. The phone's GPS shows the location on the map and one can choose the pickup destination or a nearby taxi stand based on the available stand. If in case the database has no cab company for the specific area, a local web search is performed to get a result.
- HOLLABACK: "Hollaback! You have the power to end street harassment", is the tag line of this particular app. Here the users can take a photo of the harasser and upload it as 'caught in the act' and submit their story on ihollaback.org. It signals the perpetrator that his photo is shared on the website as well as warns others from doing this act. The app encourages users to submit stories along with photographs of street harassment at every level from catcalls to strangers groping hands or even individuals exposing themselves in public roads.[10]

All above systems are based on mobile applications. When any women faces abusing situation, she don't have that much of time to get her phone and even don't have immediate access to application so that she can ask for help. Also systems are available which are integrated in hardware like Smart bands. But its functioning is depending upon the mobile application which must have continuously access to internet. But the proposed system is hand free device because it is already resembles in vehicles. And functioning depends on speech signals like individual generally screams in distress or groping situations.

III WHAT ARE THE PROBLEMS WITH SUCH DEVICES/ APPLICATIONS?

- Many special devices are primarily western and most of them have not reached India yet.
- Another issue is the high cost of manufacturing these devices.
- To make applications efficient, they would require GPRS services which might not be feasible.
- Applications get hanged, which lowers down the response time.

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- These applications consume too much of battery power.
- Most of the applications available in the market do not work without the Internet or mobile network. This is exactly where the government needs to step in and try and mitigate cost and infrastructure issues for the corporations working in this direction.

IV CONCLUSION

At most, technology can only be a facilitator to ensure the safety of women. It cannot be a fool-proof solution as a woman under attack may not be able to use it. If she has been restrained by her assaulters, her nails and teeth are the first weapons. Devices, based on technology, can mainly act as a deterrent. The use of technology has to be supplemented by basic self-defence and safety awareness training, which will give the victim a buffer time to use the device in case of a surprise attack. In addition, work places and police stations must be made women friendly so that women are free to approach the law enforcement in case of harassment and abuse. There is a need to not just look for smart gadgets and devices that come handy for women but something out-of-the box solutions and innovative applications that can be embedded in the mobile phones of the person in trouble.

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Education in a Globalizing Era and Disabled Girls

Dr. Madhukar J. Nikam*

ABSTRACT

Disability and associated negativity, the disabled have in the last three decades advocated their cause to reach a position where society is beginning to engage with the issues that concern their lives in some concerted way. One of the principal safeguards that have the potential to contest marginalization is education which has not been an easy endeavor for the disabled. To understand the marginalization it is necessary to comprehend the political economy of disability. Disability is not a singular marker as disability intersects with factors such as caste, class, religion, urban/rural divide, and most importantly gender. Though the oppressed groups can establish the authenticity of their victimization, a danger vested in such identity politics is that both difference and identity are often organized into hierarchies. Such hierarchies do not lead to an equitable society. Setting up hierarchies of oppression does not lead to an equitable society. Inclusion of the disabled thus can only be possible in a system that does not marginalize difference of any kind.

The present article focused on the impact of globalized era of education on/for the disabled girls.

INTRODUCTION

There is an urgent need to address the dramatic changes inflicted on/promised to our era philosophically, sociologically, culturally, ecologically, physically, aesthetically and politically. In this book we try to address the challenge of global transformations to education in the broadest sense of the concept of education, by treating this challenge in various perspectives through different disciplines and topics within which the challenge of globalization is conceived as the most profound dynamic of this historical moment, a development that is realized in many diverse and different levels, fields and spaces of human and natural existence. The various texts in this collection, written by some of the most famous and interesting scholars in the field of philosophy of education and the sociology of education, try to address the richness and diversity of the challenge of globalization.

One of the casualties of the ever increasing forces of globalization has been education, often understood as instrumental in providing an entry into the social, economic, and political world. Globalization, by definition, is broadly understood as 'a stretching of social, political and economic activities across frontiers such that events, decisions and activities that take place in one region can have significance for people in other regions' (Held and McGrew 2003: 54). While maintaining that globalization offers immense possibilities in enhancing trade, communication, interaction, travel as well as culture, there is agreement about its selective and uneven nature.

As Alison Symington (2002: 3) says, 'Its impact is felt in innumerable ways by various groups of people in different regions of the world; the process of globalization is exacerbating existing inequalities and at the same time they produce all new divisions and asymmetries.' While it may take different

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disability as inherent in the mind or body. Deficiency and lack of ability are associated with these mental representations of disabled. In a culture that valorizes perfection, all deviations from the perfect body or mind signify abnormality, defect, and distortion. Conveying feelings of inability and uselessness, disability epitomizes 'failure', and gets conceived of as a personal tragedy. Destiny is seen as the culprit, and disabled people are accorded the 'victim status' with a clear enunciation that posits dis ability as a retribution for past karmas(actions) from which there can be no reprieve. Disability is thus constructed as an essential characteristic of the individual. The popular images in mythology attest to extreme negativity associated with disability in India. While there are different strands in the historical rendering of the myths, the associations that are conveyed construct the disabled as objects of pity and charity coupled with images of deviance, treachery, evil behavior, and villainy. As I have pointed out in (Dis) Embodied Form: Issues of Disabled Women, another set of images portrays the disabled as capable of heroic efforts that result in overcoming the disability, setting an exemplary standard for others to follow. Needless to add, the objective of all these images is to posit dis- ability as an oppositional category of normality.

A paradigmatic shift in disability and related issues came in the form of recognition that social oppression transforms 'impairment' into 'disability'. It highlights the tendency of the medical constructions that encourage cure/overcoming theories. The naturalness of disability thus gains further sanction from the overarching medical model. While the intervention of global agencies such as the World Health Organization (WHO) and the United Nations has brought in a change in the terminology used to define disabling conditions, these men, women, and children continue to be excluded and marginalized in every walk of life.

DISABILITY IN THE CONTEXT OF THE GIRL CHILD/DISABILITY AND GENDER

The twin pressures of globalization and disability are much more difficult for girls. It does not require any creative effort to realize that in the world that we live in, gendered education is seen as a central factor that affects socio-economic change. While some of the boundaries are being blurred, the space that the girl child occupies in the educational system is at best marginal. As I argue elsewhere, penetrating the veneer of resistance that disabled women confront in a society where the dominant norm that operates is that of a perfect/unimpaired body is a very difficult endeavor. Without education and employment, disability is a burden women can do without. It produces lamentations such as one father in a remote village of Bihar exclaimed, 'wasn't it enough that we are poor. Why did kismat (fate) have to add to our burden further by giving us a pagal (term used for developmentally disability) daughter?' (Ghai 2001: 26–37). The situation of physically disabled girls is identical as being a girl and being disabled are both considered as a curse. When the birth is an unwelcome happening, the life course is a denial against humanity itself. Within the advocacy movement, the domination of men and male concerns is clearly evident. Any index, whether it is education, employment, marriage, and so on, will clearly show that disabled men are featured more than the disabled women. Without undermining the emphasis placed on issues, such as inclusion in the census, discounted rates in the hotels, voting rights, tax exemptions, one can clearly see the middle class, male-centric concerns that are guiding the development of the disability movement in India. Major conferences organized at cultural centres such as India International Centre (IIC) or India Habitat Centre (IHC) while providing some visibility for the disabled do marginalize the more vulnerable (read) disabled women. It also makes the poor disabled invisible as they remain outside the discourse and the issues of poverty, gender, and so on, which compounds their problems escapes attention.

The most important and identifiable characteristic of inclusive education today is partisanship. Any student who belongs to a marginalized category should be first seen as a child. The approach

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is to provide 'bare minimum' to the marginalized. Rather it should be to educate each and every child notwithstanding the category that the child may belong to. The report of the National Focus Group on Gender Issues on Education and Teaching on Science set up by NCERT is perhaps the only official document which mentions the disabled girls. While it does privilege the issue, the language that it uses is that of 'double discrimination'. As I argue elsewhere, the double disadvantage theory does not really help disabled women. To say that disabled women must deal with the two-fold but separate oppressions of being a woman in a sexist society and being disabled in an ableist society implies that once each oppression has been charted out, one can then 'add' the two together to understand the disabled women's oppression. It is true that both the identities are similar in that both are social constructions derived from two biological facts—one of impairment, the other of sex. Moreover, as 'both identities are similar in that neither impairment nor sex in and of themselves are problematic or difficult—that is, they become a problem only when placed in a social context that is designed to be unwelcoming to those biological characteristics'. So, if the reality of disabled women's lives is to be comprehended, the negativity associated with both sex and impairment needs to be visualized. Consequently, thinking which is marked by an 'additive' framework in which the attempt is to understand separate oppressions and then adds them back together as if that would explain the whole experience is to be avoided at all costs. An implicit assumption of this model is that gender, disability, impairment, and sex are binaries. As a result, disabled women are theorized only by adding the two 'biological foundations' of sex and impairment together to conclude that disabled women are oppressed along the twin axes of gender and disability. In a system where despite the fact that the girl's educational issues have been debated ad nauseam, the picture remains dismal. It is hard to imagine how the girls who live with additional marginalization will find space.

Real inclusion is a profound and deeper challenge to our schooling system. It is becoming unattainable in the profit paradigm that is predominant these days. It can be possible only when every student, irrespective of the nature or degree of their marginalization, should have the right to belong to their local school and their local community, with meaningful and appropriate support, enabling them to participate and contribute to the society. The approach that there is 'nothing problematic' with children would work against a host of professionals such as school counselors who in a privatized context would squeeze anyone who is unfortunate to come under their care. For them to ask for a reflection that problems lie with the schooling system would be unthinkable. Some private schools in Delhi, which offer 'integrated' education, do so at a cost which is phenomenal even for those who can afford their services. What they get in return are cheaper alternatives to education, such as minimal literacy or vocational education.

CONCLUSION

In conclusion, efforts have to be made so that the definition of globalization can be challenged. Human agency has the potentiality to engage with the forces that treat it as unchangeable if we can (re)assert, (re) conceive and (re)construct globalization in a way in which we do take in the positive aspect of globalization while keeping the human rights of the marginalized intact. Given that the cultures of normatively and patriarchy are deeply rooted, attempts to demystify disability are essential and critical.

Developing a political analysis of disability, influencing public opinion and evolving policies that do not have spaces which are to be filled or have been left unsaid will definitely go a long way in reaching the unreached. As a senior advocate of the disability movement, Oliver (1990: 142) writes: it is not disabled people who need to be examined but able-bodied society; it is not a case

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forms, the dominant pattern is that of neoliberal capitalist ideals. Structural adjustment policies, which aim to balance budgets and increase competitiveness through trade and price liberalization, include reduction of the public sector expenditure and growth of the private sector, privatization of social services. The increasing privatization and a recasting of citizens as consumers result in the state losing power because the locus of control shifts from the public domain of politics to an individualized and privatized world of economic cost and benefit analysis. This privileges the paradigm of profit over humanity which then pervades all aspects of life. Access to capital and markets is controlled by relatively small elites, primarily male-centric and mostly based in rich countries. For the developing countries like China and India, this leads to an ever increasing estrangement with the socialist ideals that they were identified with. The most devastating impact of the neoliberal policies is that they restrict the revenue of the state for use for welfare purposes. Consequently, governments find themselves unable to finance education.

The pious intent of governments thus remains only in theory. For instance, in the National Policy of Education (NPE) (1986: Para 11.4), it was stated that 'the investment on education be gradually increased to reach a level of 6 per cent of the National Income as early as possible.' However, these commitments never became a reality. Now with the government's increasing dependence on external sources for financing a priority sector such as elementary education, the picture is extremely dismal. Regardless of the initial reluctance to accept external funding in the education sector, the government policy changed drastically in the last 15 years. The result was that it was now not independent in drafting the education policy as the funding agencies demanded their pound of flesh in the form of the World Bank-sponsored District Primary Education Programme (DPEP). The programme, according to many researchers, meant 'the roll-back of the state, of contracting commitments for formal education, of the dismantling of existing structures of formal education, proliferation of 'teach anyhow' strategies, a thrust on publicity management, and a neo-conservative reliance on the community' (GOI 2000: 61; Kumar et al. 2001).

The compulsion to reduce spending on education was thus imperative, delimiting access to education for a vast segment of the population who live on the margins of society. In fact, their struggles have demonstrated that right to education rather than being a universal right represents 'a terrain of struggle over forms of knowledge, social practices, and values that constitute the critical elements of tradition' (Giroux 1988: 5). While every child is implicated in such attempts, the worst affected are the so- called vulnerable groups that were in any case marginalized in the education process. This marginalization can be caused by class, caste, gender, rural/urban divide, and ability/ disability. While it is true that almost half the children in the age group of 5–14 are out of school (Sadgopal 2000: 251), the fantasy that there will be space for children with disabilities, especially if segregated schooling is advocated for them is really far-fetched.

Notwithstanding the fact that girls, poor, and tribal/backward are out of school, the education of the disabled still remains a contested site. The twin forces of globalization as well as the politics of normative hegemony make life of disabled girls traumatic. As Susan Peters (1999: 104) observes, 'the disabled students are relegated to a silent and silenced world where they become what they are perceived as being: incapable, illiterate, dysfunctional, and non-productive members of school and society.' To understand this politics of silencing, it is important to understand disability.

WHAT IS DISABILITY?

Within the dominant Indian cultural ethos the fate of the disabled is sealed with labels such as langra (crippled), aandha or surdas (blind), behra (deaf), and pagal (mad). The assumption of the labels' 'naturalness' is unquestioned. The assumption has its roots in the ideology that conceives

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of educating disabled and able-bodied people for integration, but of fighting institutional disablism; it is not disability relations which should be the field for study but disablism.

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Feminine Resistance in Indian Writing in English Brief Survey

Dr. Madhukar Nikam*

Abstract

The term 'feminism' has originated from the Latin word "*Femina*" which means woman, and thereby refers to the advocacy of woman's rights, status and power at par with man on the grounds of equality of sex also. It refers to a belief that women should have equal rights with men. Consequently, it is clear that 'feminism' is a belief that all people should be given equal treatment in terms of legal, economical, political, social arenas, despite of gender, religion, sexual orientation, ethnicity and other similar predominant identifying traits. Since it is located in innumerable traditions therefore its origin cannot be traced in a single source. However, it is taken for granted that feminism originated from the French Revolution, in the drive for abolition of slavery and in the American Civil Right Movements. In the later part of the eighteenth century, woman's welfare was advocated Apra Ben and Mary Stella. Marry Wolstone Craftraised her voice against woman's discrimination in her book *A Vindication of the Right of Women* (1792) followed by Oliver Scheiner in *Women and Labour* (1911). Elizabeth Candy Stanton, Margaret Fuller Lucretia are the feminists, concerned with protecting woman's legal rights in marriage, education and employment. The Feminist Movement spread worldwide in 1960, and marked a larger participation from students, workers, blacks and women. The distinguished feminists who have played a vital role in it are the writer of *The Second Sex* (1949) Simon De Beauvoir, Betty Friedan who's *The Feminine Mystique* (1963), Kate Millett whose book *The Sexual Politics* (1969) and Germaine Greer whose book *The Female Eunuch* (1970) is worth mentioning.

Keywords: Feminism , Indian Writing In English , Western Feminist Movement

Simone de Beuvoir established the principle of modern feminism in *The Second Sex* (1949) commenting that the woman's position is not natural, but it is a social construct. She opines that the concept of femininity is artificially shaped by customs and fashion, and man's dominance has been secured through ages by an ideological power. To break this patriarchal power, she challenges man –

"For Feminists to break this patriarchal power, it is necessary to challenge men at the level of theory, but without entering the theoretical domain on men's terms." (P.27)

Kate Millet, in her book *Sexual Politics* (1969) making a distinction between sex and genders, clarifies that sex is determined biologically, whereas 'gender' is culturally, socially, psychologically constructed through sex roles. She traces the history of woman's symbolic oppression from the myth of Pandora, in Greek mythology and attacks D.H. Lawrence, Henry Miller and Jean Gent for carrying sexual politics to literature and citizens. She also attacks Sigmund Freud and his psychological theory which conveys that female sexuality is shaped by Penis envy. Germaine Greer, in *The Female Eunuch* (1970) suggests that a woman should refuse to marry. After the analysis of man-woman relationship, she uses association of a man as 'employer' and a woman as an 'employee', and thinks woman as contracted unpaid worker, having no expectations of liberation from the clutches of the male chauvinism.

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Simone de Beauvoir has given remarkable contribution in achieving feministic issues. She defines feminism as follows –

"One is not born, but rather becomes, a woman. No biological, psychological, or economic fate determines the figure that the human female presents in society; it is civilization as a whole that produces this creature, intermediate between male and eunuch, which is described as feminine. Only the intervention of someone else can establish an individual as an 'other'."(P.295)

Along with Western Feminist Movement 'feminism' come in India. Independence Movement and education played a significant role in bringing awareness in Indian women. It was under the leadership of Mahatma Gandhi that The Freedom Movement highly influenced the Indian mind to enthusiastically embark on the noble task of overall upliftment and liberation of woman. Indian writers also started expressing their views about the status of a woman in the society. Veena Noble Dass describes in her book -

"Feminism in Indian literature, particularly in Indian English writing is a by-product of the western feminist movement. But we cannot totally negate the contribution made by our freedom struggle, independence, spread of education, concern for economic development and stability, employment opportunities and above all the resultant new awareness of our women. As far as feminism is concerned regional literatures too fall in line with this pattern. The Indian women caught in the flux of tradition and modernity bearing the burden of the past and the aspirations of the future is the crux of feminism in Indian literature. A search for identity and a quest for the definition of the self have become the prime features of women in literature under the sway of feminism." (Feminism and Literature, p. 11)

The Indian women writers are now portraying protagonists that are rather aware of their rights, and raising their voice against maltreatment. Their consciousness is rather noticeable in the works of Kamla Das, Anita Desai, Shashi Deshpande, Namita Gokhale, Rama Mehta, Arundhati Roy, Geetha Hariharan, Manju Kapur, Kiran Desai, Kamala Markandya etc. R.K. Dhawan admits the significance of feminism in the Indian English fiction-

"Feminism has echoed in the Indian English fiction too. The existential struggle to establish ones identity, to assert ones individuality and fight to exist as a separate identity appears in the novels of Indian women novelists. We find the fullest expression of women problems in the novels of Kamala Markand aya, Anita Desai, Ruth Prawer Jhabvala, Nayantara Sahgal and Shashi Deshpande; and also in the novels of younger generation of women novelists namely Gita Mehta, Shobha De, Jai Nimbkar, Githa Hariharan and others."(p.22)

The modern women novelists have threatened the culture, where independence and disapproval have always been alien ideas and a woman's role at home is the main focal point. They are now exceptionally free and bold in expressing themselves, and describing what they feel about Indian women and their lives in post-modern India. They have broken the norms of popular trends in their literary narratives and have made their creativity a forbidding area of study and research.

In India feminism has been set up with the progress of time, setting around the patriarchal predomination to a certain extent, leaving aside the advocates and activists of the social and political scenario. In Indian English fiction it is a very uplifting and over the top concept, which is most delicately handled under restricted circumstances. A massive work on feminism has been done through Indian English novel. The history of feminism in India is a practical effort. The feminist writers today proudly uphold their cause of 'womanhood' through their work of fiction. They protest against social and cultural principles that held back their liberty and are responsible for their institutional isolation of woman. It is also reflected in R.K. Dhawan's *Feminism and Recent Indian Literature* -

"The rise of feminism has spurred writing women who give expression to their own experiences and feelings. In feminist studies, women are both the "subjects" and "objects" of study. Interestingly,

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women have appropriated the right to define, to give meaning to interpret, a right that had been exclusively male ever since the creation of knowledge.

Literature reflects not only the social reality but also shapes the complex ways in which men and women organize themselves, their personal relationships and their perception of the socio-cultural reality. Indian novelists have dealt with family relationships with high seriousness because the tradition of India gives great importance to the family unit. They have extensively dealt with the theme of man-woman relationship which has a great historical, sociological and cultural significance." (p.29)

Before the twentieth century, until the rise of feminism we have seen the world with the eyes of a male only i.e. 'the male version of the world'. But in contemporary India, many women writers have been successfully projecting the existing social discrimination and patriarchal notions through their work of fiction and Manju Kapur is not exception to this. Now women are educated. They are conscious and awaken and that is why a large number of women writers are ever-increasing and they are looking for the literature which lets a certain degree of respect and dignity to the woman who fight and survive. The women novelists have taken themes which are very much based on the woman, who is suffering in the traditional environment of male dominated society. These women writers are dealing with multiple issues, related to the self and society. They have concentrated on how Indian women are denied for a long passage of time the access to education, equal rights, rights to work and liberty of choice. As N. Krishnaswami comments -

"In all traditions women have always been considered inferior and incapable of any serious thinking, irrespective of religion, country, race, the period in which they live, more or less the same perception and sex -stereotyping is seen in language and literature."(p. 74)

Manju Kapu is the novelist on whom the suffering but assertive woman has left a noteworthy impact. Her protagonists want to assert their individuality, carry their responsibilities on their own and prove their existence in a culture where individualism and protest have often remained alien ideas, and marital bliss and a woman's role at home is the central focus. Expressing herself freely, she attacks the traditional notions with subtleties and tenderness. Rebelling patriarchal notions that enforce the protagonists towards domesticity, they avow their individuality and aspire self-reliance through education. Manju Kapur displays mature understanding of the female psyche in the portrayal of the inner subtlety of a woman's mind, as if she can read the minds of the characters. She has intellectually portrayed through her novels, the different states of woman's mind in different circumstances. The concept of the new woman in traditional Indian society differs from the one in the west and, therefore, the characterization in the novels of Manju Kapur is based on a ground reality. The retired Professor and the Head of the Department of English at Miranda House, New Delhi Manju Kapur came into sight as a novelist with the introduction of her debut novel "Difficult Daughters" in 1998 and received a worldwide popularity as an Indian Woman Writer following the tradition of the feminist writers of India. She deals with the problems of women as well as the leading themes of the time including love, sex and marriage. She has put feminism on display in a different way i.e. showing adjustment, compromise and adaptation. All of her novels deal with the dissimilar themes but the typical middle class dream, hopes and aspirations are the basis of the novels. She used all these factors as a central part for the struggle done by the protagonists for their identity and self-esteem. She has taken up clubs to fight for woman's cause. The protagonists of her novels right from Virmati to Ishita have chosen their independent course of life in a male dominated world. Kapur's novels present every shade of feminism from passive, submissive to rebel feminism. In all her novels, she has projected the woman of modern era, her problems and her desire to become independent. Though husband-wife relationship has been taken up as a major theme in all her novels, she has depicted the exploitative trends of the patriarchal society in which male plays the

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dominating role, and portrays the woman who want amendments in the norms of traditions in the patriarchal Indian society. In one of her interviews, she says- *"My novels also center on women. It's about how women negotiate with the outside world."* Her protagonists are trapped in a flux between carrying the responsibility to themselves and playing the traditional role of a wife, daughter and mother. Even after coming as a rebellion against their oppression, they have to negotiate for the sake of domestic harmony. When Manju kapur was asked in one of the interview how she felt being compared to Jane Austen, She replied –

"I love being compared to Jane Austen, this is such a compliment – but unfortunately I don't think it is true. First of all she was genius and I am not. Secondly her canvas is a narrower than mine. But yes, there is one thing in common – and probably one shared by a lot of women – addressing larger social, economic and gender issues through the prism of the family."(Interview, 15th June 2012.)

In order to portray the journey of the woman protagonists from bondage to freedom in her novels she has attempted to put side by side the position and perception of women in her novels. She has not only concentrated on how modern, married and conventional woman of India sacrifice for tradition but also on how the female protagonists change their human role in conventional boundaries rebelling against it. Manju Kapur, investigating the complex territory of the Indian family reveals many issues that are deep rooted within the family, revolt against the age-old traditions, the problems of marriage, quest for identity and lastly women's struggle for her survival. The traditional Indian society has been patriarchal resulting into the subordination and marginalization of women. She brought the rebellious woman characters with self-identity and self-sufficiency.

Women are part and parcel of the human civilization. Often they are treated as marginalized in the patriarchal society. It is unfortunate that they have always been looked down upon as the weaker sex by men. They are considered as men's property and object of pleasure for them but as a modern writer Manju Kapur brings new vision for women where she has drawn attention on woman's vision towards life. The rebellious woman characters of Manju Kapur do not merely confirm to male expectations or conflict with the male world. They negotiate for their independence and a respectable place in the traditional male dominated Indian society. Her female protagonists are mentally advanced in real sense of the world. Being a woman, Manju Kapur understands the importance of adjustments and compromise in the family. It has been observed that Manju Kapur as a female wants to avow for women's rights, she struggles for the respect and importance a woman deserves but at the same time she is not a heartless feminist, she returns to her roots whenever it is required by her family. Her protagonists neither adopt extreme aggressive, revolutionary way, nor do they adhere to stereotype role; they are balanced personalities who are aware of their potential and rise as a good negotiators.

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To,
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Principal,
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Subject – Acceptance letter of Manuscript for publication in ICWELT - 2018

Dear Participant Author(s),

We are happy to inform you that your manuscript has been accepted for publication in the INTERNATIONAL JOURNAL OF RESEARCH AND ANALYTICAL REVIEW (IJRAR).E-ISSN 2348-1269, P - ISSN 2349-5138 | Impact factor: **5.75** | **UGC Approval Link UGC Journal No 43602 | (IJRAR)** | www.ijrar.org.

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Social Causes of HIV/AIDS Transmission and Women's High-Risk Behavior for Livelihood

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Abstract

India has the third largest HIV epidemic in the world. In India, more than 85 percent of the reported AIDS cases found in the sexually active and economically productive (15 and 45 year) old age groups especially among the young girls and women. The main source of HIV infection of new cases occurs through unprotected heterosexual sex, mainly within adolescents and young people group. Livelihood needs and lust for luxuries lifestyle leads towards the prostitution and unsafe heterosexual as well as homosexual relationship due to which vulnerability of HIV infection and Sexually transmitted diseases increased in the women and youth group. Besides, under the pressure of poverty and ignorance women used to have such high-risk behavior without any proper knowledge about safe sexual relationship as well as its consequences in the future.

*HIV/AIDS is the leading cause of death among women of reproductive age (aged 15-49). 80 percent of pregnant women living with HIV received antiretroviral medicines to prevent the transmission of HIV to their children. In 2017, there were an estimated 18.2 million women living with HIV (aged 15 and older), constituting 52 percent of all adults living with HIV around the globe (*https://www.amfar.org>facts-and-stats*).The present research paper revealed that the social causes responsible for HIV/AIDS epidemic by opting high-risk behavior for livelihood needs among the women as well as youth.*

Key words: *HIV/AIDS epidemic, STDs, youth, sexual activity, livelihood, poverty, illiteracy, population explosion, high-risk behavior, unemployment, girls and women, etc.,*

"Whenever you think about disrespecting a woman, think about how you were born into this world'.

Introduction:

As of 2017, only 22 percent of young women (aged 15-24) and 32 percent of young men knew how to prevent HIV. This is reflected in the wider population, as only one fifth of women and one third of men (aged 15-49) had comprehensive knowledge of HIV and AIDS (https://www.avert.org). Asia has in its 50 percent of the world's poor, and poverty is a major contributor to the societal vulnerability. While poor tend to die soon after developing AIDS, poverty and other social factors force women to undertake prostitution for survival and young

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men particularly to inject drugs, thereby enhancing their risk of acquiring HIV. Young girls are especially vulnerable to HIV –physiologically, epidemiologically and socially. Over 50 per cent of all new HIV infection occurs among young people between 15 and 24 years- the group that has often limited access to important information and sexual health services critical to their health and well being. Some young people are living in especially difficult situations, making them even more vulnerable to HIV infection. Unprotected sexual intercourse, whether men with men or women with men, is the most common way of transmitting HIV. One of the key factors precipitating the spread of HIV is sexually transmitted infection. STI rates not only indicate the extent of unprotected sex (Narain, 2004). So far as ignorance of HIV/AIDS is concerned taboos on talking and sharing information about sexual practices and sexuality strongly associated with gender inequality. Consequently the vulnerability of HIV to women and girls many level. In 2013, there were an estimated 380,000 new HIV infections among young women aged 15 to 24 every year, accounting for 60 percent of all new HIV infections among young people (https://www.avert.org).

In social sciences, the concept of **livelihood** extends to include social and cultural means, i.e. "the command an individual, family, or other social group has over an income and /or bundles of resources that can be used or exchanged to satisfy its needs. This may involve information, cultural knowledge, social networks and legal rights as well as tools, land and other physical resources". (www.wikipedia.org) Person's livelihood refers to their "means of securing the basic necessities- food, water, shelter and clothing for life". Livelihood is defined as asset of activities, involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material).

Population explosion as well as illiteracy leads towards unemployment. Joblessness is the major cause of social distress. Though there is a strong association between destitution and unemployment yet some economics look at the poverty problem as more than a problem of providing employment (Singh, 2012). The linkage between debt and sexual vulnerability of women is well known. Many a times women are forced to sell their bodies for survival of their families.

Due to little or no resources, **migration** becomes essential for survival. The freedom to move for personal safety and basic needs fulfillment and livelihood opportunities becomes a survival strategy for some (Abrol, 2012). **Poverty** is one of the foremost social problems facing India and other countries. John l. Gillin asserted that poverty may be regarded as "that condition in which a person either because of inadequate income or unwise expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependents to function usually according to the standard of society of which he is member." Poverty exists when one is not able to get sufficient food and necessities of life (Bhushan & Sachdewa, 2013).

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Research methods:

The type of study was an analytical. Analytical study is a system of procedures and techniques of analysis applied to quantitative data. It is also known as the statistical method. The study was concentrate on analyzing data in depth and examining relationships from various angles by bringing in as many relevant variables as possible in the analysis plan. Nagpur city was the area of research. There were total 960 students/ units of the study from the eight social work institutions taken for the study. The sample of 400 students was taken for the study by applying probability sampling design with simple random sampling method. For collecting primary data researcher interviewed 50 respondents (MSW I & II) 25 from each class. Secondary data was collected through the voluntary organizations working in the field of HIV/AIDS, Books, Journals, News Clippings, etc.

Sociodemographic profile of the students:

Maximum students were in the age group of 20-30 years; Very few students belonged to the Muslim religion; More than half students' mother tongue was Marathi; more than one fourth students done their bachelor degree in Social Work; very few of the respondents' family was engaged in agriculture occupation; only one fourth students type of family were joint family; one fourth students were came from other state.

Table: 1- Causes of HIV/AIDS transmission in developing country like India responsible for Opt high-risk behavior for routine livelihood and fulfill the financial needs.

Causes of HIV/AIDS transmission in developing country like India		Opt high-risk behavior for routine livelihood and fulfill the financial needs				Total
		Prostitution	Homosexual & heterosexual relationship	Sex against safety, home, drugs, etc.	Above all	
1	Poverty	28 7.0%	07 1.8%	03 0.8%	26 6.5%	64 16.0%
2	Illiteracy	16 4.0%	11 2.8%	15 3.8%	--	42 10.5%
3	Population Explosion	25 6.3%	--	02 0.5%	10 2.5%	37 9.3%
4	Ignorance about sexual relationship	19 4.8%	12 3.0%	06 1.5%	29 7.3%	66 16.5%
5	Above all	19 4.8%	01 0.3%	07 1.8%	164 41.0%	191 47.8%
Total		107 26.8%	31 7.8%	33 8.3%	229 57.3%	400 100.0%

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*The analysis of the above table is done on basis of considering total of independent variables as 100% frequency.

*pearson Chi-square=203.581

Degree of freedom=12.P>0.05

*Contingency of Co-efficient=0.581

*The relationship between causes of HIV/AIDS transmission in developing country like India and opt high-risk behavior for routine livelihood and fulfill the financial needs is highly significant.

The above bi-variate table showed that the independent variable that is Causes of HIV/AIDS transmission in developing country like India has been divided into five responses such as poverty, illiteracy, population explosion, ignorance about sexual relationship and above all. And the dependent variable that is opt high-risk behavior for routine livelihood and fulfill the financial needs has been divided into four responses i.e., prostitution, homosexual & heterosexual relationship, Sex against safety, home, drugs, etc. and above all.

The bi-variate table revealed that there were nearby 2/4 students stated that Causes of HIV/AIDS transmission in developing country like India are poverty, illiteracy, population explosion, ignorance about sexual relationship. Besides, more than 2:4 students were admitted that opt high-risk behavior for routine livelihood and fulfill the financial needs such as prostitution, homosexual & heterosexual relationship, sex against safety, home, drugs, etc. whereas ¼ students explained that prostitution opt as a high-risk behavior for the sake of earning money easily. Consequently, this worst condition of survival leads women towards the HIV epidemic.

According to the Director of UNAIDS Mr. Petter Poit social structure get affected due to worst financial condition of the country constantly poverty increased and possibility of HIV/AIDS epidemic become high in such situation.(https://wiki2.org/en/livelihood)Poverty, unemployment, malnutrition, illiteracy and economic diversity couldn't demolish from the Indian economic system because of interrelationship of many problems and its roots and consequences involved in poverty (Madnure, 2010).

Social Work Intervention:

Integrated social work intervention must be focused on eradication of poverty, illiteracy so that vulnerability of HIV /AIDS and STDs can be minimize and to create awareness about the high-risk behavior and its consequences among the women , young girls and boys. As well as remove their ignorance about sexual relationship. Besides, people participation is playing vital role in this process of prevention and control of HIV/AIDS.

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Conclusion:

Present paper reveals that women are more vulnerable to HIV/AIDS epidemic directly or indirectly due to struggle for survival in the society. Poverty is one of the major problem in our country which is responsible for many social issues such as illiteracy, population explosion, ignorance, etc. consequently these social issues again promote poverty itself. And its output comes up in the form of high-risk behavior, unsafe sexual relationship which gives opportunity to the HIV/AIDS epidemic among the women and youth. In this way eradication of poverty as well as awareness about the HIV/AIDS among the women is essential for the society.

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Internationalization of Higher Education

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Abstract :
Key words : Internationalization, higher, education, mobility.

Introduction:

Internationalization of higher education is the process of creating an international/ intercultural environment in research, in teaching & in studying with the aim of supporting the international/ intercultural interactivity of involved individuals in all fields. (Jane Knight 1999)

Internationalization of higher education included international research & publications, students & faculty mobility, degree, mobility, international faculty international student, international curricula etc. India has a heritage of internationalization of higher education. Higher education flourished in ancient. India universities like Takshashila, Nalanda, Vikramshila, Kanchi, Ujjain etc. which were globally known & used to attract international scholars Increasing competition in higher education & the commercialization & cross border delivery of higher education have challenged the value traditionally attached to exchange & partnerships. The international dimension & the position of higher education in the global area are given grater emphases in international, national & institutional than ever before. In the context of globalization, the scope & demand for higher education is increasing. Key drivers include the development advanced communication & technological services, increased international labour mobility; greater emphasis on market economy & trade liberalization, focus on the knowledge society increased private investment & decreased public support for education & growing importance of lifelong learning. In spite of having more higher education than any other country in the world, very few Indian higher education institutions feature in the list of leading institutions in the world.

Within nearly 800 universities & over 40,000 colleges, Indian higher education system is undoubtedly the largest system of found anywhere in world it is third to U.S. & China. It is the single largest system of higher education in the world. Going by the policy frameworks which enable universities & college to admit foreign/ NRI/ PIO/ OCI students up to 15 percent of their sanctioned intake, India should have been having about 4.85 millions foreign/ NRI/ PIO students studying in its campuses. As against this vast potential, the number of international students in the country has been only in thousand. The data collected by AIU (Association of Indian Universities) as in Sept. 2016 shows that there were only 30,423 international students across all universities & higher educational institutions in the country as compared to 31,126 international students reported a year earlier.

Given the importance of Internationalization of higher education & inflow of students to India, the AIU has been conducting an annual survey of international student in Indian universities & has been reporting data & analysis of international students in India since 1995. ALU does persistent follows up to ensure that responses are received from maximum number of universities in the country & no. of students pursing higher education outside their country.

Advantages of Internationalization in India :

India has many advantages for continuing its internationalization of education. Some advantages are as follows -

As in the US, India also has a large & diverse higher education system. This large higher education infrastructure serves to all the needs of the country. Formal program or training is available in almost all sectors needed for development, ranging from ancient philosophy to the advances in information technology. The types of course offered are comparable to courses available internationally.

Many institutions in India enjoy the premium status like Indian Institute of Technology (IIT's), Indian Institute of Management (IIM's) & a few other universities with a global brand value. The increasing no. of students from the families of Non Resident Indians (NRI's). Who seek admission in the leading Indian institutions are a sign of comparability of the quality of education. The cost of education in India also fairly low.

- India has the advantages of medium of instruction in which education is passed on most of the higher education institutes use English us the medium of instruction. Some of the Indian institute like center for English & Foreign languages at Hyderabad, have set up offshore campuses. Learning English throughout their educational career enables Indian nationals to take up teaching & research assignment across the world at all levels.
- India also has non-university post secondary institutions that provide specialized training

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international students.

- Students from non English speaking countries often have an inadequate knowledge of the English language. Arrangement for conducting special English classes for them is necessary.
- Updating & internationalization of the curriculum will get highest priority.
- Indian universities should develop special short term programs for students from developing countries who would like to visit India to learn more about its culture & heritage, natural possessions, diversity, languages or indigenous technologies.

Conclusion :

Internationalization an inevitable & irreversible process has significantly affected different aspects & has passed both challenges & opportunities for the country's higher education system. India has tremendous potential to attract international students from all over the world. Higher education in India has expanded many folds in last few decades. Higher education today is a depth study of each university must be undertaken by some guidelines & restructuring be done. The Government resources for higher education are not enough & investment in this sector from private & foreign sources are welcome India needs to have a policy towards private higher education including foreign universities desirous of setting up campus in India or entering joint ventures. In efforts to optimize good performance in serving society in this age of globalization, university administrators & leaders need to recognize key changes & develop good strategies to manage changes. India's ability to emerge as an economic powerhouse will depend on the enough availability of high skilled Human Education System to international standard.

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DR. SUREKHA N. PATIL

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6.2 IMPACT FACTOR

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INTANGIBLE OUTLINES OF THE THEORIES IN SOCIAL WORK EDUCATION

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Abstract

The rapid pace of everyday life, as well as the life filled with stressful situations, everyday obligations, challenges and expectations, leads to a disturbance of tranquility, stability, comfortableness in people and in the most difficult case, disturbance of their state of health in different types. In the face of such a situation, social services emerge to help in the most productive way. Starting from the fact that human behavior is truly complex, social work is broad and uses numerous practice theories at different levels. Theory, in essence, refers to interconnected and systemically related groups of concepts and statements, which are organized in order to clarify relations on certain aspects. Social work may not have developed its own theory, but it successfully uses theories from other scientific disciplines. In order to have success in the realization of the social activities, it is necessary to have a ratio in theory and practice, because working without one of them is impossible. To be successful and effective in their work, social workers use a range of theories, working models and concepts with their clients, adapting them to their needs.

Keywords: *Social practice, social work, methods, education*

INTRODUCTION

India is stirring on the path of a major revolution. The basic principle of this is that social work is a socially constructed activity and a part of a complex theoretical and professional network of services and institutions, so it can be considered only within the socio-cultural context of its participants, which consists of three main constituents: a client, a social worker and the environment in which it occurs. Social work is only a part of a complex networking activity involving many other professions. Therefore, the existing corpus theory in social work only strengthens its positions vis-à-vis other "assisting" professions within this networking activity. Thus, theories of social work are constructed as part of the social forces that create social work as a profession and scientific discipline. Theories of social work are a product, but also the constitutive factor of the context from which they arise, but they also affect this context because they affect human activity. Primarily social work is a serving activity which adopts scientific and systematic approach to deal with the issues of individuals, groups and communities and it empowers the society. It is the only profession which studies social problems, its origin, relations

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and provides systematic solution to such problems. One of the main deficiencies in social work as an academic profession lies in the fact that it has not succeeded in developing its own theory and unique intervention modes. Rather, its basic theory comprises a mixture of theories taken from sociology, policy making, economy, psychology, psychiatry, and philosophy.

From its early days, basic theory in social work leaned on psychodynamic conceptual models and intervention methods. Over the years, changes in society, in social work clients, and in the profession's goals and aims have also necessitated practical and theoretical modifications. (Freeman, 2007). The present day social life demands a scientific and professional approach to solve social problems. Social work is a professional and academic discipline that seeks to improve the quality of life and well-being of an individual, group or community. Intervention at individual, group and community level is undertaken in social work. Relationship is the key tool of social work. Social workers are committed to the protection and empowerment of weak populations, of those people who are least powerful. On a daily bases, social workers face the busy and complex world of human behavior in social contexts, a world in which relationships break down, emotions run high, and personal needs go unmet. Some people have problems with which they cannot cope and need intervention to overcome their difficulties or to learn to cope and live with them. Other people are the cause of their own problems and need intervention to change their own destructive behavior toward themselves and others (Howe, 2004). Social workers move between two diverse trends.

The social reality of people and their cognition is largely socially conditioned reality, because people share common inter subjective views of reality. There is something that makes up the reality of theories, the reality of cognition and the reality of thought. Social work as a professional activity brings together the three elements (client, social worker and environment). Each individual element is socially constituted and acts in accordance with expectations and compliance with social norms and behavioral patterns. Therefore, it is possible to speak of three groups of forces that convey social work as a profession. These are those who create and control social work as a professional activity, those who create clients among people, who seek social services, and those who create the social context within which the activity of social work takes place. Social work is based on the interaction and communication of the social worker, the client and their common environment, while the theories of social work examine various factors that influence the positions of these three actors.

THEORIES IN THE SOCIAL WORK EDUCATION

Social work in its diverse forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable people to develop their full potential, enrich their lives and prevent dysfunction. Professional social work is focused on problem solving and development. Social workers are vehicle of change in society and in the lives of individuals, families and communities they serve. Social work is an interrelated system of theory and practice. The use of social work theories in professional literature has a wide range. These include concepts, reference frameworks, models of practice, as well as philosophical statements. Social workers in their practice, use a variety of theories, models, and perspectives. No matter what these terms in some way have different meanings; they are often combined together and simply termed theory. According to certain differences regarding the type and use of the terms used in describing these conceptual frameworks, there are theories of social work and theories for social work.

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THEORIES OF SOCIAL WORK

Theories of social work are focused on the profession and explain its purpose, domain and character within the society. They describe what the profession is all about and why it functions as it does. (Rengasamy, 2010) There are many social work theories that guide social work practice. Here are some of the major theories that are generally accepted in the field of social work:

Transpersonal theory proposes that there are developmental stages beyond the adult ego, which involve experiences of connectedness with phenomena considered outside the boundaries of the ego. In healthy individuals, these developmental stages can engender the highest human qualities, including altruism, creativity, and intuitive wisdom. "Social work ethics require that workers practice in a manner that respects religious, cultural and other forms of diversity. Transpersonal theories can help us to build our knowledge and skills to demonstrate this respect" (Canda, Chatterjee and Robbins, 2012, p. 405).

Rational choice theory is based on the idea that all action is fundamentally rational in character, and people calculate the risks and benefits of any action before making decisions. (Staff, 2014) This theory, also known as rational action theory, is a framework for understanding and often formally modeling social behavior. The basic premise of it is that aggregate social behavior results from the behavior of individual actors, each of whom is making their individual decisions. According to this theory, individuals are motivated by their personal wants and goals and are driven by personal desires. Since it is not possible for individuals to attain all of the various things that they want, they must make choices related to both their goals and the means for attaining those goals. (Crossman, 2012) Rational choice theory assumes that an individual has preferences among the available choice alternatives that allow them to state which option they prefer.

System theory explains human behavior, which occurs as a result of the impacts of multiple interconnected systems. According to this theory, all systems are interconnected parts that make up an ordered whole and each subsystem affects other parts of the whole. It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. Even when it comes to individual issues, families, organizations, societies, and other systems are naturally involved and must be considered in trying to understand and help the individual. (Map, 2013) Many social work courses use "system theory" or "system approach" in studying methods of social work. Most social workers know that access to the systems is not enough by itself, and yet traditional methods have their place in realizing the practice. (Forder, 2007)

Social learning theory combines cognitive learning theory (which starts from the fact that learning is influenced by psychological factors) and behavioral learning theory (which assumes that learning is based on responses to environment incentives). The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. (Bandura, 1977) With this integration of the two theories, four basic learning requirements are set out: observation (environmental), retention (cognitive), reproduction (cognitive), and motivation (both).

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Psychosocial development theory is an eight-stage theory of identity and psychosocial development articulated by Erik Erikson. He was interested in how social interaction and relationships played a role in the development and growth of human beings. (Cherry, 2012) This theory considers the impact of external factors, parents and society on personality development from childhood to adulthood. He was interested in how social interaction and relationships played a role in the development and growth of human beings. Erikson believed that personality developed in a series of stages and everyone must pass through eight of them over the life cycle: hope, will, purpose, competence, fidelity, love, care, and wisdom. (Staff, 2014). Each stage is divided into age ranges from infancy to older adults:

Psychodynamic theory explains personality in terms of conscious and unconscious forces, such as unconscious desires and beliefs. This social work theory was developed by Freud and describes the personality as consisting of the identity (responsible for following basic instincts), the superego (attempts to follow rules and behave morally), and the ego (mediates between the identity and the ego). (Staff, 2014) The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality.

CONCLUSION

A number of theories, perspectives and models discussed in the social work literature are considered as conceptual frameworks. They provide a structure for analyzing complex and highly emotional human problems and situations, as well as a rationale for action and decision making. Within this framework, information, beliefs and assumptions are included in a significant whole. They promote a systematic, orderly, and predictable approach to work with people and facilitate communication among professionals.

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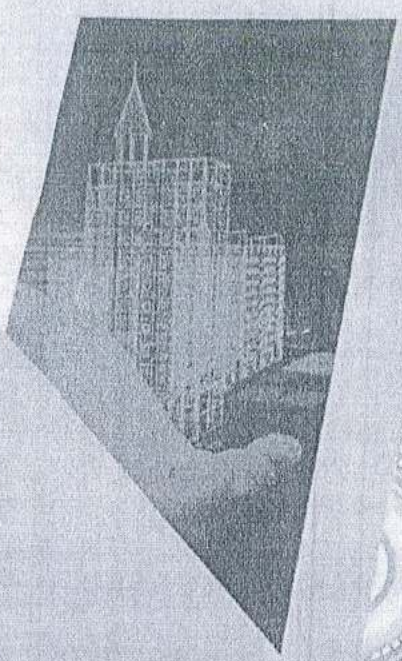

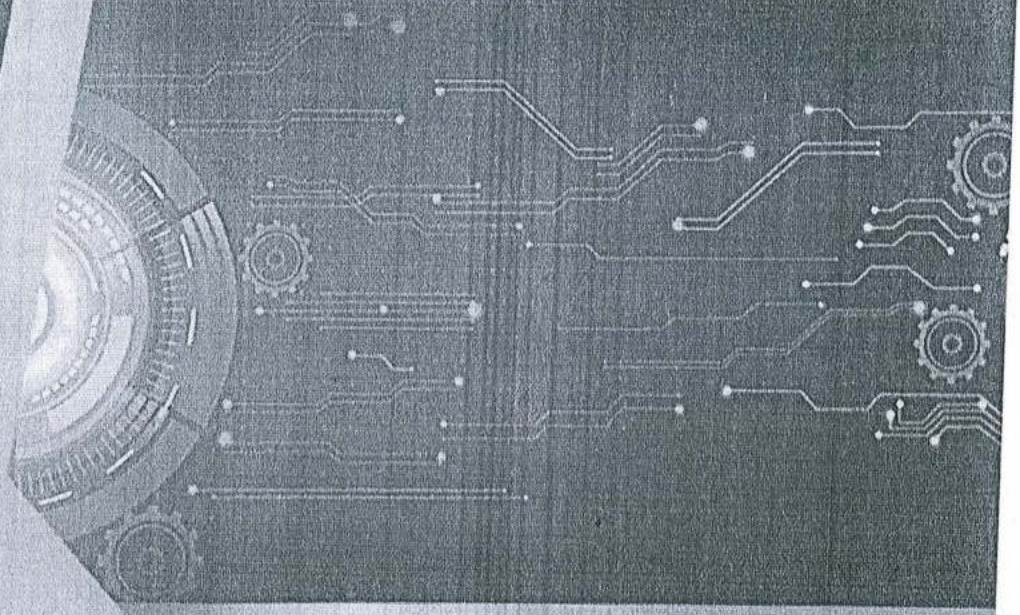

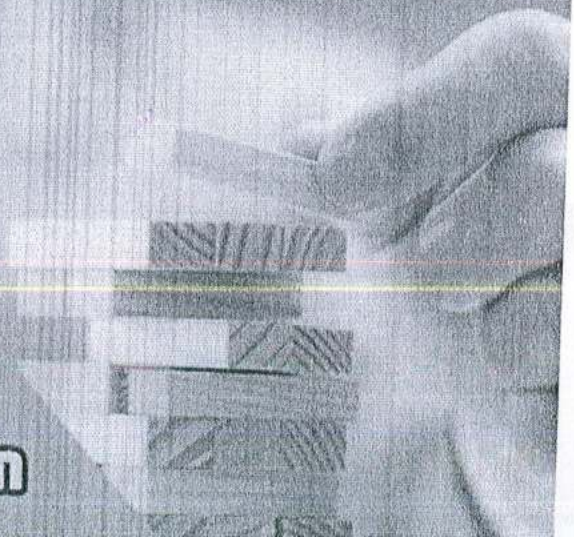

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2. An Empirical Study of Socio–Economic and Physical Conditions of Institutionalized Aged

Dr. Naresh S. Kolte
Associate Professor, Athawale College of Social Work, Bhandara.

The present study is concerned with Socio-Economic and physical status of elderly persons those who are living in old age homes at Wardha, Gondia and Nagpur in Vidharbha region of Maharastra. The study of elderly people is to play an important role for the development of social and behavioral gerontology. At present the population of elderly people is dramatically increasing day by day. This kind of growth rate of elderly people hasn't been seen is previously history of India. Every year the population of elderly people increasing nearly by 10% of the present population. The life expectancy of elderly people is completely depending upon the development of medical science, and related technology. Consequently, the growing population of elderly people created imbalance within the society and the modern and changing world is unable to take proper care on them. In the process of modernization and urbanization the concept nuclear family has come to stay with us Subsequently, as in most of single family houschold both the parents or to say both husband and wife make themselves out of their home for latter earning or better their life pattern, so there hardly any member of the family or to take care of their own parents. And as a consequence, they become isolated from their own family in respect of love, affection and care. In the joint family system the nurture and rearing practices has not practicable in the single family. Due to physical and mental deterioration the old people cannot play their effective social and economic role in the family which decreases their acceptability to the family and thus, in fern, they become mentally isolated from the family at the first instance and then gradually become fully isolated from the family. In the joint family system the aged people were kept on the highest ladder in the family and were perceived as much respected people in the family, society and community. But in recent year the hierarchy level of old age people is experienced lower than what it was in previous years. The physical and mental imbalance of the old age people create rifts within the family and the family members become frustrated and feel anxiety. Consequently, they are unable to do their work properly and unable to lead healthy life. Subsequently, the no of old age people is increasing day by day in the old

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age homes along with increase in population. Approximately the number of old age people will be increased 166 million in 2025 in India which negatively reinforces the social, economical cultural predicament of the new and modern society. In fact they are seeking a solace of an identity of their wow in the troubled times we are living in. It has been reported that nearly 45 percent of elderly men and 6.7 % of elderly women are not able to able to adjust themselves with life style of the modern society and community .Only National Survey has imposed that the problem may be arisen in society as well as in community which negatively reinforces the culture of modernization and urbanization. The humanistic approach indicator that the special protection has to be given to old age people properly in order to solve their problems in life. Generally, the rural aged people are unable to lead a healthy life because they are less competent to cope up with their problems and family life in comparison to urban area. It has been often seen that at old age heart attack, blood-presser, diabetes, asthma, joint pain, internal urinal disabilities etc. do automatically come to stay with. Subsequently, the feel helpless, insecure and develop a sense of family isolation. In the Indian society if the number of persons doing jobs are seen high in the family, the care taking process and house hold management is to be seen low which negatively reinforces the caring of aged people.

With the fast Changes in life style the problems pertaining to old age are growing as psycho-social and economical support and health care is diminishing. The number of old age homes have not increased in number of match the pace of social changes that are being observed during the last two decades.

The problems of the aged and lack of adequate support from the society, it has been observed that a large number of old age homes with adequate support, both financial and social is need of the hour. When India will be called youngest nation in the world the problems pertaining to the aged will be more severe.

Old age is the last phase in the human life. It is a period when people "move away" from previous more desirable periods or times of "usefulness". As people move away from the earlier periods of their life's, they often look back on them, usually regretfully, and tend to live in the present, ignoring the future as much as possible. Fulfillment of 60 years of age is usually considered the dividing line between middle and old age. However, it is recognized that chronological age is poor criterion to use in marking off the beginning of old age, because there are such marked differences among individuals in the age at which aging actually begins.

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Because of better living conditions and better care, most of men and women today do not show the mental and physical signs of aging until they reach mid sixties or even the early seventies. For that reason, there is gradual trend towards using sixty five as the age of retirement in many businesses to mark the beginning of old age.

The last stage in the life span is frequently subdivided into early old age, which extends form age sixty to age seventy, and advanced old age which begins at seventy and extends to the end of life. Human beings are constantly changing. In early phase of the life the changes are evolutional i.e. they lead to the maturity of structure and functioning. In the later part of life the changes are evolutionary i.e. the individual shows decline in the bodily functions. These changes are referred to as aging. In other words, it can be said that aging is a pattern of changes in structure and functions of the body and the adjustment of person to its environment. This makes clear that it is a continuous process of growing old, which heralds at conception and eventually ends with death.

Characteristics of Old Age

Like every other period in the life span, old age is characterized by certain physical and psychological changes. The effects of these changes determine, to a large extent, whether elderly men and women will make good or poor personal and social adjustments. The characteristics of old age, however, are far more likely to lead to poor adjustments than to good, and to unhappiness rather than to happiness. That is why old age is even more dreaded in the American culture of today than middle age. The characteristics of old age are following:

i. Old age is a period of decline.
ii. There are individual differences in the effect of aging.
iii. Old age is judged by different criteria.
iv. There are many stereotypes of old people.
v. Social attitudes toward old age.
vi. The elderly have a minority group status.
vii. Aging requires role changes.
viii. Poor adjustment is characteristic of old age.
ix. The desire for rejuvenation is widespread in old age.

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Old Age Problems: Social Aspect

Old age is a universal phenomenon with varying degrees of probabilities Individuals survive childhood, grow to maturity and become old in all societies. Although age and aging are described as the characteristics of individuals, yet those are often overlooked as fundamental aspects of social structures and social dynamics. In every society both the population and the roles are stratified by class or sex. The age strata, which shift and change as society changes, are among the bases of social organization socio - cultural life and the historical course of mankind.

A person's activities, his attitude towards life, his relationship to his family or to his work; his biological capacities and his physical fitness are all conditioned by his position in the age structure of the particular society in which he lives. And as this structure changes, people change in different ways. Thus human beings of different ages cannot be understood apart from the age strata of the society in which they are inextricably involved, nor can human aging be understood apart from societal processes and changes affecting these strata.

The growing number of aged person is not in itself a social problem; if a social problem is denied as a state of affairs which needs correction. Few persons would seriously maintain that it is wrong to have many older people in the population or that remedial steps should be taken to peer down their numbers. On the contrary, nations pride longevity and count it can accomplish, not a failure, that increasing number of men and women lead to old age. The problem is the lack of preparation for the "sudden appearance of large number of older people and the lag in adapting social institutions to their needs".

These observations have been made by researcher in his doctoral research titeled 'An empirical study of socio-economic and physical conditions of institutionalized aged and need of social work intervention'. Special efforts are required to train social workers in the care of the aged (above 60 years of age). This will help in extending psychological support to the institutionalized seniors. However, the scar of getting distanced from their own family is difficult to be removed even by these social workers. In my research work titled was observed that 45% of the aged get pension and 33.33% are financially supported through Sanjay Gandhi Niradhar Yojana. Only 16.16% and 3.33% get financial support from their sons and daughters respectively. It is therefore difficult to expect psychological support even from their family members.

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May be because of the reason of lack of support from their own family members a majority of the aged in the old age homes have not transferred their property to their sons or daughters. The research has shown that 46% respondents have not transferred their property, while 43% are planning to transfer it to in the name of their legal heirs. Disputes pertaining to property are another reason for neglect of the aged. Of the total 300 respondents 8.33% respondents have not yet decided whether the property should be transferred their sons or daughters.

The problems become severe when the aged are not educated. In the study conducted through the sample drawn from institutionalized aged in Nagpur, Gondia and Wardha districts, it was observed that majority of the respondents are illiterate or have pursued education to primary level. Out of the 300 respondents 110 are illiterate, 100 educated up to primary school level and 75 up to high school level. There are only 15 graduates among the respondents.

Opening of more institutions for the age and financial support from the government is needed. The social support from trained social worker could be on social, psychological and health fronts. As with the age the physical activities and mental capabilities go down, government and NGO should support them financially.

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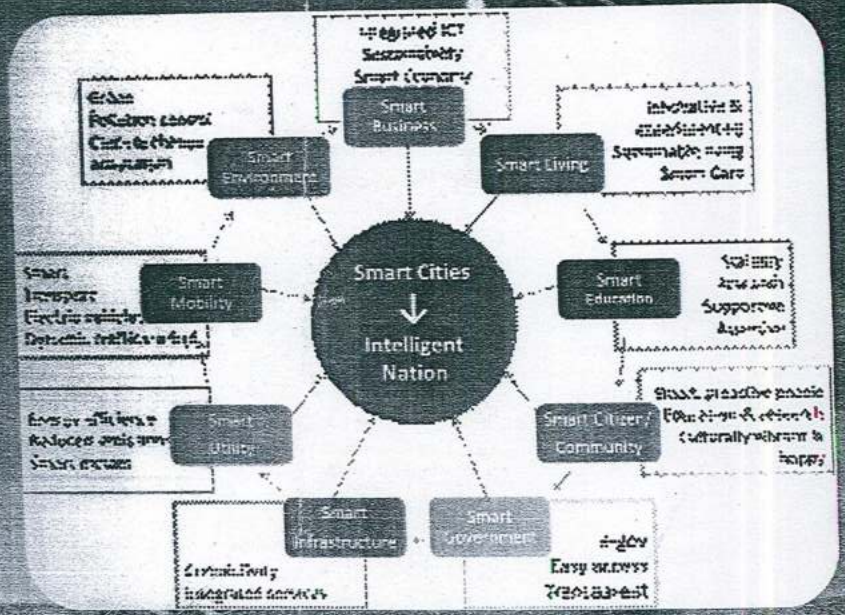

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EMERGING ENVIRONMENTAL GOVERNANCE FOR SMART CITY IN INDIA

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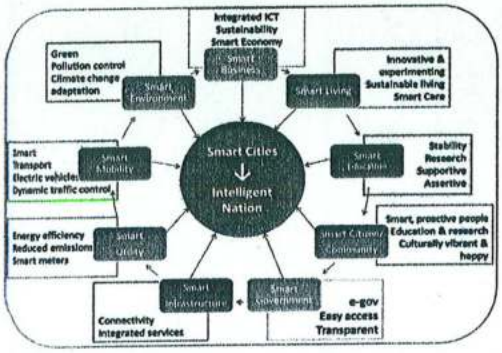

ABSTRACT:

The Smart City idea is as yet developing and can be seen as a marking exercise by enormous enterprises, which is the reason the idea isn't being utilized by the United Nations (U.N.). Brilliant Cities will in general speak to the data, correspondence, and mechanical (ICT) industry alone without considering the qualities and social and verifiable profiles that a few urban areas hold as inheritances. In any case, the innovation inborn in Smart Cities guarantees efficiencies and choices that could enable urban areas to be increasingly comprehensive, protected, flexible, and practical as required by the U.N. motivation including social legacy. There is a prominent absence of Smart City application to social and verifiable urban textures. Rather, the pioneer new town approach has risen under this new rubric prompting numerous issues, for example, urban rot and unsustainable vehicle reliance. This investigation subsequently introduces an audit of the writing on the nature, difficulties, and chances of Smart Cities. Another Smart Cities system is proposed dependent on the components of culture, digestion, and administration.

KEYWORDS: *Smart City idea , the data, correspondence, and mechanical (ICT) industry.*

INTRODUCTION

One basic segment of the proposed Smart City system is administration, which is the institutional factor that rises above information examination and the executives to envelop proper change. Dealing with a brilliant city implies planning an authoritative structure that cultivates the most stretched out partner interest into urban administration. There are a few arrangements that can be received to facilitate and to oversee brilliant ventures, going from customary metropolitan government to elective methods of administration.

Created nations are making their framework based on shrewd administration and supportable improvement for over 10 years now. The creating scene isn't a long ways behind either. As urban areas are created based on keen city model, governments over all districts are utilizing e-administration to reinforce vote based system, native support and open welfare .The point of savvy or e-administration is to make the framework progressively straightforward and residents increasingly educated. Government data will never again be a storehouse of couple of open authorities or workers however available by all areas of society.

HEALTH AND HYGIENE CONSIDERATION FOR SMART CITY

In current scenario with respect to Solid Waste Management, there is a large scope for the engagement of Technology Partners and System Integrators (SI) to engage with Solid Waste Department of Municipal Corporation to setup right systems in place which help corporation with proper planning, monitoring,

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controlling and measure through a survey of hygiene, cleanliness and liveability index.

The proposed solution intends to implement a RFID / QR Code based and GPS enabled Solid Waste Management System practices within the existing landscape. The existing vehicles deployed for collection of solid waste will be fitted with GPS devices for vehicle tracking. RFID readers/Smart Phones to read the RFID/ QR Code installed on community bins. RFID tags / QR Code will be installed at each house and commercial establishment in the city and all the field staff collecting the solid waste will be provided with GPRS Based RFID readers/Smart phones. Handheld devices like GPRS based RFID Reader/Smart Phones or POS Device will be deployed to manage the workforce deployed for solid waste collection.

Along with the physical process of complete solid waste management activity and on-premise availability of an operators at various Public and community toilets to manage the cleanliness and hygiene factor with proper amenities in place, various IoT components have enable a governance at City Level by respective departments. A simple mechanism of Feedback Sensors which have capability to share the public sentiments and report the issue to the governing authority helps them to act upon and take necessary action. Through the medium of Swachh Bharat Mission and under the guidelines of Swachh Sarveksahan, this monitoring of the amenities for citizens has been taken care.

Eco-friendly infrastructure for smart city

Smart cities can be achieved through renewable energy, clean water for domestic and industrial purposes, urban sanitation, and waste management systems.

1. Goals that are ambitious and well – defined with regular progress reports.
2. Generating electricity using sustainable resources.
3. Strict building codes that favour green technology
4. Investment in greener public transportation
5. Policies and efforts to drastically cut water consumption and waste
6. An increase in density
7. Encouraging creative, knowledge – based economies
8. Access to healthy and affordable food
9. A city government that leads by example
10. Encouraging of grassroots efforts that will engage the citizens

Eco-friendly transportation for smart city

* Fewer Emissions

Smart cities will have fewer cars on the roadway. That means promoting and even offering ride-sharing and bike-sharing services. Public transportation also is a main component of many smart city plans. That also means designing neighbourhoods and business areas that are walkable, requiring less time spent in cars.

* Smart Cars

Self-driving, autonomous vehicles that use far less fuel and cause fewer accidents are on the horizon. Hybrid and electric cars have already reduced emissions, something that will advance as more people buy these vehicles. And while autonomous cars might still be many years away, they will eventually become commonplace on roadways over the next two or three decades.

Safety measures for citizens in smart city

Application of smart solutions will enable cities to use technology, information and data to improve infrastructure and services. Safe cities are those which use multiple intelligence systems to gather public safety information effectively and respond to events efficiently, along with predicting and preventing suspicious activities.

This mainly consists of a centralised video surveillance and management system for monitoring and controlling the security and traffic situation along with protecting population, assets and reputation

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(reduce urban crime and improve citizen safety). Additionally, gathering information from other sensors such as LPR, gunshot detection, social media intelligence and more, all displayed on a GIS map creates better intelligence and situational awareness.

1. Crime and defacement prevention
2. Active shooter response
3. Fire and natural disaster qualification
4. Terrorism recognition and prevention
5. Public facility safety at schools and government organizations and buildings, on public transportation, etc.
6. Provisional and event security

Water harvesting and conservation facility in smart city

Instead of using the roof for catchment, the Rain Saucer, which looks like an upside-down umbrella, collects rain straight from the sky. This decreases the potential for contamination and makes potable water for developing countries a potential application. Other applications of this free-standing rainwater collection approach are sustainable gardening and small-plot farming.

Environmental concerns for smart city

The resulting increase in population density was likely to place significant extra demands on resources, including electricity and water. Simultaneously, it will also increase the output of waste in the form of drainage, solid waste and greenhouse gases.

Smart city project: Here's how to make youth employable

Skill India Mission launched to find solutions for making 40 crore citizens employable by 2022 has so far been largely driven through classroom-based training for imparting skills based on sector specific requirements. The solution lies in broadening the exposure to available career options, helping the youth to acquire cutting edge skills and demonstrate their superior capabilities and launch themselves into aspirational careers. (GIFT smart city photo).

Skill India Mission launched to find solutions for making 40 crore citizens employable by 2022 has so far been largely driven through classroom-based training for imparting skills based on sector specific requirements. The constraints of the availability of trainers, training facility and the familiarity and interest towards known career options have so far limited the potential for skill development and employability readiness in a number of areas. As a result of this, we find an imbalance in the skills demand and supply equation in certain sectors and lack of motivation and commitment to pursue careers with certain sections of the society.

Public-private participation and role of citizen for development of smart city

In practice, how can Indian cities engage residents in their smart city projects?

There are many tools available to policymakers — from traditional community engagement activities such as community meetings, to websites like Mygov.in that ask for feedback on policies. Now, there are a number of reasons to think smartphones could be an important tool to help improve collaboration between residents and city governments in Indian cities.

Second, smartphone apps give city governments the potential to interact directly with citizens to make the most of what they know and feel about their communities.

There are several urbanization models that incorporate digital technologies to address some of the urbanization and sustainability challenges: Digital Cities feature the integration of digital technology into the city's core infrastructure systems; Intelligent Cities rely on the digital city infrastructure to build intelligent buildings, transportation systems, schools, enterprises, public spaces, public services, etc. and to integrate them into intelligent urban systems; and Smart Cities – deploy intelligent urban systems at the service of socio-economic development and improving urban quality of life.

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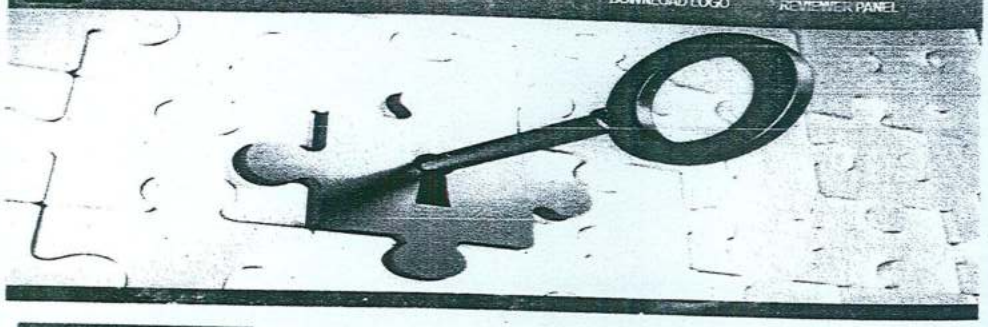

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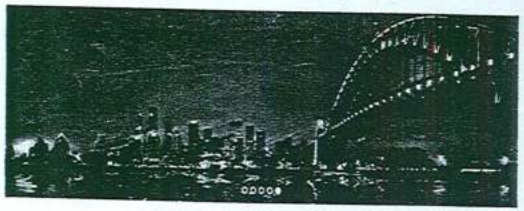

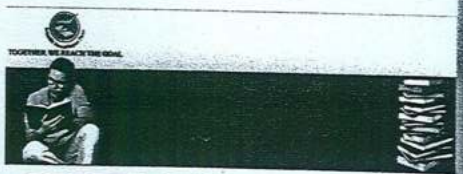

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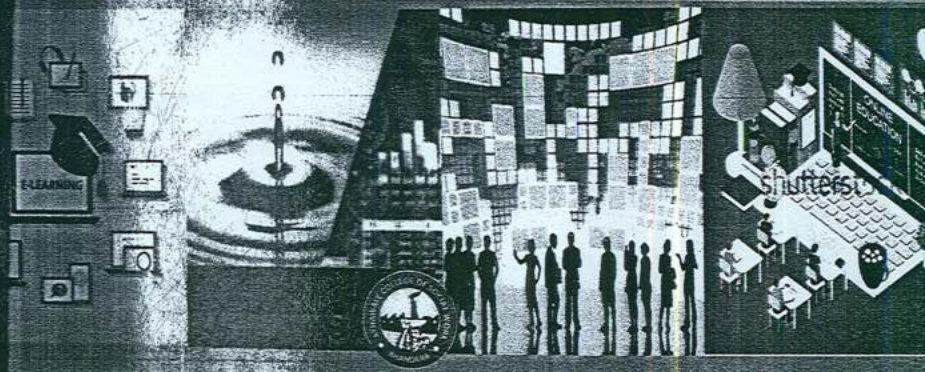

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Job Problems: Job anxiety

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ABSTRACT

Job anxiety is found to be strongly related to job demands as measured by factors such as work, education and working hours. . Anxiety is a feeling of worry, fear, nervousness, or anxiety about something. The mind reports that workers face mental health problems such as anxiety, depression or stress. These conditions can stop the best-performing people. The level of employee work anxiety on average is positively related to psychological illnesses related to work among the workforce as reported by managers. Work anxiety is different from the anxiety nature that is associated with the absence of long-term illness. The prevalence of work anxiety in the working population is unknown. However, if our work is stressful enough, it can have an impact on even the most difficult of us. Stress, anxiety, and depression scores are significantly correlated with neuroticism scores in men and women. The personality characteristics of neuroticism are predisposing factors for stress and anxiety in people that can be considered when offering support and advice. Depression and anxiety are very common disorders with impacts on the existential aspects of a person's life, including work that includes work performance. To develop the right strategy, it is important to identify the determinants of work performance. The aim is to identify environmental determinants related to social, attitudes and health related performance in workers with anxiety or depression regarding the level of disability due to anxiety.

1. Introduction

Anxiety can be a related stimulus (state anxiety) or general (nature anxiety). It comes in a variety of ways including as worry, phobic reactions and panic attacks. According to the anxiety-state-nature model, an individual's vulnerability to acute anxiety reactions depends in part on the nature of anxiety levels. One type of anxiety-state is work-anxiety. Work anxiety is anxiety-bound stimulus, which is related to and occurs when at work or when thinking about work. The workplace is an important part of people's lives and thus has a strong influence on general welfare and health. The relationship between workplace characteristics and health has been investigated in many studies, showing that both non-work stressors and work stressors independently influence mental health.

Work anxiety is a special type of clinical phenomenon that is different from general anxiety which has so far only been investigated in the clinical population, namely rehabilitation patients who have long-term disease absence, where the absence of the disease is more related to occupational anxiety than non-specific. anxiety. In studies of patients with orthopedic, cardiac, and psychosomatic disorders, about 30-60% suffer from work anxiety. It has been shown that these patients distinguish between characteristic anxiety and specific work anxiety. Work anxiety, but not trait anxiety, is associated with the absence of long-term illness.

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2. Recruitment of social media in India

Social media networks help companies get to know candidates in their areas of interest, qualified networking, educational qualifications, and look at their career charts so they can find the best people who fit their company. Social networks also provide opportunities to reach passive candidates, people who have posted their resumes on social networks but are not actively looking for work, save money, and have access to a great pool of talents. Social media recruitment is the most popular recruitment trend in India. Social media is no longer a place for teens to post selfies. This can be a powerful tool to get you ready for your next career step. This can be a powerful tool to improve your job search. Nearly half of employees in India suffer from some kind of stress, according to the findings of a recent survey by Optum. About 94% of recruitment experts use social media to find candidates. According to Job cast, 93% of companies use LinkedIn to recruit, 66% use Facebook, and 54% use Twitter to recruit. Surprisingly, only 36% of job seekers are truly active on LinkedIn while 40% are active on Twitter and 83% on Facebook. So LinkedIn and Twitter seem to be your best bet to watch. Each professional skills group has a talent community - keep your profile up to date in the community. Leverage specializes job portals to find work. There is so much uncertainty and ambiguity in the environment that causes stress. The job of leaders is to make sure they learn to absorb stress and not continue

3. Anxiety due to work

Although we don't know exactly what causes anxiety disorders, we know they tend to run in families. It seems that some of us inherit that genetic predisposition, in combination with our personalities and life experiences. Depending on the type of problem employees are experiencing, they may be given a diagnosis of certain anxiety disorders, such as:

- General anxiety disorder - if someone feels anxious for a long time and often feels scared, but is not worried about certain things, they might be diagnosed with a generalized anxiety disorder.
- Panic disorder - experiencing panic disorder can mean that someone feels constantly afraid of having another panic attack and cannot identify what triggered them.
- Obsessive-compulsive disorder - this may be caused by anxiety that leads to someone who experiences obsessions such as undesirable thoughts, impulses or doubts that repeatedly arise in one's mind.
- Phobias - phobias are strong fears of something, anxiety can be triggered by a very specific situation or object.

4. Overcome Work Anxiety

The first step in managing work anxiety is building a personal health plan. If you get enough sleep, eat healthy, exercise, and engage in social activities outside of work, then your chances of reducing anxiety at work are much greater. Some other actions are very useful for reducing anxiety which include,

- Set an Honest Deadline

Anxious people will sometimes agree with deadlines and schedules that they know they cannot meet. It is often better to be honest in advance than to apologize later. And if you finish the previous job, it will make you look better.

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- Use Neutral Language

Learning to use neutral and soothing language in the office can help reduce everyone's anxiety at work.

- Stay in Communication

It is human instinct to avoid or break off contact with people who make us uncomfortable, and the workplace is no exception. Maybe you stopped replying to emails that you don't know the answer to. Twisting feelings in your stomach or other symptoms of work anxiety will only get worse over time as you use distance as a way to manage disagreements, confusion, or other difficult emotions.

- Don't Drag Others

Office drama can sometimes be entertaining, but in the end it makes the environment more stressful and discouraging. Try changing the subject when people talk bad about coworkers or bosses, or just looking for an excuse to leave the room. Don't respond to texts or emails that try to drag others down.

- Focus on Facts

Your thoughts and emotions can feel drawn in various directions when you feel overloaded, underappreciated or misunderstood. The best way to reduce anxiety is to control the conversation and what is communicated. Try to express specifically what is causing your anxiety and ask others to share your views. Focus on the facts of the situation, and stay in the present. This might not be the best time to resolve past complaints, no matter how relevant it seems.

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The Role of Information Communication Technology in Libraries

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Abstract:

Information and communication technology has revolutionized the concept of libraries. Every library is slowly getting digital. The digital library consists of digital collections, services and infrastructure to support lifelong learning, research, scientific communication, and preservation and preservation of our recorded knowledge. This is also a process of information democratization. This article will discuss the factors that require traditional libraries to get digital, as well as definitions, needs, advantages and disadvantages of digital libraries, requirements for building digital libraries etc. Emphasis is also given to describe the role of the librarian. in a new environment. This paper seeks to discuss the development of Information Technology and its application in library services. At present the library is equipped to achieve new information technology-based services. At present the library is equipped to achieve new Information Technology-based services. Information Technology-enabled services meet the user's information needs at the right time in the right place for the right person.

Keywords: information technology, Library, Electronic Library, digital library, E-resources

Introduction: -

Information is a key factor of all types of research and development. Information is a fundamental resource that is essential for survival in today's competitive and wired world. The information itself and the way it has been accessed has undergone changes due to developments in information and communication technology. This is an important element for the socioeconomic and cultural development of any country or individual. According to Kemp "information is considered to be the fifth need of human rank after air, water, food and shelter". The value of information in every human endeavor cannot be overemphasized. Information and communication technology (ICT) has changed library services globally. Most of the latest information is recorded in electronic format, ICTs have also made a very large contribution to the performance of librarians in carrying out their tasks such as cataloging, reference services, circulation management, serial control, etc. ICTs have contributed to libraries in specific ways following ways.

Definition of Information and Communication Technology - ICT: - At present, the definition of information and communication technology is far broader, covering almost every type of business. Forms producing retailers, banks and publishers for research companies, medical institutions, law enforcement agencies, government companies and libraries everywhere depend on information and communication technology workers to run their daily business. According to the Encyclopedia of computer science, information communication technology is an imprecise term that is often applied to broad areas of activity and technology related to the use of computers and communications.

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An Overview on the Government Intervention in Poverty Alleviation

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Bhandara

Abstract:-
Poverty is not having enough material possessions or income for a person's needs. Poverty may include social, economic, and political elements. Absolute poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing and shelter. Poverty is not having enough material possessions or income for a person's needs. Poverty may include social, economic, and political elements. Absolute poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing and shelter. There is a relation between the economy and the poverty. The role of Government in reducing the poverty is important and crucial. The present paper focus on the role of Government intervention in removing and reducing the poverty.

Key Words: Poverty, Intervention, Below Poverty Line (BPL), Policy, Employment, Development Programmes, Population.

Introduction:

Poverty is hunger. Poverty is lack of shelter. This poverty definition encompasses living conditions, an inability to meet basic needs because food, clean drinking water, proper sanitation, education, health care and other social services are inaccessible. Poverty means not having enough money for basic needs such as food, drinking water, shelter, or toilets. Many people in different countries live in poverty, especially in developing areas of West and Sub-Saharan Africa, Latin America and some parts of Asia. There are different ways to measure poverty. There are six main types of poverty according to Eric Jensen's study from Teaching with Poverty in Mind (2009). He lists these six types as situational, generational, absolute, relative, urban, and rural. People living in poverty do not have enough money for basic necessities such as food and shelter. Poverty is the state of being poor, having little money or being in need of a specific quality. An example of poverty is the state a person is in when he is homeless and has no money or assets. Poverty is about not having enough money to meet basic needs including food, clothing and shelter. However, poverty is more, much more than just not having enough money. The World Bank Organization describes poverty in this way: "Poverty is hunger. Most often, poverty is a situation people want to escape. 736 million people live in extreme poverty, surviving on less than $1.90 a day. More than half of the world's extreme poor, 413 million people, live in sub-Saharan Africa, an increase of 9 million people from two years earlier. Poor children are much more likely to have lower birth weight, and infants living in poor households face higher rates of food insecurity, which impairs healthy development. Consequently, the life expectancies for poor individuals are much lower than those with high incomes. Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Poor is an economic state, poverty is psychological, or in layman's terms a "mindset." Poverty is an overall state of economic dependency where one is dependent on a system of care for all or most areas of their life, often for more than one generation. Nearly 1/2 of the world's population — more than 3 billion people live on less than $2.50 a day. More than 1.3 billion live in extreme poverty — less than $1.25 a day. 1 billion children worldwide are living in poverty. According to UNICEF, 22,000 children die each day due to poverty. Nigeria has become the poverty capital of the world.

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Following are some of the poverty alleviation policies introduced by the government:

- National Rural Employment Guarantee Act. ...
- Sampoorna Grameen Rozgar Yojna. ...
- National Food For Work Programme. ...
- Pradhan Mantri Sadak Yojna. ...
- Jawahar Gram Samriddhi Yojna. ...
- Indira Aawas Yojna. ...
- Credit-Cum-Subsidy Scheme For Rural Housing.

Direct Attack on Poverty: Special Employment Schemes for the Poor.

1. Accelerating Economic Growth:
2. Agricultural Growth and Poverty Alleviation:
3. Speedy Development of Infrastructure:
4. Accelerating Human Resource Development:
5. Growth of Non-Farm Employment:
6. Access to Assets:
7. Access to Credit:
8. Public Distribution System (PDS):

Six policies to reduce economic inequality

1. Increase the minimum wage.
2. Expand the Earned Income Tax.
3. Build assets for working families.
4. Invest in education. .
5. Make the tax code more progressive.
6. End residential segregation.

In particular, the higher the overall tax rate in terms of revenues as a share of GDP, the lower the Gini. This may help explain why countries like Switzerland and France, which have high tax rates on the wealthy, suffer from less income inequality than the U.S., which has relatively low ones. Governments can intervene to promote equity, and reduce inequality and poverty, through the tax and benefits system. This means employing a progressive tax and benefits system which takes proportionately more tax from those on higher levels of income, and redistributes welfare benefits to those on lower incomes. A government budget can help to reduce inequalities in income through redistribution of income and wealth in the economy. ... By imposing taxes on rich and giving subsidies to the poor, the government redistributes income in favour of poorer sections of the society. By increasing the wages of the workers, profits decrease due to the increased cost of production. Using this mechanism, increases to the minimum wage decrease the wages of low-wage workers due to the unemployment, and income inequality would become larger. Contents

Anti-Poverty measures taken by the Government of India

- Integrated Rural Development Programme: ...
- Jawahar Rozgar Yojana /Jawahar Gram Samriddhi Yojana (JGSY): ...
- Employment Assurance Scheme: ...
- Food for Work Programme: ...
- Sampoorna Gramin Rozgar Yojana: ...
- Rural Housing – Pradhan Mantri Gramin Awaas Yojana (PMGAY): ...
- National Old Age Pension Scheme (NOAPS):

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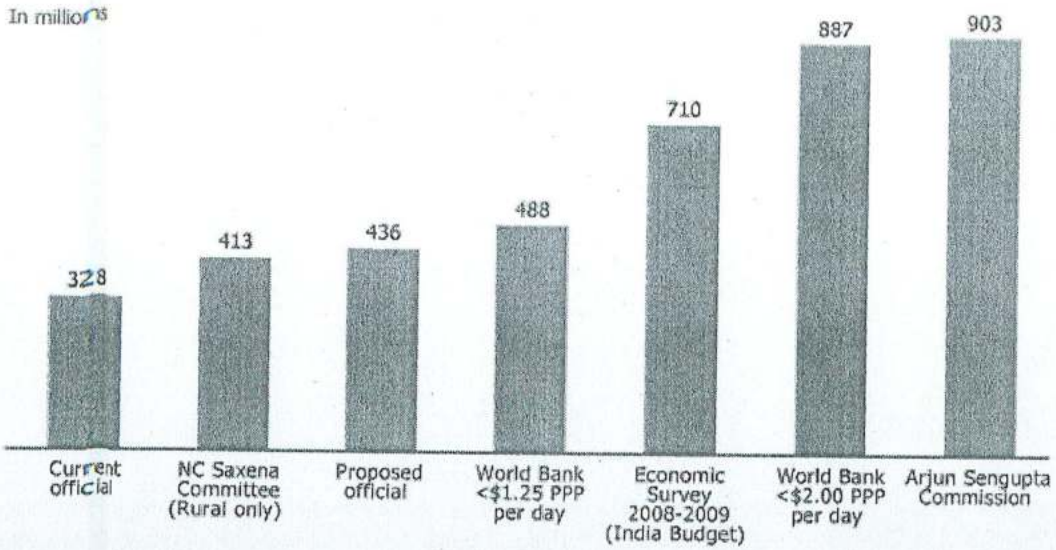

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Nisha turns Rebellion: The Consequence of Gender Discrimination in Manju Kapur's Novel '*Home*'

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Abstract

Gender discrimination is one of the issues the Indian Women Novelists are concerned with and Manju Kapur is not exception to this. She has created her image as one of the well-known writers of English writing about women and their problems. She is voicing against the existing codes of living for women in the patriarchal Indian society. Her novel '*Home*' deals with Nisha's rebellion which is the consequence of gender discrimination. She has launched the rebelling woman protagonists Nisha in her novel *'Home'*. Nisha not only rebels against the discrimination done to her on the basis of gender but also against the denial of her true-lover - Suresh by her own family as he was the low caste boy. Her novel is laden with different aspects of discrimination based on gender, caste and race; moreover Manju Kapur has projected the problems of women with the most important issues of the time including love, sex and marriage. She has presented through her protagonists the special attribute - adjustment, compromise and adaptation. This paper attempts to discover how Nisha, the female protagonist of '*Home*' turns rebellion for the liberation from patriarchy but ultimately return to her home – the place of social captivity.

KEYWORDS: discrimination, rebellion, gender, caste, etc.

Introduction:

Gender discrimination has a significant impact on mental and physical health worldwide. It can limit peoples' access to healthcare, increase rates of ill health, and lower life expectancy. While it is true that women live longer than men on average, they experience higher rates of ill health during their lifetimes. It is likely that gender discrimination and inequity contribute to this. Gender discrimination is any action that excludes or disadvantages people based on their gender. It includes actions that are deliberately unfair and actions that are unintentionally unfair.

Gender discrimination is fueled by sexism, which is prejudice based on sex or gender. In most countries, sexism devalues women and femininity and privileges men and masculinity. Because gender relates to how someone feels, rather than their biological characteristics, anyone who identifies with a gender that their society deems less valuable can experience gender discrimination. This includes trans and other gender-expansive people.

Gender discrimination can take place in person-to-person interactions, as well as at an institutional or state level. It can occur:

- **In the workplace:** Deciding not to hire or promote someone, treating employees differently, or paying them less based on their gender are all examples of workplace discrimination. Peers can participate by excluding women colleagues from important meetings, for example.

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- **In schools:** Preventing or discouraging girls and young women from participating in traditionally male-dominated fields, such as science, math, and sports, is an example of gender discrimination. Schools may also enforce gendered dress codes, punish those who do not conform to gender norms, or fail to punish bad behavior on the basis that "Boys will be boys."
- **In relationships:** People who prevent their partners from doing things on the basis of their gender are also acting in a discriminatory way. This might include stopping women from working, managing their money, and driving, for example.
- **In public:** Sexual harassment and catcalling are unwanted, and they are forms of discrimination. These behaviors can make people feel unsafe, and they can restrict how people use public spaces. This limits a person's freedom.
- **In institutions:** Organizations, governments, and legal and healthcare systems can enact policies that discriminate against certain genders, either intentionally or unintentionally. Examples include laws that allow gender-based violence to thrive, that punish people for expressing their gender, or that disadvantage certain groups financially.

It is important to understand that discrimination based on gender can be coupled with discrimination based on race, class, disability, and sexuality.

Manju Kapur's novel *'Home'* exhibits the gender discrimination to which the female protagonist of the novel Nisha fall victim. She is a captivated woman in the Indian patriarchal joint family of Lala Banwarilal of Karol Bagh, Delhi. In the name of being a weaker sex she is discriminated and denied social justice. She turns rebellion for the remonstration against the codes of conduct set by the patriarchy in the social set up of India. She struggles for the self-identity and emancipation. The discrimination done to her is on the basis of her gender and she is denied justice by the traditional Indian family members. In the context of the discrimination done to women in the family, Simon De Beauvoir precisely comments, *"humanity is male and man defines woman not in herself but as relative to him; she is not regarded as an autonomous being" (The Second Sex 44).*

The novel '*Home'* begins with the life of Sona, the eldest daughter- in- law the of Banwarilal family. Her barrenness is the root cause of her miserable condition. She gives birth to a daughter, named Nisha after ten year of her married life. Nisha is a *manglik* and due to this she has to bear a lot in the novel right from her early childhood only because she is a girl. She is sent to Rupa's house at a tender age, when she shows the sign of emotional suffering due to furtive sexual abuse by Vickey, one of her cousins in the extended joint family.

In a joint family, the longing of the woman is secondary. Woman is always differentiated in the family as compared to the men. Even in the case of children in the family the gender discrimination takes place. When Nisha asks her mother to go out for playing like her brother Raju, she is not only restricted but also her mother stops her at home. Nisha gets frustration moreover her mother tells her that if she goes out for playing her skin would become black and that Nisha would look like the maid in her home. Nisha furiously questions about her brother Raju whose skin color is already dark but the explanation her mother gives her relates the superstitious belief

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of traditional Indian society which itself is a discriminating as far as the thinking of the people in the society is concerned..

"Her eyes were dreamy she seemed to have her anger. 'I also want to be the color of Krishna. I am going to play cricket in the sun'. 'Krishna is God. You, you will look like the sweeper woman who comes to our house. You want to look like a kali bhainsi?" (Home, 51)

Nisha was compelled to sit and play inside the house with her grandmother listening to the stories while the boys enjoyed playing outside. If the gender is focused the boy child has liberty to enjoy their life, where as the girl child has to listen to prayers and mantras at home from their elders as a part of custom.

Nisha's strong desire for further education is regarded as an absolute waste of time. Sona, her mother tells her to sit at home and learn cooking instead of studying which will be useful for her future. Sona is more concerned about her Nisha's married life rather than her identity. She is aware of the groom's qualification but not her daughter's. The Discrimination is done on the basis of gender in the matter of education also. Men are permitted to choose their educational qualification of their own choice, whereas even if women are willing to study further they are restricted from doing so. The desire of an individual woman is not only suppressed in the name of her gender. Nisha is not only discriminated by the opposite gender but also by the same gender in the novel. Sona's statement is quiet suggestive in this regard, "*People are suspicious of brides who are very educated. Too many ideas make it difficult to adjust*" *(Home, 139).*

It is her later quest in life for doing English Honors in B.A. Her attempt of finding her place in male dominated society to recognize the promises of her abilities is disliked. *"Her family's attitude to college proved sustaining. Higher studies were just a time pass; it was not as though she was going to use her education. Working was out of the question and marriage was around the corner."(Home, 141)*

Nisha's college life was full of happiness as she has liberated herself from the captivity of her home. Away from the traditional mindset she decides to convert herself. She even cuts her hair despite all the restrictions at home. She not only changes her dressing style but also changes herself for the aspiration for love. Nisha converts her life from a traditional in to a modern. In a sense she becomes the exponent of change in her life. She starts wearing clothes of her choice instead of her mother's decision. In addition to her appearance in attitude also she became a forwarded girl. She does not hesitate to fight with the male dominated Indian society and proves her identity.

The novel is the saga of search for the home by the protagonist Nisha i.e. a search for shelter and security. She turns rebellion for her emancipation from the male dominated Indian culture and institution of marriage. She tries to the best of her level for achieving the preferred consequences. Her love affair with Suresh, the low caste boy is the expression her feelings showing the full understanding the idea of modern marriage.

"Nisha tossed her head "I am not a fool" she announced as she thought of the love that had driven her own parents to marry, of all the films she had seen, with, myriad combinations of unequal background between boy and girl: rich-poor, Hindu-Muslim, Hindu-Christian, high class- low class, educated-uneducated. Love was the bridge over the great divide. Personal worth was all. The pure mind and the feelings of the heart" (Home, 148)

It is due to her complaints, frustrations and her disappointments Nisha has to rebel against the traditional Lala Banwarilal Family of Karol Bagh for the purpose.

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She wants everything out in the open. Nisha returns to her own home after eleven years. Undoubtedly she experiences some freedom in her college, but she has to pay for the freedom as her love with the inferior caste boy named Suresh is ended.

She seems to be locked up in home as her entire outside movements are banned and her activities intimately observed. Her journey towards liberation starts. She wants to do something significant. She complains, "*Why should I sit at home every day waiting for proposals.*" She wants to do fashion designing course. She wants to be economically independent. It is her foremost step towards empowerment.

Her future is decided and she is married to Arvind, the second groom. The marriage was neither love nor any personal intention but rather a compulsion for Nisha. She gives birth to twins after ten months of her marriage with Arvind. In the matter of marriage also gender discrimination is evident. If a man is *manglik* by birth, it is regarded as a birth symbol only but if a woman is *manglik* she is obliged to pray and keep fast for gaining a good husband. Nisha is not exception to this. She was given the same treatment in her family.

After the marriage she not only loses her status as an entrepreneur and decision maker but also her economic independence along with her own business. She is denied to run her own business and assigned with the household duties only because she is a daughter-in-law of the family. For the sake of harmony in the family Nisha ultimately gives up all her desires even if she had tried her level best in fighting for setting her own identity and lives her life as a wife, mother and daughter-in-law.

Manju Kapur has been successful in the demonstration of the discrimination existing in the traditional Indian society. Through the female protagonist of the novel *'Home'* she strongly criticizes the society for the discrimination done to the woman labeling her to be a weaker sex. The novel is a saga of discrimination done to a woman in the name of gender, caste and race.

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* संपादक *

डॉ. मधुकर देसले

महिला महाविद्यालय, नंदुरबार समाजशास्त्र विभागात २६ वर्ष अध्यापनाचा अनुभव. क.ब.चौ.उ.म.वि.,जळगाव समाजशास्त्र अभ्यास मंडळ सदस्य. समाजशास्त्र एम.फिल., पीएच्.डी. मार्गदर्शक, १२० राष्ट्रीय, आंतरराष्ट्रीय कार्यशाळेत ाग व आयोजन. ६९ संशोधन पेपर प्रकाशित. संशोधन क्रांती, डॉ. साहेब आंबेडकर गौरवग्रंथ, भारतीय समाज : प्रश्न, समस्या आणि र्तन, भारतातील सामाजिक समस्या आणि परिवर्तन, महिला गौरवग्रंथ व ले, शाहू महाराज व डॉ. आंबेडकर या ग्रंथांचे संपादक. बालकल्याण ती सदस्य. अखिल भारतीय ग्राहक पंचायत नंदुरबार जिल्हा उपाध्यक्ष, ज भुषण, बहुजनरत्न, महात्मा फुले, साने गुरुजी, आदर्श शिक्षक. .यो. उत्कृष्ट कार्यगौरव इ. पुरस्कार प्राप्त. उ.म.वि. जळगांव २०१४-१५ ून (आयडीयल पदव्युत्तर शिक्षक), आंतरराष्ट्रीय संशोधन पत्रिका, गाबाद (सल्लागार). ज्ञानपीठ प्रतिष्ठान, नंदुरबार (संचालक).

प्रा. गौतम थोरात

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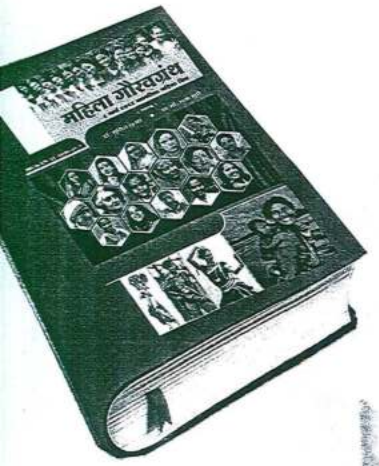

ज्ञानपीठ प्रतिष्ठान, नंदुरबार

ज्ञानपीठ प्रतिष्ठान अंतर्गत शैक्षणिक क्षेत्रात योगदान देणारे संशोधन करणाऱ्या विचारवंत, अभ्यासक, संशोधकांच्या कार्याला प्रोत्साहन देणारे काही ठळक उपक्रम.

• आमची वाटचाल •

"उच्च शिक्षणातील संशोधन" राष्ट्रीय चर्चासत्र, आंतरराष्ट्रीय जर्नल ISSN प्रकाशित. (३ ऑगस्ट २०१४).
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Scientific Research and its Research Methodology Process

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1. Introduction

Scientific research involves a systematic process that focuses on being objective and gathering a multitude of information for analysis so that the researcher can come to a conclusion. This process is used in all research and evaluation projects, regardless of the research method.Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Research is creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications. Research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue.

The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means of data collection or, sometimes, how a specific result is to be calculated.

When research methodology has been discussed we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher or by others. This simply means a guide to research and how it is conducted. It describes and analysis methods, throws more light on their limitations and resources, clarify their pre- suppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge.

The process of Research Methodology includes several types which can define the motive of it properly. 1. Descriptive and Analytical 2. Applied and Fundamental 3. Quantitative and Qualitative 4. Conceptual and Empirical

The Basic approaches of the Research Methodology are: Qualitative and Quantitative Approach.

1. Quantitative Approach: Quantitative Approach describes the phenomena numerically to answer the specific questions or hypotheses. Quantitative approach is based on the measurement of quantityor amount. Ex.: The relationship between the amount of homework and the student achievement.

2. Qualitative Approach: Qualitative Approach provides rich narrative descriptions with words of phenomena that enhance understanding. Qualitative research is important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.

Ex.: Observations of the school renewal teams to understand the role of parents.

2. Basic Steps in Research Methodology

There are several steps in Research Methodology which includes:

1. Program planning: Initially the problem may be stated in a broad general way and then the ambiguities, if any, relating to the problem be resolved. The statement of the objective is of basic importance because it determines the data which are to be collected, the characteristics of the data which are relevant, relations which are to be explored, the choice of techniques to be used in these exploration. The formulation of the problem often follows a sequential pattern where a number of formulations are set up, each formulation more specific than the proceeding one.

There are two types of research problems –

i. Those which relate to states of nature
ii. Those which relate to relationships between variables

2. Survey Development - When the Program planning phase has been completed the Survey Development of that problem is started. At this juncture the researcher should undertake extensive

literature survey connected with the problem. A good library will be the great help for doing the survey of that problem which can also help the researcher to get the solution for their problems.Once the problem is formulated, a synopsis of it should be written down.The researcher should undertake vast literature survey concerned with the problem.

3. Survey Deployment - After the literature survey, researcher should make a hypothesis or working hypothesis which can comes under the Survey Deployment stage of the Research Methodology. Working hypothesis is a guess made to test the logical or empirical outcome of a research. Hypothesis is derived from the research problem, literature review and conceptual framework.

4. Data Analysis - A good research design will be prepared if a research problem should be stated clearly. In other words, the purpose of data analysis is refers as general procedure that you choose to combine the various components of study in the consistent and the logical way. The data analysis phase can determine the stated problem in the further research process. It comprises the outline for the collection, measurement, and analysis of data. A flexible research design which offers the opportunity for allowing the different aspects of a problem is considered suitable if the purpose of the research study is to be clear.

5. Reporting - Every object which can involve in that earlier phase of the research methodology can be reported after a particular time to time process. The reporting of the phases gives idea about how the research can go ahead and how the processing of that can undertake. Besides, such type of inquiry comprises a lot of time, money and energy.

6. Construction and review -

Now that the problem has been identified, the researcher must learn more about the topic under investigation. This step provides foundational knowledge about the problem area. The review and the construction of the research also educates about the conclusions in the problem area. The information discovered during this step helps the programmer fully understand the magnitude of the problem, recognize the future consequences.

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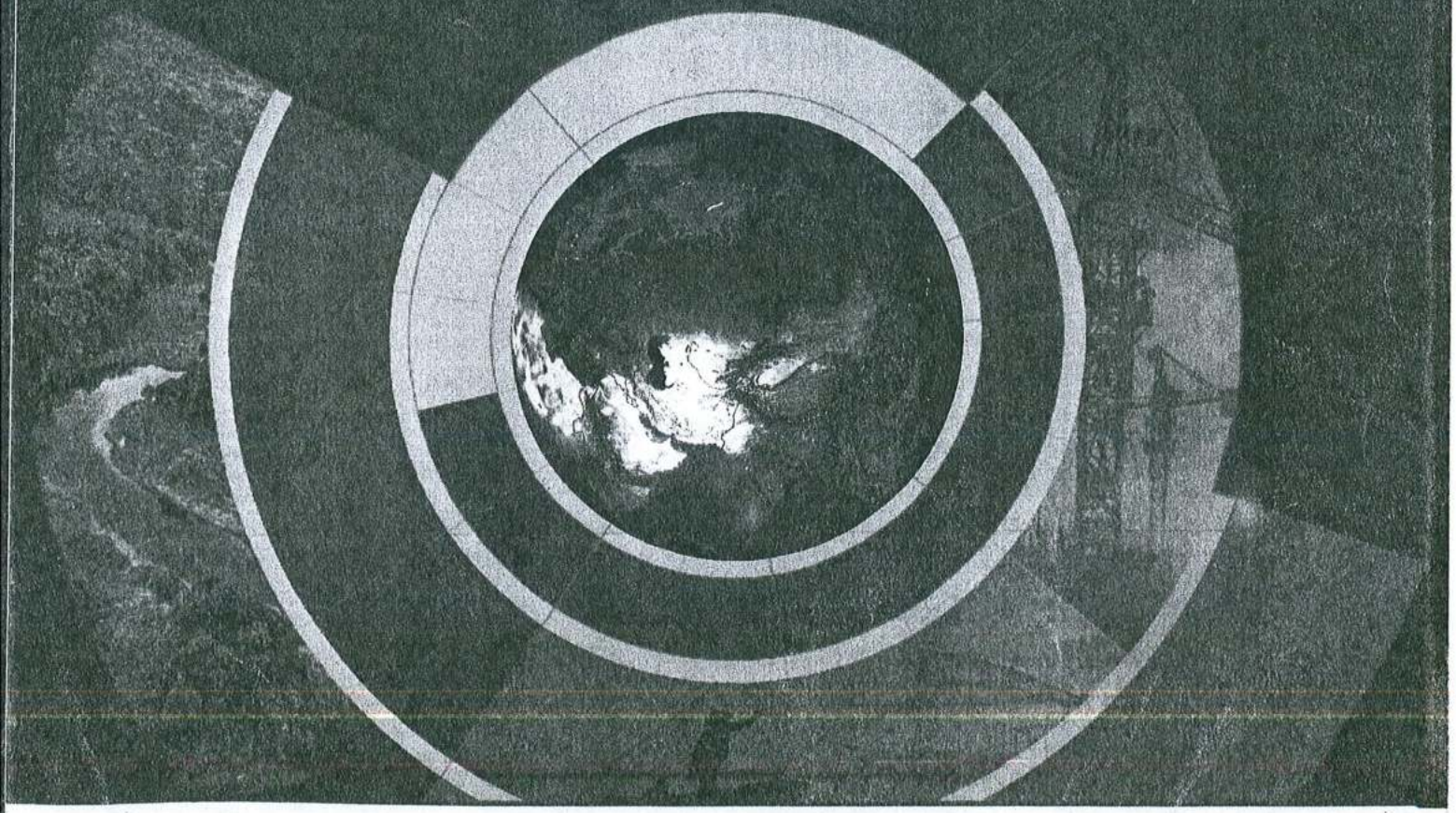

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Literary Devices in Dr. B.R. Ambedkar's 'Buddha and His Dhamma'

Dr. Madhukar Janrao Nikam, Associate Professor
Head of Deptt. in English
Athawale College of Social Work, Bhandara

Introduction:

The life story of Dr. Babasaheb Ambedkar reads like a Norwegian saga, or better still, like a Jataka tale. Born in 1891, he is one of the brightest stars in the galaxy of Indian Scholars. He has a multifaceted personality. He is generally perceived only as the leader of the depressed classes. But the history has given a comprehensive account of the trials and tribulations of this great son of the soil that he is a Humanist. Economist, Sociologist, Educationalist, Political Thinker, Constitutional Expert, Labour-Leader, Socio-religious reformer, Journalist and a great literalist. His profound study, great industry and conquering intellect gave new dimensions to the Indian English Literature through his writings.

Buddha and His Dhamma is the culmination of Dr. Ambedkar's writing. It is entirely different creation of Dr. Ambedkar. Is it an epic or Saga? Is it a Novel or Play? Or is it Biography of the Buddha? These all interesting questions tempt scholars of literature to probe into this matter. Dr. Ambedkar has shown entirely different façade of his writing style, temperament and approach whole handling the saga of Guatama Buddha. But at the same time a well disciplined writer and logically equipped lawyer in him is conscious while entering in various enquiries related to Buddha's life and teaching. He clears his intentions of the book in the introduction itself.

The Buddha and His Dhamma This books he not only glorified the life of Buddha but also raised many questions and traditional problems and tried to answer them most logically and historically. The first problem raised in this book is related to the main even in the life of Buddha, namely, Parivraja. Why did the Buddha take Parivraja? The traditional answer is that he took Parivraja because he saw a dead person, a sick person and an old person. This answer is absurd on face of it. The Buddha took Parivraja at the age of 29. If he took Parivraja as a result of these three sights, how is it he did not see these three sights earlier? Dr. Ambedkar also answered these questions in a most logical and historical.

Dr. Ambedkar dared to raise many questions and tried to give answers aiming to provide a clear and consistent statement on the life and teaching of the Buddha. He sincerely and impartially tried to find out the truth and link the lost episode of history together. He took help of available literature of Vedic Age, Upnishads, religious books, scriptures, Buddhists Literature, Smrutis, Puranas and studied various social changes His arguments and logical interpretations about the main events in the life of the Buddha namely. Parivrja, the four Aryan Truths, the doctrines of soul, of karma and rebirth and the Bhikkhu provides us new way of thinking about these events in a better logical, manner. Dr. Ambedkar has tried to resolve contradictions about Buddha's life and teachings.

Apart from bulky thesis he produced many articles, editorials and submitted many reports and drafts to several commissions. He is undoubtedly a great author of an international repute but his contribution to English literature has remained an un-established branch of literature. Thousands of books written on Dr. Ambedkar are available in libraries and in the market but they are silent about his contribution to English Literature. Dr. Ambedkar contribution to Literature is an established branch of study in Marathi literature but it is not so in case of English. Knowingly or unknowingly it has remained un-discussed or less discussed area of English Literature. Dr. Ambedkar's writings have created an area neglected by the scholars of English literature and even unnoticed by Indian English

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literalists. Prof. Madhu Limaye rightly remarks: "The country that neglects great thinker like Dr. Ambedkar, has really no future."

The Buddha and His Dhamma has not been attempted as English Literary work, it becomes the primary responsibility of the research scholar to prove it a literary work using the traditional as well as the modern parameters of English literature. Arise from the pleasure of reading, literature has its various aims and objects. There are writings which do not mere amuse but instruct us. As Ezra Pound Says, "Great Literature is simply language charged with meaning to the utmost possible degree." D.K. Bhasin in his *Contemporary English Literature, Poetry Fiction, Drama* mentions artistic quality of literature, truth and beauty existing in the world, unnoticed to us but brought to our attention by some sensitive soul, suggestiveness of literature, its appeal to our emotions and to our imagination to and our intellect, its permanence, Universality, its appeal to the widest human interests and simplest human emotions, writing style of the writer reflecting his/her own personality, his life and experiences are some of the important qualities and parameters of the literature. According to N. Krshinaswamy "...great literature is not for age but for all time, not for any particular region or people, but for all regions and peoples because elevated thoughts, passions and emotions, and human values are the same throughout human history.

The purpose of great or timeless literature is to humanize life, and the job of critics is to interpret and measure the worth of a text by testing it against acclaimed /accepted great texts as the best evidences of test; great literature needs to be interpreted because it reveals human values only suggestively". In the opinion of R.J. Rees "Literature is writing which expresses and communicates thoughts, feelings and attitudes towards life." Sylvan Barnet says, "Literature is about human experiences, but the experiences embodied in literature are not simply the shapeless experiences".

Dr. Ambedkar has taken lot of pains and labours while writing his books. His research papers, essays, articles are the documents of declarations of liberty, equality, justice and fraternity for Dalits. His written work is the most scientific way of a great writer to focus on various social evils. He has not preached mere philosophy but succeeded in changing the course of direction of history. His writing and mission is so forceful, sincere that it has changed the life of more than nine crore Dalits in India that no essayist ever could have done in the entire history of the world. This brief discussion shows Dr. Ambedkar's vast contribution as a Writer. Above brief discussion makes it prima facie clear that these and many other new post modern literary parameters are available in Dr. Ambedkar's writing.

Buddha and His Dhamma: Various Aspects

The book does not mere tell the story of the Buddha, it shows all colours of then life. Dr. Ambedkar has written this book in the last phase of his life. It was the age of his full bloomed wisdom, maturity, perfection, authority on language, almost it was a stage of Buddhatwa. Therefore Dr. Ambedkar succeeded in producing a multi dimensional book. There are various aspects of the book such as religious, social, political, cultural, economical, environmental, human and non-human. The intention of this chapter is to focus multi aspects of *Buddha and His Dhamma* along with literary aspect.

Narrative Technique: Form and Structure

Buddha and His Dhamma is a long narrative written by Dr. B.r. Ambedkar. There are various direct addresses found in this book which are essential part of essential parts of narrating a historical story. In the interlocution of 'Buddha and His Dhamma' Dr. Ambedkar makes it clear to the readers that Anyone who is not a Buddhist finds it extremely difficult to present the life and teachings of the Buddha in a manner which would make it a consistent whole. Depending on the nikayas, not only the presentation of a consistent story of the life of the Buddha becomes a difficult thing and the presentation of some parts of his teachings becomes much more so. Indeed it would not be an

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exaggeration to say that of all the founders of religions in the world the presentation of the life and teachings of the founder of Buddhism presents a problem which is quite puzzling if not baffling. Therefore, Dr. Ambedkar is very careful in using proper and better narrative technique which would help the readers to enter into the historical story with mythological background and argumentative explanations. He not only tells a story to the readers but also reconstructs it with logical interpretations which are new, surprising, logically sound and thought provoking. This effort of reconstructing the story helps the readers and intellectuals to re-understand the Buddha and his life events in the light of ligic. How can a scholar like Dr. Ambedkar accept anything without its scrutiny? It must have been a challenging task even for Dr. Ambedkar to produce such works which will a suitable form not for common masses but also a studious document for intellectuals.

Form and structure are in inseparable principles of design. The content as well as the form and structure of the book are very important. Dr. Ambedkar has not used mechanic form but organic form which evolved from within the developing work. Whenever Dr. Ambedkar enters into intellectual discussion the pattern changes. This change reflects in *Buddha and His Dhamma.* The intention of this chapter is to discuss narrative technique, form, structure, myth, parables and many other devices as such.

Langue and Diction

Diction refers to the means and the manner of expressing ideas. Diction usually implies a high level of usage; it refers chiefly to the choice of words, their arrangement, and the force, accuracy, and distinction with which they are used: Diction and language are the important tools in the hands of a writer. This is one of the medium to move his merit and standard. It is a perfect medium through which the ideas and inner feelings are perfectly presented before the readers. And it also brings the reader close to the heart and mind of a writer. Dr. Babasaheb Ambedkar is luminary writer who has mastery over the language. Many prose lines in Dr. Ambedkar's essays are as powerful as the mighty lines used in verse by great English poets and dramatists as Marlowe. Sentences in Dr. Ambedkar's writings are loaded lines with meaning. These lines take forms of doctrines, Proverbs and turn inspiration for many in India who aspire for better human life. These sentences reveal the genius, intellect, intellect, emphatic command over English language, and the quality of Dr. Ambedkar's prose style.

The questionnaire makes his writing more acute, logical and well disciplined, Brevity, Clarity and exactness are the characteristics of his writing. He provides footnotes at every proper and required place to strengthen his point. He invents as well as criticises with the help of his systematic, logical analysis. So the chapter will be related to the writer's strait of employing diction, language and style.

Logic and Facts are an integral part of Dr. Ambedkar's writing. Every one of his statement is based on certain facts and well supported with superb logic. He argues and produces evidences in his writing as a professional lawyer. He is the man who introduced the "Age of Reason" in India in a real sense of the term. His logical writing deserves a place of repute in Indian Literary world. He states, "Fortunately for me, it is not necessary for me to rely on logic alone thought I contend that logic is on my side. For there is ample evidence both circumstantial as well a direct".

Logical interpretation of the actual reason of exile- or Gruhatyaga of Buddha is one the best and the finest evidence of Dr. Ambedkar's superb logic. He does not accept everything as traditionally depicted. He always analyses the facts and when he finds it logically sound and proved, he accepts. By giving actual reasons of Buddha's exile, he has rejected all the age old fairy tales about Buddha's exile and put forward the actual logical reason with historical proofs of ancient Buddhists Literature. He follows the only way that his Guru Buddha told him, "Do not go by heresay nor by handed down by others; nor by what is stated on the authority of your traditional teaching. Do

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not go by reason, nor by inference, nor by argument as to method, nor by reflection on and approval of an opinion, nor out of respect thinking a recluse must be deferred to when these teaching followed out and put into practice continues to loss and suffering then reject them or see if they work, accept them."

Conclusion

Dr. Ambedkar as a professional lawyer and jurist made enquiry and raised many questions against the traditional problems in Buddha's life and tried to answer them with perfect logic. He raised the first problem of Parivrajya of Gautam Buddha. Why did the Buddha take Parivrajaya? The traditional anseres is that he saw a dead person, a sick person and an old person. Dr. Ambedkar says that his answer is absurd on face of it. He answers the question logically. The Buddha took Parivrajya at the age of 29. If he took parivrajya as a result of these three sights, how it is true that he did not see these three sights earlier? This shows that Dr. Ambedkar is such writer who does not accept anything easily without its scrutiny. There are ample examples of use of logic in 'Buddha and His Dhamma" scattered everywhere. Dr. Babasaheb Ambedkar waited for no path to be followed and went on writing and that became his own style. He did not imitate but created literature. His writing has penetration, sharpness, urge, and Philosophical depth, and logical accuracy, revolutionary and rebellious attitude. Dr. Ambedkar's writings will definitely find a deference in prose style, selection of words, similes, metaphors, Change in temperament, and many other literary devices used by Dr. Ambedkar in 'Buddha and His Dhamma' and his rest of the writings. It is a very different Ambedkar in 'Buddha and His Dhamma'. In most of the places in 'Buddha and His Dhamma' prose appears to be poetry.

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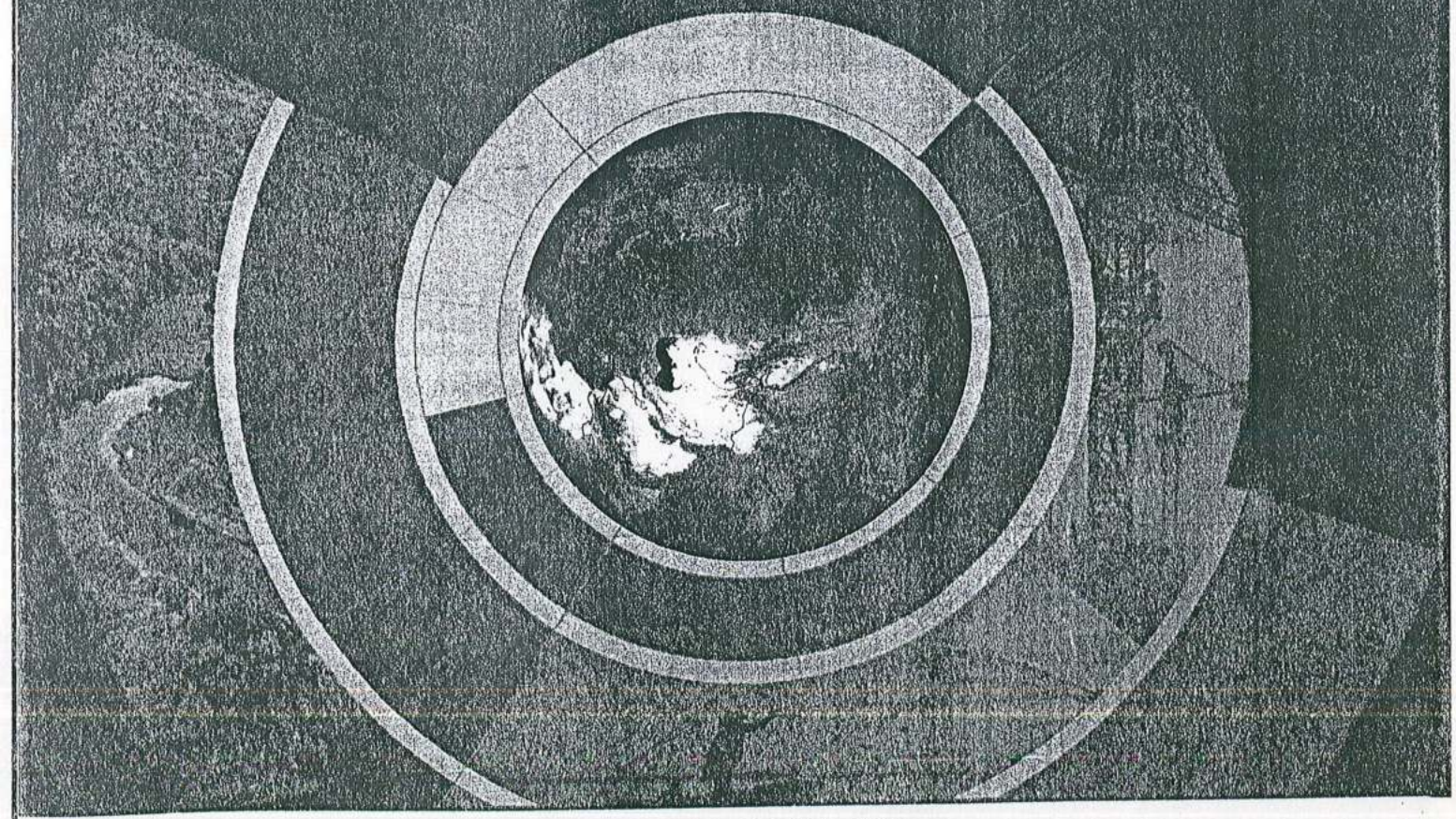

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Social Justice and Dalits

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The founding father of the Constitution has solemnly resolved:

To secure to all citizens Justice: Social, Economic and Political, Liberty to thought, expression, belief, faith and worship. And equality of status and of opportunity, and to promote among them all fraternity, assuring the dignity of individual and unity. It also emphasized that: The state shall not discriminate against any citizen on grounds of religion, race, caste, place and birth or any form.

Social Justice is necessary and extremely important for a civilized society. The society which does not provide dignity to the individual has no right to be called civilized. It is the practice found in every society that any attempt made by the state to secure social justice is resisted by the vested interests that have economic, educational and social weapon in their hands. In India caste and sex are the weapons of oppression. The weaker section includes dalits prominently. Dalits, officially known as 'Scheduled Castes' constitute more than one fifth of India's population of over one billion. For a dalit justice is sheer necessity. If he does not have it, he suffers misery and indignity. Social injustice not only deprives and downgrades him, it degrades and disintegrates. Even if he has economic affluence, political elevation, educational excellence, a dalit is a social outcast. In a mixed society he is a loner[2]. According to Dr. BabasahebAmbedkar the only safety for them is to have political rights which the untouchables (Dalits) claim as safeguard defined in the Constitution[3].

To ensure social justice and protection of dalits from oppression, adequate Constitutional guarantees were provided. Fundamental rights are justifiable and directives of state policy work as the guiding philosophy to bring social justice. These constitutional provisions are as under :

Article 14

The State shall not deny to any person **equality before the law or the equal protection of the laws** within the territory of India.

Article 15

1) The State shall **not discriminate against any citizen** on grounds only of religion, race, caste, sex, place of birth or any of them.
2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –

a) access to shops, public restaurants, hotels and places of public entertainment; or
b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

3) Nothing in this article shall prevent the State from making any special provision for women and children.
4) Nothing in this Article or in clause (2) of Article 29 shall prevent the State from making any **special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes** and Scheduled Tribes.

Article 16

1) There shall be **equality of opportunity** for all citizens in matters relating to employment or appointment to any office under the State.
2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of any **employment** or office under the State.

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3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office (under the Government of, or any local or other authority within, a State or Union territory, any requirement as to residence within that State or Union territory) prior to such **employment or appointment.**
4) Nothing in this article shall prevent the State from making any provision for the **reservation of appointment** or posts in favour or any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.

A) Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion, with consequential seniority, to any class or classes of posts in the services under the State in favour of the **Scheduled Castes** and the Scheduled Tribes which, in the opinion of the State, are **not adequately represented in the services under the State.**

Article 17

"Untouchability" is abolished and its practice in any form is forbidden. The enforcement of any disability rising out of "Untouchability" shall be an offence punishable in accordance with law.

Article 23

1) Traffic in human beings and other similar forms of **forced labour are prohibited** and any contravention of this provision shall be an offence punishable in accordance with law.
2) Nothing in this article shall prevent the State from imposing compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them.

Article 24

No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

In addition to Article 24, there are Central and State laws to prevent child labour. This Article is also **significant for SCs and STs** because a substantial proportion of the children engaged in hazardous jobs belong to these groups.

Article 25

1) Subject to public order, morality and health and to the other provisions of this Part, **all persons are equally entitled to freedom of conscience** and the right freely to profess, practice and propagate religion.
2) Nothing in this article shall affect the operation of any existing law or prevent the State from making any law.

a) Regulating or restricting any economic, financial, political or other secular which may be associated with religious practice.
b) Providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus.

Safeguarding and Promotion of Culture and Educational Rights:

Article 29

1) Any section of the citizens residing in the territory of India or any part thereof having a district language, script or culture of its own shall have the **right to conserve** the same.
2) **No citizen shall be denied admission into any educational institution** maintained by the State or receiving aid out of State funds on grounds only or religion, race, caste language or any of them.

Article 46

The State shall **promote with special care the educational and economic interests of the weaker section** of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

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Political Safeguards:

Article 164(1)

The Chief Minister shall be appointed by the Governor and the other Ministers shall be appointed by the Governor on the advice of the Chief Minister, and the Ministers shall hold office during the pleasure of the Governor : Provided that in the State of Bihar, Madhya Pradesh and Orrisa, there shall be Minister in charge of tribal welfare who may in addition be in charge of the **welfare of the Scheduled Castes and backward classes** or any other work.

Article 330

1) **Seats shall be reserved in the House of the People for-**

a) The **Schedule Castes,**

b) The Schedule Tribes except the-ScheduledTribes in the autonomous districts of Assam, and

c) The Scheduled Tribes in the autonomous districts of Assam.

Article 332

1) Seats shall be **reserved for the Scheduled Castes** and the Scheduled Tribes, (except the Scheduled Tribes in the autonomous districts of Assam), in the **Legislative Assembly of every State.**

It is worth noting that in accordance with these Constitutional provisions, Government has a number of measures, initiated for providing protection to untouchables (Scheduled Castes or SCs) and the tribal. These measures can be categorized into two broad themes: protective and developmental. Under the 'protective' sphere untochability was legally abolished and its practice in any form forbidden by the Protection of Civil Rights (Anti-Untouchabilty) Act of 1955.

To protect the category of SC and ST in a more effective and comprehensive manner, a few other legislations were introduced. Policies of reservation and representation were adopted to improve the access and participation of these sections in the economic, educational and political spheres. The enactment of the Bonded Labour System (Abolition) Act, 1976 or laws to curb child labour were part of the other major measures taken to make the protection for these sections more stringent and effective.

Article 23 of the Constitution of India prohibits traffic in human beings and beggar and other similar forms of forced labour and provides that any contravention of this provision shall be an offence punishable in accordance with law. Although Article 23 does not specifically mention SCs and STs, but since majorities of bonded labour are member of SC/ST communities, Article 23 has special significance for these communities. Ion pursuance of this Article, Parliament has enacted the Bonded Labour System (Abolition)Act, 1976.

This Act is to provide for the abolition of bonded labour system with a view to preventing the economics and physical exploitation of the weaker sections of the people and for matters connected therewith or incidental thereto.

Article 24 of the Constitution of India provides that no child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment. There is Central and State laws to prevent child labour. This Article is also significant for SCs and STs as a substantial portion of child labour engaged in hazardous jobs belong to these groups.

The year 1989 witnessed the government enacting another Act, namely the Scheduled Castes and Tribes (Prevention of Atrocities) Act of 1989, an act to prevent atrocities against a measure of protection to dalits and to enforce their rights. The necessity for enactment of this act had arisen, because under the existing circumstances, the Protection of Civil Rights Act, 1955 and normal provisions of the Indian Penal Code were found to be inadequate to provide safeguards. The SC and ST (PQA) Act, 1989 was pioneer in many ways. It provides for not only appointment f special courts, punishment for neglect of duties to officials, forfeiture of property of the perpetrators, confiscation of

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arms from the dominant castes in the area, declaration of a particular area atrocity prone, and even ask for distribution of arms to the downtrodden etc.

The truth is that far from misusing the law, the law remains grossly under-utilized what is really needed is awareness and education of dalit about availability, scope and application of law. Even the courts and the police need to be sensitized."

As per Dr. AmartyaSen social justice may be an arrangement focused view of justice and realization focused understanding of justice. India's democracy needs realization focused view of justice rather than arrangement focused view of justice. If we are keen to deliver justice to the downtrodden, it is high time to address problems of deprivation with perspective of realization of justice."

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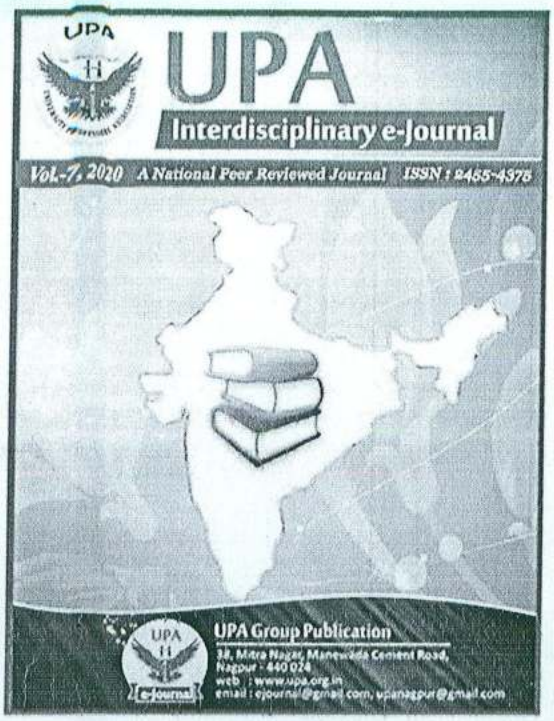

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SOCIAL WORK EDUCATION IN INDIA

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Introduction :

Social work in Africa faces major challenges due to factors such as lack of resources, insufficient training schools and adequate curricula. Social work intervention has gained great importance in different fields, which may not be directly related to the social work profession. Unfortunately, school social work has not been paid attention; value education is being emphasized at different levels. Several pioneers in social work education in India had their orientation to the profession in American establishments. Therefore there were little initiatives to develop an India based curriculum for theory and practice.

History of social work in India is an old phenomenon. Though social work as a profession was recognized and developed by the western countries yet the bases on which the profession rests upon very well exist in the foundation of Indian history. The seeds of evolution of social work could be explored in world ideologies i.e. secular, humanism, Protestantism, rationalism, welfarism, liberalism democracy and utilitarianism. The notion of welfare stemmed up in India in the roots of Dharma. Social work emerged as a profession from the perspectives of social services, charity, reform and welfare. Social work traveled a long way from welfare to empowerment and development and the present emphasis of the profession is protecting and promoting human right.

Definition : "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing".-International Federation of Social Workers.

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In the education of social work much emphasis is laid practical training of the students apart from giving them theoretical inputs. As social work is the human service profession, so the curriculum of social work has drawn heavily from a number of social sciences and humanities courses like psychology, sociology, political science, and economic. Students are required to develop the sound skill base and appropriate attitude through the educational inputs. Social workers use education as a key tool in client and community interactions. These educational exchanges are not always explicit but are the foundation of how social workers learn from their service participants and how social workers can assist with information delivery and skill development. Social work practice is often divided into micro-work, which involves working directly with individuals or small groups; and macro-work, which involves working communities, and within social policy, to create change on a larger scale.

Characteristics of professional social work:

1. It is professional service.
2. It is helping activity.
3. It has both public and private auspices.
4. It has knowledge and skill base.
5. It is based on humanitarian philosophy.
6. It has its own methods of services.
7. As a subject, social work is scientific, as a practice it is an art.
8. Social work is profession.
9. A special body of knowledge.
10. A system of imparting training.
11. Professional organization,
12. Professional ethics.
13. Social recognition.

Professional approach (Philosophy) :

1. Democracy is the natural right of man and is hence an attainment to be aimed it.

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2. Individual behavior is motivated by subconscious factors that are discoverable and controllable through the appropriate insights and skills.
3. All social problems are ultimately personal maladjustment to environment.
4. Social work must concern itself with the problem of the individual's adjustments to given situation at given times.

Social work education in India:

1920: The Bombay Social Service League started first part time training for social reformers.

1936: The first full time School of Social Work was set up in Mumbai. Sir Dorabji Graduate School of Social Work.

1961: Tata Institute of Social Sciences (new name).

1947: Indian Conference of Social work.

1962: Department of Social Work, Lucknow University.

1966: UGC- First Report of the committee on Social Work Education.

1968: First edition of Encyclopaedia of Social Work in India.

1987: Second edition of Encyclopaedia of Social Work in India.

Social Work Education and Universities:

A university is an institution of higher education and research which awards academic degrees in various academic disciplines. Universities typically provide undergraduate education and post graduation education. The word university is derived from the Latin *university as magistrorum et scholarium*, which roughly means "community of teachers and scholars". Social work is a broad profession that intersects with several disciplines.

In India, professional social work owes its origin to a short-term training course on social service organized by the social service league at Mumbai. The first professional institution, the present Tata Institute of Social Sciences by Christian Missionaries with financial help from the House of Tatas to provide trainng for a career in social work was established in 1936 in Mumbai. After Independence, Kashi Vidhyapeeth, Varanasi and College of Social Service, Gujrat Vidhyapeeth, Ahemedabad were established in 1947. In1948, Delhi School of Social Work, came under auspious of North YMCA of India with

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assistance from Foreign Division of American YWCA. The Madras School of Social Work was founded in 1952. The College of Social Work, Nirmala Niketan was founded in 1955.

The first school as part of the Department of Social Work, Lucknow University was established in 1949. Madras School of Social Work was established in 1952. The Matru Sewa Sangh Institute of Social Work, Nagpur was established in 1958.At present more then hundred institutions offer Bachelor's and Master's degree and some others offer Ph.D. Programmes.

The academic programme was built on a vision of human dignity and social justice especially with regard to underprivileged. Social work is an academic discipline and profession that concerns itself with individuals, families, groups and communities in an effort to enhance social function and overall well being. Several organizations provide supplemental materials and guides for social work professionals that educate. Some of the most comprehensive resources are available from university social work departments and non-profit organizations. Some example of this includes the Council on Social Work Education and the State o University of New York School of Social Work (www.wikipedia.org).

Concerned area:

Social work institutions have multiplied without caring for educational and training norms as well as other standards of professional education. If one counts more than thirty management institutions in a city of Gajiabad, the number of social work colleges has also equally soared in and around Nagpur. There is a explosion of institutions for social work min Maharashtra, Andhra Pradesh, Tamil Nadu, Uttar Pradesh, etc. controlled by sugar barons, political bigwigs and other 'educational-industrial entrepreneurs' in the country. All these institutions have not been taken efforts for professional excellence. The professional standards of social work education have been diluted by many an old established departments also by starting 'self-financing' courses. Thus, separate university for the social work education can play vital role in its quality professional social work education all over the India.

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As we all are well aware of the scope and development of professional social work education in India and especially in rural area of Maharashtra. There were few social work colleges in the state countable on finger tips. But now there are fifty two colleges established in Maharashtra. Many of them comes are under Rashatrasant Tukadoji Maharaj Nagpur University, Nagpur. The separate university will be benefited for the advance quality education, availability of employment to several youths; scope of research in several social issues, promoting ICT based education to the students.

Conclusion:

The present article reveled that with the rising growth of social work educational institutions, the need of university and professional organization felt by many educational institution. As the university only the foundation where the social work college can achieve the target goal of professional social work education.

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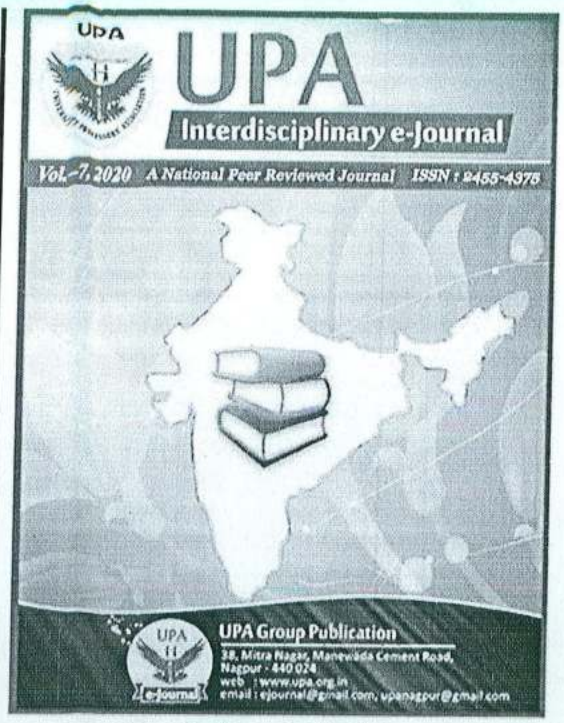

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A BRIEF JOURNEY OF RESEARCH AND RESEARCH DESIGN

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Research Methodology:

"All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention" is a famous Hudson Maxim in context of which the significance of research can well be understood. Increased amounts of research make progress possible. Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization. Research is equally important for social scientists in studying social relationships and in seeking answers to various social problems. It provides the intellectual satisfaction of knowing a few things just for the sake of knowledge and also has practical utility for the social scientist to know for the sake of being able to do something better or in a more efficient manner. Research in social sciences is concerned both with knowledge for its own sake and with knowledge for what it can contribute to practical concerns.

Research Methodology use in performing research operations. In other words, all those methods which are used by the researcher during the course of studying his research problem are termed as research methods. For brief following points are given:

- Search for knowledge.
- Scientific and systematic search for pertinent information on a specific topic.
- We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown. All questions cannot be converted in research problem
- How can one produce quality research unless the research problem has sprung from within?
- There is a substantial difference between choosing a problem out of a given list and identifying one out of one's own suffering.
- Suffering, it will be agreed, is the source of creative ideas, and more so is intellectual suffering.

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- Intellectual suffering means a sense of deep excitement about the problem arising either out of one's empathetic experience of it.
- Such an experience turns into intellectual suffering the moment one suffers it at intellectual plane over and above the experimental plane.

Research design of descriptive and diagnostic research:

- Descriptive Research: Concerned with describing the characteristics of a particular individual or of a group.
- Diagnostic Research: Determine the frequency with which something occurs or its association with something else.
- Hypothesis testing research studies: Researcher tests the hypothesis of causal relationships between variables. (Experimental Studies)

Need for Proper Selection of Topic:

- A problem well defined is a problem half solved.
- Careful attention to problem allows a researcher to set the proper research objectives.
- If the purpose of the research is clear, the chances of collecting the necessary and relevant information will be much greater.

Descriptive and Analytical Titles:

- Descriptive title is framed in terms of the content of study while an analytical title points out the perspective of study.
- Examples of descriptive title: 'Law colleges and Law students in Bihar'. 'Lawyers at a District Court'.
- Analytical titles bring in sharp focus either an issue or the perspective of the study.
- 'Self service or Community service : A study of Lawyers as Professionals'. 'Layers in Government: The most serviceable instruments of authority.

Specificity and Clarity-Qualities of a Sound Formulation:

- Formulation of a research problem is a process of progressive elimination of the irrelevant and specification of the relevant.
- A good formulation is specific in terms of its scope and coverage, perspective and focus, and universe and sample.

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- Clarity is another desirable quality of an appropriate formulation. Words having more than one meaning or dubious implications have got to be carefully avoided.

Research Design?

- Research Problem
- Research Question/Hypothesis
- Operationalization
- Sampling
- Data Collection
- Analysis
- Interpretation.

Research Design:

Ensures evidence obtained enables us to answer our research question as unambiguously as possible.

Meaning of Research Design:

- In the process of designing architect considers each decision that will have to be made in constructing the building.
- It is thus a process of deliberate anticipation directed towards bringing an expected situation under control.
- The researcher can see the whole study structure and also realize the place and importance of the successive steps that he will be required to take.
- The major design decisions are in respect of the following:

Factors relating to designing decision:

- What the study is about and what are the types of data needed?
- Why the study is being made?
- Where the data needed can be found?
- Where or in what area the study will be carried out?
- What periods of time the study will include?

Main Points:

- How to select a Research Problem.
- Constructing a Hypothesis
- Philosophical Issues

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- Qualitative and Quantitative Debate
- Selecting a method of research.

Research Problem:

- Any question one wants to answer
- Challenge any assertion or assumption
- Requires knowledge of both the subject area and research methodology
- Must withstand scrutiny in terms of procedure required to be undertaken.
- Must note that all questions cannot be transformed into research problems.

Selecting Research Topic:

- State of Scientific Discipline
- Social Problem
- Personal Values of Researcher
- Social premiums
- Practical Considerations
- Sources of selection: researches conducted by others, reviewing literature, experience, government priorities, prevalent theories, imagination, some observed phenomenon.

Considerations in Selecting a Research Problem:

- Interest
- Magnitude
- Measurement of Concepts
- Level of Expertise
- Relevance
- Availability of Data
- Ethical Issues

Importance of Formulating a Research Problem:

- It is the foundation of a research study which determines:
- The Study Design
- The Sampling Strategy
- Research Instrument that can be used or developed; and
- The type of analysis that can be undertaken.

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Steps in the formulation of a Research Problem :

1. Identification of field or subject area of interest.
2. Dissect into subareas.
3. Selection of what is interesting to the researcher
4. Raise Research questions
5. Formulate Objectives and Assess Objectives

Significance of Research:

- All progress is born of inquiry.
- Doubt is often better than overconfidence.
- It leads to inquiry and inquiry leads to invention.
- Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization.

Research design of descriptive and diagnostic research:

- Descriptive Research : Concerned with describing the characteristics of a particular individual or of a group.
- Diagnostic Research : Determine the frequency with which something occurs or its association with something else.
- Hypothesis testing research studies: Researcher tests the hypothesis of causal relationships between variables. (Experimental Studies)

Techniques of Developing Research Questions:

- Record all questions coming to mind after reading literature and thinking about the issue
- Do they fall within the scope of the research?
- Classification of questions
- Scope of the questions.
- Separate major and minor questions.

What is Hypotheses:

- It is an assumption about relations between variables.
- A conjectural statement of the relationship between two or more variables to be tested empirically verified or rejected.

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- A tentative assumption made in order to draw out and test its logical or empirical consequences.
- Test means to prove it correct or wrong.
- Hypothesis carries clear implications for testing the stated relationship.

Research Problem, Objectives, Research Ques. and Hypothesis:

Research problem	Research questions	Research objectives	Hypotheses
Voluntary Retirement Scheme in an industrial sector	1. Are managers aware of V.R.S.?	1.To determine manager's awareness	1. Voluntary Retirement will be higher among those who are inadequately paid.
	2. Are Workers aware?	2. To measure manager's satisfaction with existing personnel policies.	2. Workers who have served for more than 25-30 years will be more in favour of VRS.
	3. How serious are they about the scheme.	3. To measure workers preference.	3. Workers who have fulfilled parental responsibility will prefer VRS.
	4. How much would this scheme cost?	4. To determine cost associated with the scheme	
	5.Nature of new employment Policy	5. To identify perceived benefits and advantages.	

Components in Research:

- Four Components are: Researcher (who conducts the study), Research Sponsor (who pays for the research), Research Participant (who replies to questions) and Research Consumer (who uses the findings of the research).
- Once the research topic is selected, it becomes necessary to select specific aspects for analysis. Such aspects are: Units of analysis, Variables, Anticipated Relationships and Hypothesis.

Selection of the Problem:

- It is to be evaluated on the following bases:
- Is the topic worth investigation i.e. will it benefit researcher/consumer? Has it any academic/professional/practical importance?
- Is data collection/reliable information possible from respondents?
- Is it feasible in terms of time/money?
- Will it enable to develop hypotheses or a theory?

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Selecting Variables:

- Explanatory variables have to be identified before undertaking the research so that extraneous variables may be ignored/isolated.
- The cause of female crime is assumed to be related to family structure (insecure family, immoral family, broken family….)
- Crime is a dependent variable and family structure is independent variable and nature of conjugal relations is an intervening variable.
- Women who have harmonious relations with husbands do not commit crimes.

Purpose of Research Questions:

- We can cite one example of the study of widows. The main objectives of this research could be:
- To study the family life and the pattern of role adjustment of widow as a result of entering a new system of positions after widowhood
- To examine the economic, emotional and social support systems of widows
- To analyze the phases of adjustment
- To examine the degree of awareness of constitutional and social rights of widows and assess the level of enjoying these rights in practice

Techniques of Developing Research Questions:

- Record all questions that occur in mind after reading literature or after discussions with others or after thinking on various aspects of study.
- Reviews these questions whether each question is necessary and delete those which are outside the scope of the study.
- Classify the question on the basis of their nature, i.e. separate what, why and how questions.
- Examine the scope of the questions. Depending on the time and money available for the study.

Factors relating to designing decision:

- What the study is about and what are the types of data needed?
- Why the study is being made?
- Where the data needed can be found?

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- Where or in what area the study will be carried out?
- What periods of time the study will include?

Some other factors:

- How much material or how many cases (sample) will be needed?
- What bases of selection (sample) will be used?
- What technique of data collection will be adopted?
- How will the data be analyzed?

Different Research Designs:

- Research design in case of exploratory research studies: Formulating a problem for more precise investigations.
- The survey of concerning literature
- The experience survey
- The analysis of insight stimulating examples.

Research design of descriptive and diagnostic research:

- Descriptive Research: Concerned with describing the characteristics of a particular individual or of a group.
- Diagnostic Research: Determine the frequency with which something occurs or its association with something else.
- Hypothesis testing research studies: Researcher tests the hypothesis of causal relationships between variables. (Experimental Studies)

Steps in Research Design:

- Formulating the objective of the study (Why the study is about and why is it being made)
- Designing the methods of data collection (What technique of collecting data will be adopted)
- Selecting the sample
- Collecting the data (Where can the required data be found and with what time period should the data be related)
- Review of Literature
- Selection of hypotheses.
- Designing the experiment.

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- Processing and analyzing the data.
- Reporting the findings

A sample checklist of Items for Research Design:

- Title of the study (Indication of subject matter)
- Purpose of the study (sufficient account of previous studies)
- Problem and Hypotheses
- Method and Procedure (Sample/Data Collection)
- Working Guide (Time and Budget Estimate/Right sequence of various research activities)

Features of a Good Design:

- Minimum bias and maximum reliability.
- Exploratory-Discovery of ideas and insights.. Research Design must be flexible.
- Descriptive Studies/Accurate description of a situation…The reliability of the evidence collected is considered a good design.
- Studies involving Testing of Hypotheses. Design which will permit inferences about causality.

Various uses of Research Design:

- Provides answers to various questions: What is the object of research? What data are needed and how will these be collected? What will be the time, place and sample of study? How will the data be analyzed and interpreted? What will be the cost, time and labor needed in the study? What will be the level of accuracy desired?
- It acts as a standard and guidepost
- It helps in carrying out research objectively, accurately and economically. Acts as an insurance against future failure.

Conclusion:

- Task of defining a research problem follows a sequential pattern:
- The problem is stated in a general way, the ambiguities are resolved.
- Thinking and rethinking process results in a more specific formulation of the problem.
- It may be a realistic in terms of the available data and resources and is also analytically meaningful.

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TROUBLES AND DEFY OF SOCIAL WORK

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Abstract

The profession of serving is one of the most essential occupations for the changing society. The complex problems that plague individuals, families, and groups in large and small communities require many people to seek help and support from formal and informal organizations. Starting from the fact that human behavior is truly complex, social work is broad and uses numerous practice theories at different levels. Theory, in essence, refers to interconnected and systemically related groups of concepts and statements, which are organized in order to clarify relations on certain aspects. Social work may not have developed its own theory, but it successfully uses theories from other scientific disciplines. In order to have success in the realization of the social activities, it is necessary to have a ratio in theory and practice, because working without one of them is impossible. To be successful and effective in their work, social workers use a range of theories, working models and concepts with their clients, adapting them to their needs.

Keywords: *Social practice, social work, troubles, challenges, theories*

INTRODUCTION

The speedy pace of everyday life, as well as the life filled with stressful situations, everyday obligations, challenges and expectations, leads to a disturbance of tranquility, stability, comfortableness in people and in the most difficult case, disturbance of their state of health in different types. In the face of such a situation, social services emerge to help in the most productive way. Increasing number of street children, runaway girls, children at risk of physical, psychological, sexual, domestic violence and spousal abuse, psychological crises and depression, addictions, incurable and very expensive diseases and dozens of major problems and small has deprived individuals, adults, circles of friends, families, and charities of the ability to solve problems and deal with problems. In the meantime, aid organizations such as the Welfare Organization with the help of helpers, counselors and psychologists and other related specialties can relieve the burden of individuals, families and local communities. Unfortunately, despite the services provided by these owners, there are problems in this profession:

A) Educational problems: Lack of reflection of the values of this field in the media to introduce it as a useful profession for the public - Not recording work experiences and not using and paying limited attention to the experiences of other helpers - Lack of sufficient capacity in public and free universities in higher levels of this profession.

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B) Structural: administrative problems:- Ignoring the helpers in passing many laws related to this profession - Entry of a number of ordinary and non-specialized people into this profession.

C) Social problems: Limited knowledge of people about the activities of helpers in society – Lack of comprehensive introduction and obstacles to the social work profession - Lack of understanding of the real position of this profession by some helpers, which leads to a decrease in the job status of this profession. The risk of this profession (possibility of assassination by the client) - Lack of continuous study and research of the assistant due to the high workload of this profession, which has caused information in this area is not up to date (Amiri, 2014).

D) Economic problems: -Lack of dedicated budget of the organization to employees and activists in this profession - Insufficient income of the helper due to his great concern - Considering the minimum wage for the helper in private institutions. Unfortunately, most people do not know this profession professionally and consider the helper equal to receiving financial aid (case aid and medical allowance, etc.). Therefore, if these roles and duties of the helper are appropriate to the current conditions of society, it will have a greater impact on the achievement of the helpers' workplace organization to the predetermined goals. Determining tasks and expectations is one side of the issue, and the correct and accurate performance of those tasks by the social worker is the other side. Performing these tasks requires recognizing the abilities and capacities of this profession and believing in them. The better a social worker performs his or her duties, the greater the belief in the profession in the community and related organizations. For this reason, it is necessary to constantly review the job descriptions of experts, including social workers, in order to strengthen their professional position.

THEORIES FOR SOCIAL WORK

Social work theories are explanations that are supported by evidence obtained through the scientific method. A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blueprint of how to help others based on the underlying social work theory. While a theory explains why something happens, a practice model shows how to use a theory to create change. (Staff, 2014).Theories for social work are focused on clients and helping activities. They explain human behaviors, the social environment, how change occurs and how change can be facilitated by the social worker in order to benefit. (Rengasamy, 2010) In social work practice, the strengths perspective has emerged as an alternative to the more common pathology-oriented approach to helping clients.

Instead of focusing on clients' problems and deficits, the strengths perspective centers on clients' abilities, talents, and resources. Learning about theories for social work is a very important and valuable tool for any social worker. It involves understanding of people's behavior at a given moment; suppressing their bad habits and showing behavior that would help them succeed in life. (Engard, 2012) There are many different practice models that influence the way social workers choose to help people meet their goals. Here are some of the major social work practice models used in various roles, such as case managers and therapists:

1) Cognitive behavioral therapy in social work is a theoretical framework that understands the importance of both cognition and behavior, with the outcomes based on cognitive, behavioral and emotional changes. This therapy is widely used in the field of social work due to its

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success with multiple populations and various mental health issues. (Scarnato, Social Work Approaches and Therapies, 2017) This approach focuses on the relationship between thoughts, feelings and behaviors. Social workers assist clients in identifying patterns of irrational and self-destructive thoughts and behaviors that influence emotions. (Staff, 2014) Every technique utilized is to foster an open and productive conversation as a way for both the therapist and client to go on an equal journey with one another. Together they will figure out what the obstacles are and how to address and fix them. The strengths of Collaborative therapy are that it is genuine, natural and promotes a comfortable, empathetic and warm environment. However, it is up to the therapist/the social worker to determine if it would truly be beneficial for the long-term success of their client.

2) Problem solving assists people with the problem solving process. Rather than tell clients what to do, social workers teach clients how to apply a problem solving method so they can develop their own solutions. (Staff, 2014) This is so important because the social life of the modern world is characterized by numerous problems, which bring drastic consequences in social life. Problems like isolation, poverty, unemployment, migration, family disintegration, sexual violence, atrocities against women, suicide, substance abuse, communalism, terrorism, child abuse etc. are on the increase. Finding a solution to these problems is essential to ensure peaceful social life. From the social work perspective, problems are generally interrelated. It ranges from simple to complex.

3) Task-centered practice is a social work method designed to help clients and practitioners collaborate on specific, measurable, and achievable goals. The task-centered model has been built on basic tenets of eclecticism, drawing on a range of theories limited only by their ability to help in defining and assessing clients' problems in living, to guide efforts to resolve these problems, and to be testable. It is designed to be used with individuals, couples, families, and groups in a wide variety of social work practice contexts. Social workers and clients collaborate together and create specific strategies and steps to begin reaching those goals. (Staff, 2014) With many years of practice and research arguing for its effectiveness, task-centered practice can rightfully claim to be one of the social work's original "evidence-based practices".

4) Crisis Intervention model in social work plays a crucial role in helping individuals who are at imminent risk of harming themselves or others. The main emphasis is on providing support and guidance to clients in a state of acute mental health crisis. These states are most often brought on by a recent trauma or long term case of Post-Traumatic Stress Disorder. Social workers can be a vital part of a crisis intervention team due to their abilities to use empathy, listening and quickly analyze social situations to resolve psychosocial problems. One of their key roles while using this model is the ability to alleviate the affected person's distress, impairment and instability while being careful to avoid any actions that could worsen the crisis. (MSWcareers, 2017) Dealing with individuals in various states of crisis is one of the primary responsibilities of social workers. In that direction, it is useful to have a certain framework, which should be a guide in the process of dealing with the crisis situation.

5) Narrative therapy manifest a person's problem by inspects the story of the person's life. The aim of this model of social work practice is to encourage the client to deal with depression, with a focus on skills and abilities that have been concealed. (Staff, 2014) Narrative therapy in social work is a proven method and approach in the cooperation with the client that seeks to rewrite the accumulated troubled stories that dominate in his life. Narrative therapists work with clients to make meaning of their life's events and experiences

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VULNERABLE WOMEN AND RIGHT TO FOOD

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ABSTRACT:Although significant advances have been made in developing legal protections for women, including protection of the right to food, there remains a gap between principle and practice in many contexts around the world. Even where legislation exists, women do not always have access to justice or the laws may not be enforced, and legal equality does not always amount to substantive equality. While advances have been made in women's formal rights, this has not been accompanied by adequate attention focused on making these rights meaningful and substantive, so the real impact of international instruments on women's lives remains limited. Women continue to suffer de facto discrimination in access to and control over food, land and incomes and other resources. The present paper focused on the vulnerability of women and the nature of declined to right to food.

IndexTerms- Vulnerable Women And Right To Food .Food Insecurity ,Gender Dimensions

INTRODUCTION:

Women are disproportionately affected by hunger, food insecurity and poverty, largely as a result of gender inequality and their lack of social, economic and political power. In many countries, girls are twice as likely to die from malnutrition and preventable childhood diseases as boys, and it is estimated that almost twice as many women suffer from malnutrition than men. Unfortunately, however, there are still no global statistics on malnutrition or undernourishment rates disaggregated for men and women. Yet women are key to food security. Women play vital roles in the production and preparation of food, in agriculture and in earning incomes to feed their families, and as mediators of nutrition education within the family, if they themselves are educated. It is now widely agreed that women produce 60–80 per cent of food crops in developing countries and play a crucial part in ensuring the food security of households. And it is increasingly recognized that the health of women is crucial to the health of entire societies, because malnourished women are more likely to give birth to malnourished and underdeveloped babies.

In countries where there are high rates of children dying before the age of five, this is being increasingly linked to maternal malnutrition. New scientific evidence in nutrition calls for a 'lifecycle' approach to nutrition which recognizes the intergenerational links in nutritional status.

Underweight and malnourished mothers are more likely to give birth to underweight babies, whose mental and physical capacities may be severely stunted. These children may never recover and in turn have malnourished babies, passing hunger on through the generations.

VULNERABLE WOMEN:

Despite their key role in ensuring food security, 70 per cent of the world's hungry are women or girls. Women often face discrimination in gaining secure access to and control over other productive resources, such as land, water and credit, as they are often not recognized as producers or juridical equals. According to FAO(Food and Agriculture Organization), while the proportion of women heads of rural households continues to grow, exceeding 30 per cent in some developing countries, women own less than 2 per cent of all land. Despite legal and often constitutional rights in many countries, women still face considerable obstacles to inheritance, purchase and control of land. In many countries, despite formal protection against discrimination, women lack any real access to land, a problem which is exacerbated by a lack of inheritance rights.

FOOD INSECURITY AND HORIZONTAL HIV TRANSMISSION:

In many parts of the world, women lack authority to manage household resources, including food procurement. At the same time, they are invariably responsible for feeding household members, notably children and the infirm. **As a coping mechanism, women may become involved in sex work or intergenerational relationships** to gain access to food-related resources, where they lose ability to negotiate safe sex practices. For example, South African women who reported hunger were more likely to engage in transactional sex. Similar findings were reported in Nigeria, where 35% of female sex workers said that poverty and lack of means to obtain food caused them to join the sex trade, and to engage in unprotected sex with clients. A population-based survey in Swaziland and Botswana found that women reporting food insufficiency in the previous 12 months had 80% increased odds of selling sex for money or resources, 70% increased odds of engaging in unprotected sex and reporting lack of sexual control and 50% increased odds of intergenerational sex. These associations remained even when controlling for other markers of socioeconomic status. Similar findings were identified in British Columbia, where a study of HIV-positive IDUs found self-reported frequent hunger was significantly associated with unprotected sex in the past 6 months.

GENDER DIMENSIONS AND RIGHT TO FOOD:

Intra- household discrimination in the distribution of food and income can severely affect women's right to food. As Amartya Sen so graphically illustrated in his article 'More than 100 Million Women are Missing', discrimination against girl children can result in high child malnutrition and high female mortality, with young girls dying from malnutrition and neglect. During our mission to

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Bangladesh, we found a marked gender disparity in malnutrition levels, with far more girl children underweight and stunted than boy children. In Bangladesh, social and cultural customs demand in many regions that women eat last, after the male members of the family, which also means that women often eat least, contributing to high rates of female mortality. In Bangladesh discrimination and devaluation of women are sometimes expressed in other very violent ways, including acid throwing, where a woman is intentionally disfigured as an act of vengeance, often leaving her unable to marry and with difficulties in finding work to feed herself. In cases where the private sphere is a key site of gender discrimination and subordination, addressing discrimination means moving beyond the public/private dichotomy, where the family is categorized as 'private' and beyond the reach and responsibility of the State, towards taking concrete action to change perceptions of gender relations within the private sphere.

Continued discrimination in the workplace also means that the incomes of women are still less than those for men, leaving them less able to feed themselves and their families, particularly in the case of female- headed households. While women are increasingly being incorporated into the workforce, the terms of this incorporation are often exploitative, particularly in the low- skill, low- wage sectors. Increasing deregulation and the relaxation of labour laws under neoliberal policy strategies also make it harder for women to demand better wages and conditions, adding to the growing feminization of poverty. At the other end of the spectrum, much of women's work in the home and in agriculture is still not recognized as a productive activity, and this invisible labour is rarely remunerated. As a result, women are frequently economically dependent on men, which reinforce their lack of power and are often the reason that violence of different forms against women is often unreported. During our visit to Brazil we also found that gender discrimination often intersects with other forms of discrimination, such as race. In Brazil, for example, poverty and hunger is predominantly black. The level of poverty for Afro- Brazilians is doubles that for whites. Afro- Brazilian men earn on average less than 42 per cent of the salary earned by white Brazilians. Yet the salaries of Afro- Brazilian women are significantly lower than that as they suffer from double discrimination of both gender and race.

Women also face great difficulties in gaining secure access to and control over other resources, such as land, water and credit, as they are often not recognized as producers or juridical equals. Access to credit and secure land tenure is often denied to women because they are not officially recognized by government authorities as food producers or agricultural workers. Without access to productive resources, a woman's economic independence and ability to feed herself and her family is limited. Again, according to FAO, while the proportion of women heads of rural household continues to grow, reaching more than 30 per cent in some developing countries, less than 2 per cent of all land is owned by women. Customs and traditions in many parts of the world limit women's equal access to productive resources. In some countries, however, this discrimination is codified in customary law.
During the mission to Niger, we found that Niger has three coexisting and complex legal systems – modern law, customary law and Islamic law
This pluralist system shows the rich legal heritage of the country, but is also a challenge to women's right to food. Customary law, in a syncretic mix with Islamic law, tends to be applied at community and family levels, but this gives women far less rights than the coexisting modern law, particularly with respect to inheritance rights. For example, custom permits child marriage of young girls, which, if consummated at too early an age, can have serious health effects, tearing apart their organs and resulting in a condition called fistula which causes incontinence. This leads to their repudiation by their husbands, leaving them with little means of survival, often unable to feed themselves. We were also concerned by the large number of reservations that the Government of Niger has entered upon its accession to the Convention on the **Elimination of All Forms of Discrimination against Women** on the grounds of culture and custom, but which renders effectively meaningless much of the protections offered by the Convention. Clearly, there is a need to protect culture and difference, but that should not lead to the persistence of discrimination against women. Gender blindness in policy development can also lead to the persistence of women's inequality and disproportionately affect their right to food. Policies of structural adjustment, deregulation and privatization often appear to be gender neutral, but their impacts on men and women are very different. The costs of economic restructuring, for example, are often disproportionately borne by women. It is vital to examine the gender- differentiated effects of economic restructuring under the current dominant economic model supported by the World Bank, the International Monetary Fund and the World
Trade Organization, which calls for a downsizing of State responsibility for social policy. While social policy used to revolve around issues of redistribution, universal provision and reducing levels of inequality, it now focuses on targeting the 'poorest of the poor'. This aims to 'reduce poverty and destitution, but is unconcerned about the overall distribution of income and wealth within society'. As many women's rights advocates have pointed out, substantive equality for women will never be reached unless the State takes concrete positive action to improve the position of women relative to men. Formal equality of human rights is not enough; in fact, formal equality of rights will even generate inequality, if initial starting points and different disadvantages of men and women are not considered. The downsizing of the State reduces the capacity of the State to take positive action, despite the fact that under human rights treaties, most Governments have signed up to international human rights commitments to respect, protect and fulfil the right to food of women – that is, to take concrete positive action to address the issues of discrimination facing women and to ensure their substantive equality.
The right to food places obligations on the State to respect, protect and fulfil the right to food. Undertaking these obligations must be understood in a way that respects gender difference, understands existing obstacles facing women and seeks to improve the situation. In the first instance, the obligation to respect the right to food for women means that the State is obliged to refrain from doing anything that impedes women's existing access to food, water, land, income or other resources. The obligation to protect the right to food for women means that the State is obliged to protect women from all forms of discrimination by non- State actors, including discrimination in the workplace, in the private sphere, and in access to resources. The obligation to fulfil the right to food for women means that Governments have a positive obligation to create an enabling environment to ensure that women have sufficient access to resources to be able to feed themselves and, in the final resort, to support women who, for reasons beyond their control, cannot feed themselves. This positive obligation means that the State must take concrete positive action to improve the

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substantive equality of women and to challenge norms, traditions and customary laws that legitimate discrimination and violence against women, including within the family and within the household, particularly in relation to the allocation of food.

INTERNATIONAL INSTRUMENTS PROTECTING WOMEN'S RIGHT TO FOOD:

Enormous progress has been made across the world in the last decade in developing legal instruments to address discrimination and protect women. This section looks at some of the international instruments which protect women's right to food, highlighting articles that can be used to improve the protection of women's right to food. The following section, however, will move on to look at the continued difficulties in relation to gender and the right to food.

Women's right to food is protected, both explicitly and implicitly, in a wide range of international and regional human rights instruments. The strongest protection of the human right to food is found in the International Covenant on Economic, Social and Cultural Rights (Articles 3 and 2(2)), which also contains guarantees of non- discrimination and of equal enjoyment for women of these rights.

The right to food requires that governments respect, protect and fulfil the right to food for their citizens and an interpretation based on gender must recognize that this could imply taking specific and different actions for women. General Comment No. 12 of the CESCR, the authoritative definition of the right to food, also states that government policies to realize the right to food:

[S]hould give particular attention to the need to prevent discrimination in access to food or resources for food. This should include: guarantees of full and equal access to economic resources, particularly for women, including the right to inheritance and the ownership of land and other property, credit, natural resources and appropriate technology; measures to respect and protect self-employment and work which provides a remuneration ensuring a decent living for wage earners and their families (as stipulated in article 7 (a) (ii) of the Covenant); maintaining registries on rights in land (including forests). Women's rights are most fully protected in the Convention on the Elimination of All Forms of Discrimination against Women. Although the Convention does not explicitly refer to the right to food as such, it does protect women's equal access to land, credit, income and social security or safety nets, which are all essential elements of the right to food. As one example, Article 14(g) demands equal treatment in land and agrarian reform. Article 16(h) ensures equal rights in terms of the ownership of property. A useful resource on women's rights to land and other resources is the document published by FAO entitled *Gender and Law – Women's Rights in Agriculture*, which gives a full overview of different rights of women under different legal systems around the world, at both international and national levels. During times of armed conflict, special protection is also granted to women and their right to assistance, including food, under international humanitarian law.

CONCLUSION:

Women's rights are also strongly protected under provisions on equality and non- discrimination in many international legal instruments, including the conventions of the International Labour Organization. At the national level, numerous laws also prohibit discrimination and provide for equality of women, and States are required to act with due diligence to prevent, investigate and punish discrimination and violence against women committed by the State or private actors. It should also be recognized that within the context of economic, social and cultural rights, including the right to food, the obligation of non- discrimination is an immediate obligation and is therefore not limited by the provision for progressive realization applied to other obligations under the International Covenant on Economic, Social and Cultural Rights (Article 2 (2)), but must be implemented immediately.

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Reservation Policies and its Impact on Education System in India: By an Observers Eye

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Abstract:
Education can removes injustice, illiteracy, and fulfills the knowledge. Education can also change the capacity of thinking, ideas, recommendations and mental feelings according to the nation, age and circumstances. By which the man recognizes his virtues and gets ability to give them proper expression, without education, all round development is beyond imagination not only of the personality of a person but also the development of the culture and civilization and the progress of the nation and whole society. At present, the Indian education system is one of the fastest developments in the world. This paper presents the reservation policies in India. Impact of reservation on higher education in India also the advantages and disadvantaged o the reservation polices was discussed.

IndexTerms –**Reservation policy ,impact of reservation policy on education, advantages and disadvantages**

I. INTRODUCTION

The practice of Indian educational system was started from 'Saints' in ancient period. The Ancient scripture's popularly known as Vedas was formed the strong foundations of Indian civilization. The method of teaching for the Students in those days was in the form of Shruti (listening) and Smriti (memorizing). Since there were no schools, Students resided in the forest at their teacher's residence and lived a simple life as celibates till the completion of their education. In Medieval Period Education, Primary Education was imparted in schools known as maktabs and language skills were taught in secondary known as madrasahs. The beginning of modern education started with the missionaries who migrated to India as the Portuguese. Portuguese pattern of education began to manifest itself in the form of primary schools, orphanages teaching vocational skills and a few colleges and a university.The reservation policy is an age old policy being practiced in India. Its origin has its roots scattered from the ancient times when the practice of 'untouchability', caste system and Varna system was dominant in the society[1-6]. In ancient times, the Hindu society was divided on the basis of Varna, Jatis or classes and they were as follows in the descending order of their social hierarchy- the Brahmans, the Kshatriyas, the Vaisyas and the Shudras. So Under the caste system the Brahmin occupied top of the hierarchy whereas the former untouchable occupied the lowest position in the society. The untouchables known as scheduled castes are the lowest ranked not only in term of social position but also in term of economy, education and so on. Apart from the scheduled castes and another community of Indian society which is considered as most deprived economically, educationally etc. Are the Scheduled tribes. Apart from these communities the other backward castes or other backward classes also occupy the low position in the society .Now we are living in the greatest democratic system of India. The principle of democracy people should have equal representation in the all sections of the nation. Based on the principle of democracy, reservation policy is a series of affirmative action's undertaken through reserving access to seats for equal representation in the government jobs, higher educational institutions and politics to providing reservation for socially and educationally backwards in India. Reservation policy not had the results aspired to, as it has not been backed by a more holistic programme that truly addresses historic oppression and inequality. Reservation is governed by constitutional laws, and local rules and regulations. Scheduled castes, Scheduled Tribes and other Backward Classes and in some states Backward Classes among Muslims under a category called BCM are the primary beneficiaries of the reservation policies under the constitution. The spirit of equal representation pervades the provisions in the Indian constitution. The main aim of the founder of Indian constitution was to create an egalitarian society wherein social, economic and political justice prevailed and equality of status and opportunity are made available to all.[7-12]A

Reservation in common terms refers to an act of reserving keeping back or withholding reservation in India law is a form of affirmative action Whereby a percentage of seats are reserved in the public sector union and state civil services union and state government departments and in all public and private educational institutions except in the religious or linguistic minority educational institutions for the socially and educationally backward communities and the represented in these services and institutions. The reservation policy is also extended for the scheduled castes, scheduled tribes and other backward classes for representation in the parliament of India. And this representation is giving to the unrepresented community. This paper is based on the study of reservation percentage allotted by the central government to different cast and its impact of the reservation on education system in India.

II. IMPACT OF RESERVATION ON EDUCATION SYSTEM:

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The biggest contributing factor to the dismal condition of the Indian Education System today is the 50% reservations to students from the SC/ST/OBC community in educational institutions. It has threatened the progress and prosperity of the nation as the education system forms the backbone of any country. Reservation in Education is a violation of the Basic Right of a person which

is 'Freedom of Choice'. It forces a deserving student to opt for an option which is not his prior choice, only due to the Reservations in Educational Institutions for backward communities.

II.A SC, ST AND OBC RESERVATION IN EDUCATION:

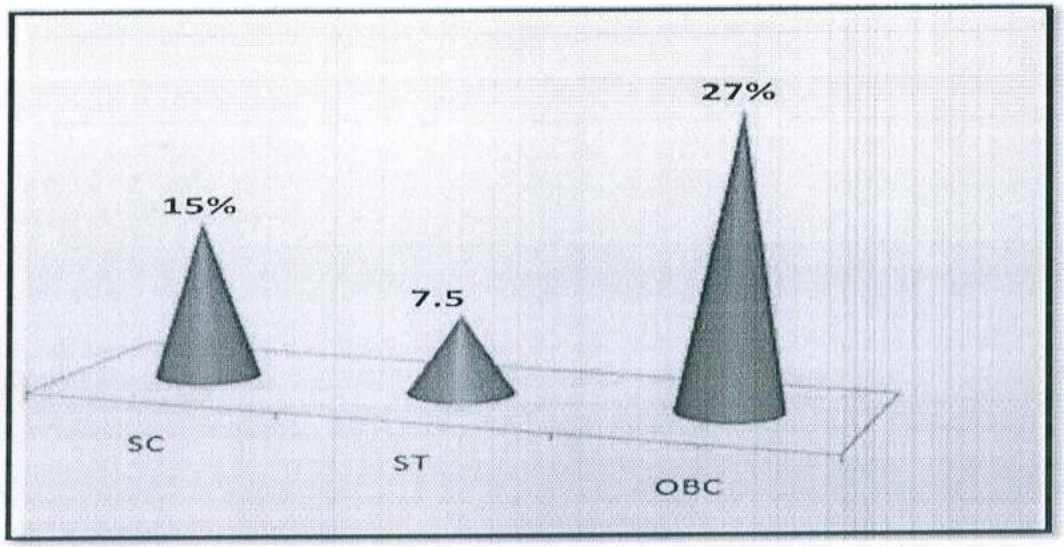

Fig.1 Reservation % for SC,ST and OBC according to central government

Indian education system it seems is all set to get degraded, thanks to the reservation system. Reservation of seats in educational institutes of India is a law by which a given group of students are allowed concessions. This system is generally applied in government-aided educational institutes. The quota is given based on castes or region. In state level institutes, some seats are reserved for the regional students (of the same state). Again the reservation of seats for SC, ST, physically handicapped and sports person is compulsory in government aided educational institution whether it is a state or a national institute. The percentage of reservation in any govt. aided educational institute is generally 15% for SCs and 7.5% for STs. 3% seats are reserved for Persons with Disability (PWD) as per PWD Act 1995. A 27% quota for Other Backward Classes has been recently proposed which is under consideration by the Parliament of India.

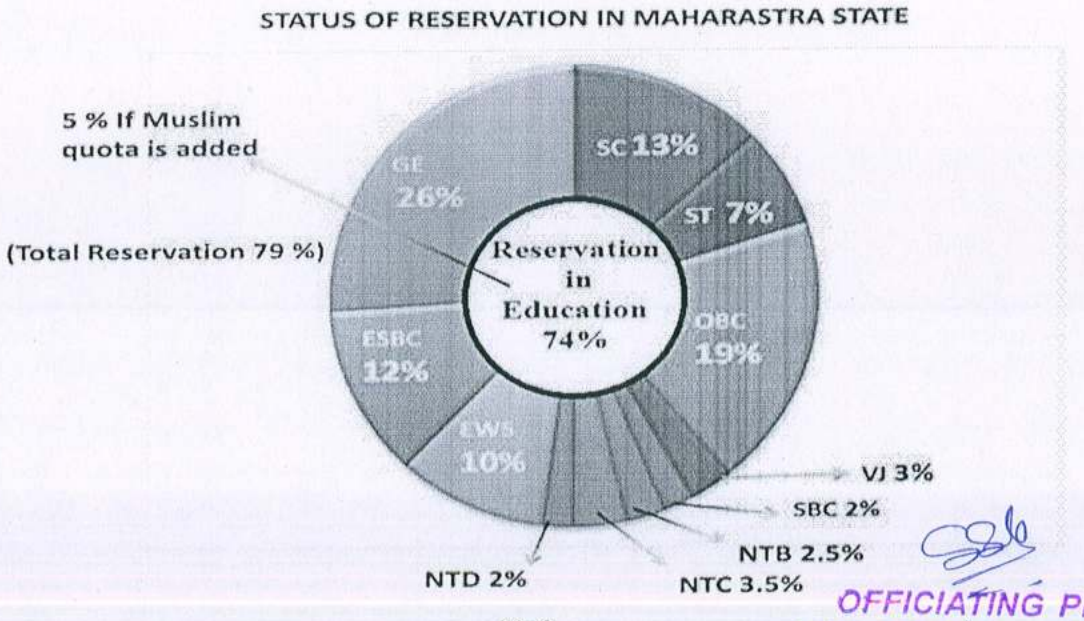

Fig.2

Reservation quota was introduced with the aim of helping out students hailing from the backward classes example of Maharashtra state as shown in fig. 2. Traditionally, these backward classes had been denied basic rights in the past. So, introducing reservation quota for them in educational institutes made perfect sense back then. But the situation has changed now. More and more people

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are misusing this caste based reservation system and toying around with it for their own advantage. The more eligible candidates are denied seats for professional courses.

II.B. CURRENT RESERVATION SYSTEM IN VARIOUS INSTITUTES:

Central government-funded higher education institutions: 22.5% for scheduled caste (dalit) and scheduled tribe (adivasi) students. HRD Minister Arjun Singh has proposed raising this to 49.5%, by including reservation for OBCs

II.C.Engineering

- **IITs:** A quota of 22.5 % is reserved for the SC/ST students (15% for SC and 7.5% for ST candidates). 27% proposed quota for Other Backward Category is under consideration. But actually, a lot of seats in the reserved category remain vacant & actual figure of students are nearly 7% SC & 3.5% ST. The unfilled reserve seats are not filled by general category students.

- **PEC-Chandigarh:**Currently 50% seats are reserved for Chandigarh domiciles, earlier it was 80%.

- **IIMs:**A quota of 22.5 % is reserved for the SC/ST students (15% for SC and 7.5% for ST candidates). 27% proposed quota for Other Backward Classes is under consideration. 3% seats are reserved for Persons with Disability (PWD) as per PWD Act 1995.

IV.D Medical institutes:

- **AIIMS:** 14 % reserved for SC,8% for ST.In addition SC/ST students with only 50% scores are eligible.

- **PG seats in Medical Colleges:** Some seats are reserved for graduates of the corresponding college. The same reservation policy is applicable to SCs and STs in Medical colleges of the country.

III. ADVANTAGES OF RESERVATION SYSTEM IN INDIA

Reservation initially was proposed by Indian government to uplift the Social and economic position of Hindu minority communities namely Scheduled Tribe (ST), Scheduled Caste (SC) and Other Backward Caste (OBC). According to the Reservation Policy people falling under above categories are subjected to reservation and will be given some fixed percentage of seats in government institutions, lowered cut-off marks in entrance exams, lesser price to fill forms for education and job. This was supposed to upraise the status of minorities in our country and to a certain level it has achieved its desired goal.

- **Uplifting Minorities:** Minorities have suffered for a very long time. Discrimination on the basis of caste was at its peak that is when government decided to imply Reservation Policy. There's been increase in number of people working in government offices under Class A,B,C,D. more number of ST,SC students are enrolled for studying in government institution. Today, minorities are no more minorities in true sense.
- **Sense of Belonging:** These communities were deprived of the social rights and never were considered while making a sound decision. Now they are equally important and gets representation in varied events and decision making that makes them look the part of one large country.
- **Meritocracy- Not Possible?:** Reservation tend to contradict Meritocracy which can be taken as a Disadvantage of Reservation in India. If seats are reserved for certain group of people to a certain post how can it validate Meritocracy? It cannot. For meritocracy to happen first there should be equality. If two groups are not on the same platform or level how can they compete? That's not possible and so does Meritocracy. Because firstly we should bring them in equal level to compete with them and then only selection on the basis of merit only and no Reservation would make true sense.
- **Bridging Gaps:** This definitely has bridged the gap between forward and backward castes. Its lowed down the growth of forwards getting richer and richer and backward going poorer. It kind of helped maintaining balance in the country.
- **Inspired people to take stand:** Implication of Reservation policy in India has helped learning Backward castes and others too that they can fight for the justice, for their rights. Violation of Human Rights can't be compromised and one should take stand for their own good and for the betterment of country. People are even opting for open competition other than the reserved quota that shows they are not afraid to take up a fair meritorious competition. This reservation policy was proposed for ten years to improve the social and economic condition of Backward Communities in India. And the right step taken for their betterment has improved their condition quite nicely.

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IV. DISADVANTAGES OF RESERVATION SYSTEM IN INDIA

Disadvantages that are causing many kind of problems in society. As it is helping many backward classes, it is also affecting forward class people because of the quota system. At the present scenario, not every backward class people is financially weak or uninfluential and not every forward is rich. So, I find the concept of Caste based Reservation very dissolution. This way one rightful candidate is not given the opportunity he/she deserves.

- **Only Reserved are Deserved :**As per a national Survey only 0.7% of entire population gets scholarship through merit rest are reserved. Students studying hard and from General category don't have a bright chance to grab the opportunity even if he/ she is from financially unstable background. Time has come to amend the laws and change rules for the good.

- **Not Reaching Needy :** Reservation has emerged as one discussion topic. People don't realize how this has not been reaching masses where it should. Rich and influential backward caste candidates are getting opportunities and benefited from it while poor backward class people, Harijans are still deprived of the facilities they rightfully possess. The reservation system is so corrupt and is used in negative way for meeting electoral requirements that it fails to meet its actual propaganda of helping and upraising Dalits and those who are socially and economically backward.
- **Contradicting Secularism:** India is a country comprising people from every religion, every caste and discrimination on the basis of caste, creed, color etc. is offense. The point of Reservation actually go against the idea of Secularism. General people affected by the reservation Quota hates people who are getting benefited even if they don't need reservation. Actually deprived people are not getting their rights. This leads to a world which is not peaceful. You can't expect a country free of Caste-ism if it itself offers Reservation on the basis of Caste.

- **Migration of Talent :** The real talented people of India, the one who truly deserve to be here are not getting enough job opportunities, better career options making them migrate to foreign countries where they are offered handsome amount for their skills.

- **Lack of Transparency:** Number of OBC citizens in our country is still not listed by Indian government. There are people from ST/SC/OBC quota which protest for their rights under current reservation system as they are not receiving benefits. This shows lack of a transparent media. What is happening under cover of Reservation system is unknown to all.

CONCLUSION:

We need to understand that when we talk about development then simultaneously we cannot talk about backwardness. If we would demand more and more backwardness, then it is obvious we cannot move forward, and we will not be able to move forward, our progress would ultimately get stagnant. It is also important that the essence of the idea of the adoption of reservation policy should be maintained, and the actual backward classes who are in real and not fiction denied access to education, job opportunities etc be benefitted. This reservation policy should not become a ladder to climb on the stairs of profit, money and other related interests for those who are just roaming with the stamp of being a backward class and are actually socially and economically much more stable than the general class. Caste and creed can go and take the back seat. Reservation should be based on the financial background of students and their family. The rules regarding 'creamy and non creamy layer' should be made stringent. Also, the documents should be well checked and made sure that no foul play is involved, that no financially well-off student manages to exploit the reservation quota.

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HUMAN TRAFFICKING AND MIGRATION

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Abstract: The way we think about human trafficking and migration is changing. Moreover, at the global, regional and national levels of policy-making, practice and advocacy, trafficking is showing signs of developing into a mainstream topic, and with it, so are directly related migration issues. This paper is a review on human trafficking and migration. In this study on human trafficking, migration and root causes of human trafficking, effective strategies to control the situation, government policies, state level policies are discussed.

IndexTerms - **Root cause of human trafficking ,prevention strategies, government mechanism**

I.INTRODUCTION:

Human trafficking involves the recruitment, movement or harbouring of people for the purpose of exploitation - such as sexual exploitation, forced labour, slavery or organ removal. Victims can be children or adults, boys, girls, men or women, and are trafficked by the use of improper means such as the threat or use of force, fraudulent schemes, deception, or abuse of power. It can occur within a country or across borders. Human trafficking is therefore characterized by an act (recruitment, transportation, transfer, harbouring, or receipt of people), specific means (threats or use of force, deception, fraud, abuse of power, or abusing someone's vulnerable condition) for the purpose of exploitation (for example sexual exploitation, forced labour, slavery or organ removal).[1-5]People have always moved away from their homes to find work or to escape war, natural disasters, poverty, persecution, inequality and hunger. Migration has always happened and always will. It has long been a risky undertaking, which leaves many people very vulnerable to exploitation and abuse, whether they are moving inside their own countries or to new ones. It's thought that one in every seven people is a migrant. More and more are women – almost half of all migrantsand increasingly they are moving alone. More children are also migrating by themselves and not as part of any family group. It can be a terrifying and even deadly experience.

A move to another place is, for most, a life-changing decision that can be motivated by a range of factors. People may decide to migrate for the dream of a better life with better jobs, better schools, political stability or simply for a new life in a new environment. People may be 'pushed' away from their community of origin by conflict, natural disasters, lack of decent employment, high crime levels, destructive relationships or poor educational options, to mention some. For some, however, their experience may become one of trafficking in persons. Criminals exploit the human desire to improve one's lot in life, and generate vast profits from the exploitation of victims in myriad ways. [6-8]

The difficulties in having access to limited resources led to the violations of social norms and values. The indiviual interest became a priority than the collective interest or than the interest of society. The result of these violations led towards vulnerabilities, marginalisation and the losing prosperity and well being of mankind. The extent of vulnerabilities has reached to such a level that one member of this human family has become exploitator of those who have low accessibility to resources and no hold on social structure. Human trafficking in the present century, is one of the worst kind of exploitation and abuse that human being ever had or thought of.[9-16]

India has passed a legislation to combat human trafficking by establishing a variety of authorities to prevent as well as investigate, rescue and rehabilitate trafficked victims. TheTrafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018 was introduced in Lok Sabha by the Minister of Women and Child Development, Ms. Maneka Gandhi on July 18, 2018 and passed in that House on July 26, 2018 after a few hours of discussion without a referral to the Standing Committee for scrutiny. [17].

In this paper is a review on human trafficking and migration .It contains how the trafficking process take place ,what is the extent of trafficking in India and how it can be prevented.

II.SCENARIO OF HUMAN TRAFFICKING IN INDIA:

As per the Crime in India Report, 2015 released by National Crime Record Bureau (NCRB), there were 6,877 cases related to human trafficking in 2015 against 5,466 in 2014, with the highest number of cases reported in the North-east state of Assam, followed by West Bengal. The data also show that there were 19,717 cases related to human trafficking awaiting trial in 2015, of which 15,144 were cases from the previous year. The findings released by NCRB show West Bengal as the hub of human trafficking in India, followed by Tamil Nadu, Andhra Pradesh, Karnataka and Maharashtra with Delhi as the transit point. The number of women trafficked has risen by 22 percent to 10,119 in 2016. [18-24]

According to NCRB Report, 2016, a total of 2465 cases of crimes,in 2017 ,a total of 2854 cases , in 2018 a total of 2278 cases and in 2019 a total of 2260 had registered with respect to human trafficking had.

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III.ROOT CAUSE OF HUMAN TRAFFICKING

- **Restrictive migration and labour laws**

Restrictive migration and labour laws can contribute to trafficking by creating obstacles to lawful migration. Impoverished and vulnerable migrants seeking to cross international borders in search of a better life may attempt to circumvent such restrictions by migrating irregularly and engaging the services of migrant smugglers, some of whom may turn out to be traffickers .In some cases, States have attempted to address this problem by creating lawful pathways for vulnerable migrants from neighbouring countries to take up employment opportunities, particularly if there are labour shortages (see Long, 2015). Unfortunately, passport and identification requirements, together with costs and delays in processing applications for entry, often inhibit the effectiveness of such approaches. Nor is there any assurance that lawful entry will protect vulnerable migrants from traffickers once they cross the border.Similarly, restrictive labour laws for migrants often tie them to a particular employer/sponsor. If that employer proves to be dishonest or exploitive, it may not be permissible for the employee to switch to another employer without risking official sanctions. Legal avenues of redress, meanwhile, can be difficult as well, time consuming and expensive to access. Unscrupulous employers take advantage of these difficulties.

- **Harmful social, religious and cultural practices**

Some social, religious and cultural practices make people vulnerable to traffickers. Harmful social practices include social exclusion and marginalization. The former relates to a lack of access to social rights and prevents groups from receiving the benefits and protection to which all citizens should be entitled. The latter includes discrimination in education, employment, access to legal and medical services, information and social welfare. It derives from complex factors, including gender, ethnicity and the low social status of certain groups. Social exclusion is especially relevant in the context of prevention of re-victimization and re-trafficking. Trafficked victims commonly face insurmountable barriers to rebuilding their lives when returning to their communities, including negative attitudes, condemnation and biases within those communities.

- **Trafficking of migrants for extortion and organ removal**

Migrants handing over their lives to someone who promised a safe passage into a desired destination and later finding themselves sexually exploited or in forced labour is a well known modus operandi for traffickers. There are also reports of migrants who are eventually trafficked for the purpose of ransom or organ removal along the migration routes.

IV. PREVENTION STRATEGIES:

- **Supply side strategies:** Supply side, concentrating on those who were seen as vulnerable to becoming victims of trafficking in persons. Two of the primary strategies were, first, increasing the awareness of vulnerable communities to trafficking risks associated with certain actions. This included, for example, pursuing irregular migration channels and particular forms of employment. Second, there were attempts to increase the resilience of vulnerable communities through economic capacity-building activities.
- **Role of the media :**The media can be a powerful contributor to prevention strategies. However, if not sensitive to the risks, pitfalls and potentially adverse impact of careless, indiscrete or insensitive reporting, it can contribute to the difficulties in confronting trafficking by stigmatizing victims and jeopardizing investigations and prosecutions.
- **Safe migration**: Many NGOs and some governments promote what has come to be called Safe Migration in efforts to link anti-trafficking and migration in a human rights approach. Safe migration involves two elements: 1. People are able to have a more equal power relationship with others they meet along the way, so that they can negotiate good terms with migration agents and employers; 2. People have knowledge which may be required to protect themselves from abuses in migration and work. Safe migration strategies are based on the recognition that migration is a growing feature in the global economy. With information about their rights, or lack of rights, in transit and destination countries, people can make informed choices, and they know who to turn to if in trouble.A human rights approach recognises that freedom of mobility is a right in many national Constitutions, and is supported by the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. With suitable protections in place by governments and NGOs, as well as with empowered and knowledgeable people on the move, migration may offer valuable and profitable options for people and destinations.[25-26]

V.GOVERNMENT PROHIBITIONS FOR ANTI-HUMAN TRAFFICKING:

The Central Government has been implementing a large number of programmes to protect vulnerable persons, especially women & children from trafficking, and provide them with economic and social empowerment. Alongside, the government has formulated various anti-trafficking legal procedures to combat trafficking. Mentioned below is the tabular analysis of the central programmes/schemes and legislation for combatting trafficking in India.[27]

1. Integrated Anti- Human Trafficking Units (IAHTUs)
2. Anti-Trafficking Nodal Cell State Program
3. Swadhar Program
4. Ujjawala Program
5. Centrally Sponsored Plan Scheme for Rehabilitation of Bonded Labour
6. Child Line Services
7. Integrated Child Protection Scheme
8. National Child Labour Project Scheme

VI.Central Legislations & Legal Framework:

1. Immoral Trafficking Prevention Act, 1956
2. Bonded Labour Abolition Act, 1976
3. Child Labour (Prohibition and Regulation) Act, 1986
4. Indian Penal Code, 1860 [11]

State Mechanism to Combat Trafficking

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State Governments have focused on the prevention of trafficking and have introduced specific laws within their territories to mitigate trafficking. There are several unique legislations dealing with trafficking of women and children, forced labour practices and cultural, and exploitation through religious practices. Given below is a tabular analysis of state-wise (highly affected) legislation and programmes to mitigate trafficking

- Andhra Pradesh: Passed legislation for prevention of "traditional" forms of sexual exploitation (Devadasis) and the Prohibition of Dedication Act (1988) . Andhra Pradesh Children Act, 1979
- Assam : Assam Children Act, 1970
- Bihar : Bihar Children Act, 1970 . Human Trafficking Prevention Program (2007)
- Chhattisgarh : Chhattisgarh Private Placement Agencies (Regulation) Act, 2013 - Regulatory unit set up to grant licenses to any private placement agency, thereby ensuring no fee is charged from domestic workers, and prohibiting girls under 18 from being engaged by such agencies. Committees for Prevention of Atrocities against Women and Trafficking in 16 district (2008) .
- Goa : Goa Children's Act, 2003 – To ensure protection of children against exploitation. Explicit prohibition of child sexual trafficking, child labour and abuse. Provides for setting up of children's homes. State Level Authority and Village Child Committee to be set up. Setting up of special Children's Court for offences under this act.
- Jharkhand: Jharkhand Private Employment Agency and Domestic Employee Bill has been introduced in 2016 and is yet to be passed. It provides compulsory licensing for placement agencies, prohibits them from taking money from domestic workers and makes publication of employment details mandatory
- Karnataka : The Karnataka Devadasis (Prohibition Of Dedication) Act, 1982 - To prevent dedication of women as devadasis in the State of Karnataka, as the practice is leading to prostitution and exploitation
- Maharashtra: The Bombay Devadasis Protection Act, 1934 - To prevent dedication of women as devadasis in the State of Maharashtra, as the practice is leading to prostitution and exploitation.The Orphanages and other Charitable Home (Supervision and Control) Act, 1960 –To provide for the supervision and control of orphanages, homes for neglected women and children and other like institutions
- Odisha :Orissa Children Act, 1982
- Tamil Nadu : Tamil Nadu Children Act, 1920. Tamil Nadu Hostel and Homes for Women and Children (Regulation) Act, 2014 - To provide for regulation and registration of hostels, lodging houses, homes for women and children
- West Bengal :West Bengal Children Act, 1959

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The Social Liberation Of Women At The Threshold Of English Literature

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Abstract: The term "women's liberation movement" is often used synonymously with "women's movement" or "second-wave feminism," although there were actually many types of feminist groups. Even within the women's liberation movement, women's groups held differing beliefs about organizing tactics and whether working within the patriarchal establishment could effectively bring about the desired change. Many feminists and historians trace the roots of the women's liberation movement to the New Left and the civil rights movement of the 1950s and early 1960s. Women who worked in those movements often found that they were not treated equally, even within liberal or radical groups that claimed to fight for freedom and equality. Women have written fiction, nonfiction, and poetry about ideas of the 1960s and 1970s women's liberation movement. A few of these feminist writers were Frances M. Beal, Simone de Beauvoir, Shulamith Firestone, Carol Hanisch, Audre Lorde, Kate Millett, Robin Morgan, Marge Piercy, Adrienne Rich, and Gloria Steinem. In her classic essay on women's liberation, Jo Freeman observed the tension between the *Liberation Ethic* and the *Equality Ethic.* The rhetorical use of 'empowerment' in the development discourse started taking shape in the mid 2oth century, as a means to challenge power structures for the public good. Since the mid 1990s it has been used profusely across all sectors (including corporations), giving it the nuance of a cliché. In the same rhetoric, the debate on women empowerment has intensified as a fundamental approach for transforming power relations in favour of women.

Keywords: Social Liberation, Women, English Literature

Introduction:

For centuries, social issues have been the heart of innumerable works of art which deal with several worries concerning this natural aspect of human life. Through literary circles men and women of all times have given expression to what has been happening in the history of humanity

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in different places since writing was invented. The meaning of this vital function of literature is revealed by the strong voice acquired by their words in every sentence that is pronounced. From ancient times till now literature has shown what the authors have to say about what is going on in their own reality from different points of view in order to describe a certain social group or a specific situation that affects people's quality of life, or directly protest against what they believe it is not fair for a harmonic development of people's life. Starting from this premise; the two masterpieces that are going to be compared, F. Scott Fitzgerald's classic "The Great Gatsby" and the autobiographic "The Motorcycle Diaries" by Ernesto "Che" Guevara, deals with these types of social issues presented during the course of their particular stories. That is how for both cases, narrative became a voice for who wanted to tell the world a story that had to be listened all around the world and throughout the passage of time. Due to this affirmation, it is appropriate to assure that both books cover these matters in a very similar way of accomplishing this inherent effect of literature on social environment but show us substantial differences in the social realities that both stories describe www.ukessays.com (2018).

The term "women's liberation movement" is often used synonymously with "women's movement" or "second-wave feminism," although there were actually many types of feminist groups. Even within the women's liberation movement, women's groups held differing beliefs about organizing tactics and whether working within the patriarchal establishment could effectively bring about the desired change. The term "women's lib" was used largely by those opposing the movement as a way of minimizing, belittling, and making a joke of it.

Women's Liberation vs. Radical Feminism:

The women's liberation movement is also sometimes seen as being synonymous with radical feminism because both were concerned with freeing members of society from oppressive social structure. Both have sometimes been characterized as a threat to men, particularly when the movements use rhetoric about "struggle" and "revolution."

However, feminist theorists overall are actually concerned with how society can eliminate unfair sex roles. There is more to women's liberation than the anti-feminist fantasy that feminists are women who want to eliminate men.

The desire for freedom from the oppressive social structure in many women's liberation groups led to internal struggles with structure and leadership. The idea of full equality and partnership being expressed in a lack of structure is credited by many with the weakening power and influence of the movement. It led to later self-examination and further experimentation with leadership and participation models of organization.

The connection with a Black liberation movement is significant because many of those involved in creating the women's liberation movement had been active in the civil rights movement and the growing Black power and Black liberation movements. They had experienced disempowerment and oppression there as women. The "rap group" as a strategy for consciousness within the Black liberation movement evolved into consciousness-raising groups

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within the women's liberation movement. The Combahee River Collective formed around the intersection of the two movements in the 1970s.

Many feminists and historians trace the roots of the women's liberation movement to the New Left and the civil rights movement of the 1950s and early 1960s. Women who worked in those movements often found that they were not treated equally, even within liberal or radical groups that claimed to fight for freedom and equality.

Feminists of the 1960s had something in common with feminists of the 19th century in this respect: Early women's rights activists such as Lucretia Mott and Elizabeth Cady Stanton were inspired to organize for women's rights after being excluded from men's anti-slavery societies and abolitionist meetings.

Indispensability of Feminism in English Literature:

Women have written fiction, nonfiction, and poetry about ideas of the 1960s and 1970s women's liberation movement. A few of these feminist writers were Frances M. Beal, Simone de Beauvoir, Shulamith Firestone, Carol Hanisch, Audre Lorde, Kate Millett, Robin Morgan, Marge Piercy, Adrienne Rich, and Gloria Steinem. In her classic essay on women's liberation, Jo Freeman observed the tension between the *Liberation Ethic* and the *Equality Ethic Linda Napikoski (2019)*

Literature has witnessed the roles of women evolving through ages, but until recent times, most of the published writers were men and the portrayal of women in literature was without doubt biased. A lot of it has to be blamed on the fact that in the ancient world, literacy was strictly limited, and the majority of those who could write were male. However, the contribution of women to oral folklore cannot be taken for granted – in folk songs, stories, poetry and literature in general. Here's a look at how women were portrayed in literature through eras.

During the Victorian era, there was an unending debate over the roles of women. While the era was dominated by writers who treated women as angelic figures- innocent, physically weaker and nothing less than household commodities; Edwardian poetry spoke of women's rights gathering much attention, feminism and females getting out of their homes during the war times. Christina Rossetti's 'Goblin Market' and Lord Tennyson's 'Lady of Shalott from the Victorian era centred around women involved a quest to attain some higher knowledge, which is limited to men and how in their attempt, they lose their ability to get back to the womanhood they were proud of. The Probationer, by AM Irvine is the best example of state of women in the post-Victorian era. Signalling the beginnings of Modernism, the novel also showcases characteristics of the modern women's rights by portraying an independent and gifted female protagonist's professional and personal coming-of-age.

According to author Anita Nair, "Literature has always been ambivalent in its representation of women. Good women as in ones who accepted societal norms were rewarded with happily ever after. Even feisty heroines eventually go onto find content and life's purpose in a good man's arms, be it Elizabeth Bennett (Pride and Prejudice) or Jane Eyre (Jane Eyre). Alternatively, they

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are left to rue their lot with a contrived courage as with Scarlett O Hara (Gone with the Wind) or have to take their lives like Anna Karenina or Karuthamma (Chemmeen) or Emma Bovary."

Author Jaishree Mishra feels if literature is doing its job as a mirror to society then, obviously, the depiction of women in books has changed along with society, from Jane Austen's seemingly demure heroines onto Henry Fielding's openly scatty, mouthy Bridget Jones, a modern-day reworking of 'Pride & Prejudice'.

Speaking of depiction of women in Indian poetry, it was freedom-fighter, educationist and activist Mahadevi Varma, who became the torchbearer of Hindi poetry on women issues. She also wrote on issues of women's emancipation and female sexuality - one that pretty much existed outside marriage. The great poetess took drew inspiration for her subjects from traditional Hindu literature, which talked about liberating images.

Jai Shankar Prasad, who was famous for his strong portrayals of women became popular for famously glorifying women. A popular verse from one of his most widely read poems, 'Kamayani' reads - "Nari! tum kewal shraddha ho, Vishwas-rajat-nag-pal-tal mein, Piyush strot si baha karo, Jeevan ki sundar samtal mein. (Oh woman! You are honour personified, Under the silver mountain of faith, Flow you, like a river of ambrosia, On this beautiful earth)".

Poetess Amrita Pritam proved to be one of the leading voices in Indian regional poetry in the 20th century. Her Punjabi verses, which spoke of the aftermath of the India-Pakistan partition in the region of Punjab and the women oppressed in due course achieved a cult status amongst poetry lovers and late Kamala Das paved way for a heart-rending style of feminine confessional poetry, in which a common theme was the exploration of the man-woman relationship. This style was subsequently taken up by other women poets such as Gauri Deshpande and Chitra Narendran.

Long ago, famous Hindi writer, Mridula Garg had mentioned in her bestselling novel 'Chittacobara', "When we reach the zenith of civilisation all our crimes will be committed in unison with mutual consent to the sound of popular approbation," and the legendary writer thinks that's true of the depiction of women in literature today. "There is greater concern with proving oneself on the right side of Feminist discourse than a compassionate account of both man and women, who dare to dissent from the opinion of the many. Superficially there is franker depiction of both sexuality and general independence of women. But female sexuality has got reduced to freedom of the body, including the outspoken if inconsequential depiction of body functions such as menstruation, sexual desires and sexual assault. The real independence which stems from taking decisions without deference to the canons of discourses, religious, social, patriarchal or feminist is missing," says Garg.

"In the works of Mirabai, and later Krishna Sobti, Amrita Pritam and myself, there was no guilt felt by women not conforming to moral strictures but men were treated with as much empathy as

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women. There is much more confrontation now and also open and loud avowal of Feminism. But there are positive aspects of that. Savita Singh ,who delights in calling herself a Feminist poet says in one of her poems, "Who can know the body as a woman does." and goes on to add "It is only she who can free the body from the body..." The second sentence is the positive part," concludes Garg.

More recently, contemporary popular fiction Indian writers like Chetan Bhagat and Anita Nair have showcased the new woman in their books. While Chetan portrays his women characters as harbingers of social change and equality, an aspect which is evident in his book 'One Night @ the Call Centre', where men and women are treated equally and work in night shifts. Nair's characters have their own pain and sorrow but they overcome their entire struggle, a fact you'll notice especially in her bestseller, Ladies Coupe.

Nair feels nothing has changed in the terms of mentality, "That a woman could live a fulfilled life on her own terms was a concept writers seemed unable to conceive or unwilling to explore. Sadly, very little has changed. Women in fiction may have shrugged some of the strait jacketed representations but anytime a woman character chooses to live life on her terms, readers tend to get agitated. In my own fiction, I have had my characters Akhila (Ladies Coupe), Radha (Mistress) or Lena (Alphabet Soup for Lovers) being ticked off for choosing to swerve off the conventional path."

Mishra is of the opinion that women writers still feel pressurised in the world of literature. "I find it curious that some of the constant literary bestsellers are stories with women protagonists (all the Bronte & Austen books and even some written by men, like Flaubert's 'Madame Bovary') while, in today's publishing climate, editors balk terribly at that, even advising their writers to use male pseudonyms (eg J K Rowling) as readers are apparently put off by women writers and woman-centric stories. Whoever came up with that should be shot," adds Mishra.

Also, unignorable has been Shobhaa De's unabashed description of the womenfolk in her novels. De's women range from traditional, subjugated and marginalized to the extremely modern and liberated women. De's novels take a leaf the urban life and represent realistically an intimate side of urban woman's life, also revealing her plight in the present day society. Also, interesting is the way she highlights a woman's role in the oppression and suffering of fellow women, an aspect showcased in De's novel 'Starry Nights'. The women in De's novels revive their lost fortunes, look glamorous, act different, break the norms, are sexually liberated and free thinkers Ankita Shukla (2016).

Conclusion: The rhetorical use of 'empowerment' in the development discourse started taking shape in the mid 2oth century, as a means to challenge power structures for the public good. Since the mid 1990s it has been used profusely across all sectors (including corporations), giving it the nuance of a cliché. In the same rhetoric, the debate on women empowerment has intensified as a fundamental approach for transforming power relations in favour of women. However, while the term 'women empowerment' has been used frequently by policy makers, professionals, and academics; there is little clarity as to how it can be achieved.

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Communal Problems: Communal Violence

Dr. Chandrashekhar Malviya, *H.O.D.: Sociology, Athawale College of Social Work, Bhandara.*

Abstract*: Communal violence threatens the secular fabric, unity, integrity, and internal security of a nation. The current development of community-based policing as the new reform model of urban policing has been characterized by vague conceptualization and limited empirical testing. The results of this analysis suggest that the community policing model needs further conceptual and empirical elaboration, despite its apparent public popularity. A doctrinal method has been used as it is more viable for the topic in question. Communal violence like wars is also born in the minds of people. The communal violence is the result of ill will, distrust, and hatred between the two communities. Communalism, as we understand it in our country is blind loyalty to one's religious group. It is described as a tool to mobilize people for or against by raising an appeal on communal lines. Communalism is associated with religious fundamentalism and dogmatism. The most serious hurdle to national integration is the happening of communal violence, not so much because of the loss of life, limb, or property but because of the loss of confidence and trust and also because of the anxiety and uncertainty. There have been wars of religion in the past in several parts of the world. But over a while, this tendency has changed, and the conflict has shifted from religion to other forms. It has been said that wars are born in the minds of people. That's why in consequence, the criminals escape punishment, and justice is delayed inordinately.*

Key-words*: Communal problems, Communal violence.*

Introduction: Communal violence is a form of violence that is perpetrated across ethnic or communal lines, the violent parties feel solidarity for their respective groups, and victims are chosen based upon group membership. The term includes conflicts, riots, and other forms of violence between communities of different religious faith or ethnic origins. United Nations Office on Drugs and Crime includes any conflict and form of violence between communities of the different religious groups, different sects or tribes of the same religious group, clans, ethnic origins, or national origin as communal violence. However, this excludes conflict between two individuals or two families.

In communal violence, several causes and multiplicity of factors are involved which contribute to the generation and aggravation of communal riots. Each of these factors, individually and collectively, contributes to creating the communal passion in which even the mildest of provocations erupt into irrational violence. Besides the communal environment in most of the riots, there are precipitating factors, which engineer the fire of communal violence in any area. It must be noted that in communal violence there are micro as well as macro factors involved. The macro factors are often ideological and have a nationwide sweep. The micro factors may be non-ideological and of local nature. Both are integrally connected with the process of socio-economic development in the country.

Causes of Communal Violence:

1) General causes: Communal violence takes place because of various factors. The process of communal violence is a very complex one. The general causes responsible for the problem of communal violence in India may be discussed under the following heads:

a) Divide and Rule Policy: The history of Hindu-Muslim antagonism is the result of the 'divide and rule' policy adopted by the British rulers, which left a wide impact on Hindu-Muslim relations. This policy had sown seeds of discord between the communities, who indulged in serious skirmishes posing threat to the security and very existence of the nation.

b) Partition of the Country: It also created a great deal of bitterness and communalized political processes in post-Independent India. The partition itself was a greater disaster for the country. Before partition, all were Indians, but after partition, Muslims became a minority in India while Hindus and Sikhs became a minority in Pakistan.

c) Socio-Political Issues: It has been established that in Indian society disputes among various trends within Hinduism or Islam did take place. Often socio-political issues also engineered communal violence.

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2) Religious causes: Many scholars have discussed the problem of communal violence through different angles but they have perhaps forgotten the violated point of religion as the perpetrator behind communal violence.

a) Religious conflicts: These are the expressions of beliefs on the ground of superiority. The man is influenced by instinctive impulse and remains on the brute plane and due to ignorance, fear, and fancy; deceit becomes dominant with cruelty, jealousy, and violence.

b) Religious Rituals: Seeds of distrust are planted by exploiting deep religious traditions of both communities; the difference in their different religious practices and rituals are highlighted and often, it is shown that one is out to destroy the other. Religiosity imparts passion and intensity to communalism.

3) Trivial causes: The studies on communal riots have established a clear nexus between various trivial causes and communal violence which cannot be denied. Besides the general and religious causes, some of the trivial causes responsible for communal violence and disturbance are summarized as under:

i) Changing the root of processions.

ii) Clashing of times of prayers of different communities.

iii) Destruction of places of worship or disputes over places of worship. iv) Dispute between property owners and tenants and many more.

The social factors include social traditions, stereotyped images of religious communities, caste and class ego or inequality, and religion-based social stratification in which the religious factors include the decline in religious norms of tolerance and secular values, narrow and dogmatic religious beliefs, and this use of religion for political gains and communal ideology of religious leaders machinations to disunite and weaken India, and support to communal organizations.

Characteristics of Communalism:

1. Communalism is an ideological concept.
2. It is a complex process.
3. It has a broader base that encompasses social, economic, and political aspects for its manifestation.
4. It causes rivalry, violence, and tension among the masses.
5. It is used by the higher-class people and elites as an instrument for the division and exploitation of the communal identities of the poorer sections of their co-religionists.
6. Communalism is simply engineered by the opportunistic political and economic interest of contending groups and factions within a political party or by political parties.
7. It strikes at the roots of democracy, secularism, and national integration. 8. Its effects are disastrous.

Features to Communal Problems: A probe of the major communal problem in the country in the last five decades has revealed that:

1) Communal riots are more politically motivated than fuelled by religion. Even the Madan Commission which looked into communal disturbances in Maharashtra in May 1970 had emphasized that "the architects and builders of communal tensions are the communalists and a certain class of politicians—those all-India and local leaders out to seize every opportunity to strengthen their political positions, enhance their prestige and enrich their public image by giving a communal colour to every incident and thereby projecting themselves in the public eye as the champions of their religion and the rights of their community".

2) Besides political interests, economic interests play a vigorous part in fomenting communal clashes.

3) Communal riots seem to be more common in North India than in South and East India.

Preventing violence by developing life skills in children and adolescents:

Preschool enrichment programmes: Which aim to increase children's school preparedness and chances of academic success by providing them with early academic and social skills;

Social development programmes: Which seek to provide children with social and emotional skills to solve problems, empathize and deal with conflict;

Academic enrichment programmes: Which aim to improve academic achievement with study support and other activities outside normal school hours;

Incentives for youths to complete education: Including financial incentives for young people to attend and complete school and pursue higher education;

Vocational training for underprivileged youths: To increase their chances of finding employment and divert them from crime

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Preventing violence by reducing the availability and harmful use of alcohol:

Regulating alcohol availability: Measures to control sales of alcohol, for example, through restrictions on alcohol sales times and locations;

Increasing alcohol prices: Measures to reduce access to alcohol by raising prices, including through taxation and minimum alcohol price policies;

Reducing alcohol use in problem drinkers: Measures targeting individual drinkers through, for example, brief interventions for problem drinkers or treatment for alcohol dependence;

Community interventions to improve drinking environments: Typically, these incorporate a range of measures to mobilize community resources, encourage responsible retailing, improve the comfort and physical design of drinking establishments and better enforce alcohol legislation

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DEVELOPING INDIA & ITS POVERTY: A REVIEW

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Abstract: The most heated and debated topic not only in India but in entire world is to eradicate extreme poverty by 2030. Poverty is a socio-economic incident and it is closely related with disparity. It adverse effects on human health, efficiency and output, this in turn effect an individual income. Due to poverty, it becomes close to impossible to fulfill even the bare requirements of life viz: food, clothing, shelter, education and health in deprive section of society. This paper is a review based on secondary data collected related to poverty in India, government policies to reduce poverty, and impact of poverty alleviation program.

Index Term: **Poverty in India, Poverty Alleviation Programs, Impact**

I Introduction:

A young nation with a long history, India has the second-largest population in the world. India is also a regional power with a stable democratic government and an economy that is growing quickly. Despite this, poverty in India is high. Despite of COVID-19 pandemic India's GDP (Gross Domestic Product) has grown by11% in 2021. But amidst of all these developments, the state of poverty in India has always remained a matter of concern and a major problem in the country, the reason being India's uneven development. The problem with India's development can be clearly observed i.e. certain parts of the country and the society enjoy all the benefits of development where as the other parts largely remain untouched. As a result, India witnesses chronic and widespread poverty. More than 800 million people in India are considered poor. Most of them live in the countryside and keep afloat with odd jobs. The lack of employment which provides a livable wage in rural areas is driving many Indians into rapidly growing metropolitan areas such as Bombay, Delhi, Bangalore or Calcutta. There, most of them expect a life of poverty and despair in the mega-slums, made up of millions of corrugated ironworks, without sufficient drinking water supply, without garbage disposal and in many cases without electricity. The poor hygiene conditions are the cause of diseases such as cholera, typhus and dysentery, in which especially children suffer and die.In our daily life, we come across many people who we think are poor. They could be landless labourers in villages or people living in overcrowded jhuggis in cities. They could be daily wage workers at construction sites or child workers in dhabas. They could also be beggars with children in tatters. We see poverty all around us. In fact, every fourth person in India is poor[1-5].

India lacks an uniform methodology of estimating poverty which adds to the misery. However, Government's efforts towards poverty alleviation through financial inclusion programmes is a clear indication that India wants to have increases standard of living and quality of life for one and all, and not only for the privileged few. In this paper a review on changes and development in past and present poverty of India as well as vulnerability of poverty evolution in India is presented in detail.

II Poverty and Poverty line:

- **Poverty :** Poverty means hunger and lack of shelter. It also is a situation in which parents are not able to send their children to school or a situation where sick people cannot afford treatment. Poverty also means lack of clean water and sanitation facilities. It also means lack of a regular job at a minimum decent level. Above all it means living with a sense of helplessness. Poor people are in a situation in which they are ill-treated at almost every place, in farms, factories, government offices, hospitals, railway stations etc. Obviously, nobody would like to live in poverty. One of the biggest challenges of independent India has been to bring millions of its people out of abject poverty. Mahatama Gandhi always insisted that India would be truly independent only when the poorest of its people become free of human suffering.

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- **Poverty Line:** A common method used to measure poverty is based on the income or Economics consumption levels. A person is considered poor if his or her income or consumption level falls below a given "minimum level" necessary to fulfill the basic needs. What is necessary to satisfy the basic needs is different at different times and in different Palces. Therefore, poverty line may vary with time and place. Each country uses an imaginary line that is considered appropriate for its existing level of development and its accepted minimum social norms.. While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement, etc., are determined for subsistence. These physical quantities are multiplied by their prices in rupees. The present formula for food requirement while estimating the poverty line is based on the desired calorie requirement. Food items, such as cereals, pulses, vegetable, milk, oil, sugar, etc., together provide these needed calories.

III Status of poverty in India in last four years:

It is clear from fig. 1 that there is a decrease in poverty % from 2016-2021. For the year 2016-17 the poverty ratio is 7.3% wish was increased in 2017-18 to 23 % again in 2018-19 the value decreased to 6.7 %.In 2019-20 the value is constant 6.7% but in 2020-21 value decreased to 6 %.

From this it is clear that there is decrease in poverty % ratio but the chance was not that countable .Also fig. 1 graph of state verses % of people below poverty line was plotted. Graph shows highest % of poverty is shown by West Bengal with value of **19.98%** and lowest value is of Goa and Kerala with **5.09 % , 7.05%** respectively[6-7].

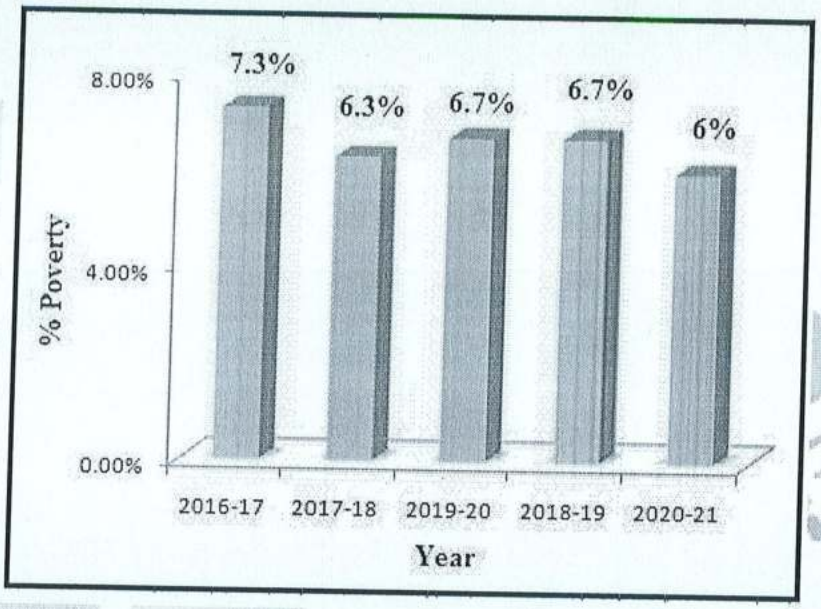

Fig.1 Plot of Last four Year (2016-2021) % Poverty VS Year

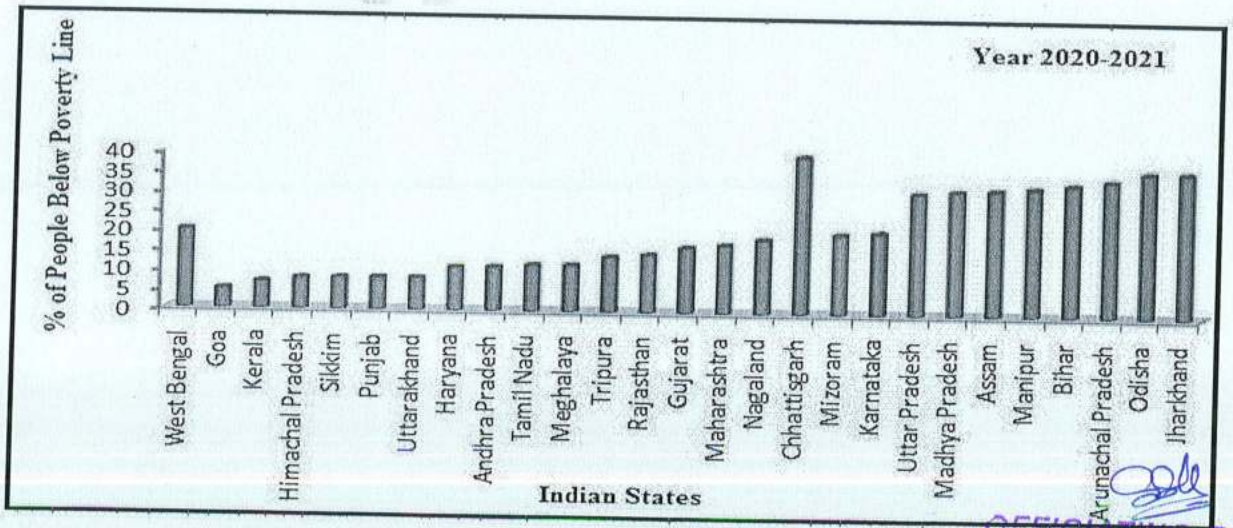

Fig.2 This is a list of and territories of Indian States ranked according to poverty as of 2021

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IV. Steps Taken by Government to Reduce Poverty in India :

The overriding objective of a country's policy and planning is to raise the standard of living and enhance the productive capabilities of its people. With over a billion people, this challenge is particularly daunting for a developing country such as India. Government of India has planned poverty alleviation program to overcome this problem.

- **What is Poverty Alleviation?**
  Poverty Alleviation is the set of steps taken in an economic and humanitarian way for eradicating poverty from a country. According to the World Bank, if a person is living on $1.90 a day or less, then he/she is living in extreme poverty, and currently, 767 million people of the world fall under that category. Schemes like Pradhan Mantri Awas Yojana and Housing for All by 2022 were developed to provide housing to the rural and urban poor. The latest government schemes like Start-Up India and Stand Up India focuses on empowering people to earn their livelihood.

V. Impact of Poverty Alleviation Program on sustainable development in India

"Overcoming poverty is not a gesture of charity. It is the protection of a fundamental human right, the right to dignity and a decent life."

— Nelson Mandela, Former President of South Africa

Sustainable development of developing countries like India is affected by poverty and high growth rate of population. Therefore, the major problems in India are poverty and overburdened population, amongst these two; one, is a disease whereas another one is a menace and jointly they are annoying energetic organs of the society. These problems are adversely effects the environment and scarce resources which result into pathetic situation of natural life support system. One of the most important goals of Indian Government is to end poverty and for this Government of India is executing a widespread development strategy. Since last two decades various plans and policies has been implemented by Government of India for the reduction of poverty basically in rural area. 21.92% people live below poverty line in India and such a high prevalence of poverty is a matter of anxiety. In order to overcome this issue, one of the major objectives of the developmental process is poverty eradication. Therefore, poverty eradication is considered integral to humanity's mission for sustainable development. The employment generation programmes will be more effective by better targeting, reducing waste and corruption, making the programmes more meaningful in term of relevance to local needs and priorities and creating institutional conditions for greater accountability and transparency. A participatory approach involving villagers, NGO's and women in poverty alleviation programmes will help to decentralize these schemes to the grass-root level where the poor would themselves decide what suits them the most9.

1.Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA):

This scheme came in to force on 2nd February 2006. Its entire purpose is to safeguard the interest of rural households by ensuring 100 days of wage employment in a financial year, whose grown-up members volunteer to do unskilled labour-intensive work. It also helps in improving the livelihood security of people. It was introduced with an aim of bridging the gap between rich and poor. According to government data, total availability of funds under NREGS has been Rs 58,403.69 crore (2018-19), Rs 68,107.86 crore (2017-18), Rs 57,386.67 crore (2016-17), Rs 43,380.72 crore (2015-16) and Rs 37,588.03 crore (2014-15). The total expenditure has been Rs 51,510.82 crore (2018-19), Rs 63,646.41 crore (2017-18), Rs 58,062.92 crore (2016-17), Rs 44,002.59 crore (2015-16) and Rs 36,025.04 crore (2014-15)[9].According to an India Spend analysis, MNREGA will provide work to at least 52 million people. Under this scheme, total workers are 26.77 crore and amongst them only 12.01 crore are under the category of active workers3. In 2017-18, nearby 4.7 lakh disabled workers were provided employment and thus generating 1.57 crore person days [11].

2. Deendayal Antayodaya Yojana -National Rural Livelihoods Mission (DAY-NRLM):

It is a modernized description of Swarna Jayanti Gram Swarozgar Yojana (SGSY) which was launched in 1999. In June 2011, it was renamed as National Rural Livelihoods Mission (NRLM) by the efforts of Ministry of Rural Development (MoRD). At last, they were merged into DDU-AY (replaces Aajeevika). By providing skill training to the poor, this scheme provides help to the poor. This scheme would be implemented in rural areas of entire India except two union territories viz; Delhi and Chandigarh. Out of 1.03 crore houses sanctioned till 8.7.2019 under this scheme, 62.92 lakh landless beneficiaries (who derive major part of their income from manual casual labour) have been sanctioned houses[12]. For differently able persons, 5682 houses were approved out of these 1655 have been completed[11].

3. Deendayal Antayodaya Yojana -National Urban Livelihoods Mission(DAY-NULM):

In 12th five year plan, this scheme implemented on 24 September, 2013 in all district headquarters (irrespective of population) and in all the cities with population of 1 lakh or more as per Census 2011. In 1997, a Centrally Sponsored Scheme Swarna Jayanti Shahari Rozgar Yojana (SJSRY) was implemented by the Ministry of Housing and Urban Poverty Alleviation. Later on SJSRY has been revamped as DAY-NULM in 2013.It's solely aim is to provide self-employment to unemployed youth of urban areas. Mission of NULM is to scale back poverty and vulnerability of the urban poor households by enabling them to access gainful self-employment and skilled wage employment opportunities, leading to considerable development in their livelihoods on a sustainable basis, through building strong grassroots level [8]. The scheme also deal with the livelihood concern of the urban street vendors by facilitating with suitable space, institutional credit, & social security and skills to the urban street vendor for accessing emerging market opportunities

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[8]. Now a days, 790 cities are under this scheme and in exceptional cases, other towns could also be allowed but on the appeal of the states.

4. Pradhan Mantri Awas Yojana (Rural) :

In rural area, it is a major scheme for the deprived section of society in the construction of houses. It is a major scheme for the construction of houses basically in rural areas. This scheme was ratified during March 2016 and earlier, it was popularized as Indira Awas Yojana (rural housing scheme). This scheme would be implemented in rural areas of entire India except two union territories viz; Delhi and Chandigarh. Out of 1.03 crore houses sanctioned till 8.7.2019 under this scheme, 62.92 lakh landless beneficiaries (who derive major part of their income from manual casual labour) have been sanctioned houses [12]. For differently able persons, 5682 houses were approved out of these 1655 have been completed [11].

5. Pradhan Mantri Awas Yojana (Urban)

This scheme was initiated by Government of India on June 2015 and its primarily purpose is to provide reasonably priced houses to the urban poor by 31st March 2022 with a target of constructing 20 million affordable houses. Its focus is to provide house for all by 2022. Under these components, central assistance will be in the range of 1 lakh (US$1,400) to 2.30 lakh (US$3,300)[13].

6. National Social Assistance Programme:

This scheme was launched on 15th August 1995 for providing assist to aged persons, widows, disabled persons and bereaved families on death of primary breadwinner, belonging to below poverty line households. These programme works for the enlightenment and welfare of the society. At present, it comprises five schemes viz; Indira Gandhi National Old Age Pension Scheme (IGNOAPS), Indira Gandhi National Widow Pension Scheme (IGNWPS), Indira Gandhi National Disability Pension Scheme (IGNDPS), National Family Benefit Scheme NFBS) and Annapurna [16]. An amount of Rs.9975 crore has been distributed to this scheme for the year 2018-19, which is 38% more than the budget allocation of 2014-15 which stood at Rs.7241 crore [11].

7. Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY):

It is a social security scheme pertaining to insurance and it was launched by Prime Minister of India on 9th May, 2015 in city of joy of India (Kolkata). It is a life insurance scheme for a period of one year (1st June to 31st May) & it is renew from year to year. For availing this scheme, age of people should lie between 18-50 year, and they have their bank account. Amount of annual premium is 330 rupees and this amount is repeatedly debited from the holder's account. At the time of bereavement of insured due to any reason, amount of risk coverage or payment to the nominee will be 2 lakh [13] . As of 30 May 2018, 5.33 crore people have already enrolled for this scheme and 60,422 claims has been disbursed against 63,767 claims received [13].

8. Pradhan Mantri Suraksha Bima Yojana (PMSBY):

In India, PMSBY is a government backed insurance scheme and it was launched on 9th May 2015 in Kolkata. Just like a PMJJBY, it is also a one-year insurance scheme (1st June to 31st May) & it is renewed from year to year. This scheme provides help to those people whose age is between 18 to 70 years and for availing the benefits of this scheme, people should have their bank accounts. Amount of annual premium is 12 rupees (exclusive all taxes) and this amount is routinely debited from the holder's account. An amount of 2 lakh will be paid to the nominee, in case of accidental death or full disability (as loss of both eyes, hands or feet) while in case of partial Permanent disability (loss of use in one eye, hand or foot); the amount will be 1 lakh.

9. Atal Pension Yojana (APY):

It is a government assisted pension scheme in India and earlier, it is popularized as Swavalamban Yojana. It purposes is to support the unorganized sector of the society. This scheme was launched by Honourable Prime Minister of India on 9th May 2015 in Kolkata.

10. Antyodaya Anna Yojana (AAY) :

This scheme is sponsored by Government of India in order to provide highly subsidized food to the millions of the poorest families. It was launched on 25th December 2000 under NDA government. After identifying the "poorest of the poor" (the 10,000,000 poorest families in the Below Poverty Line category) through extensive surveying, the government began providing them an opportunity to purchase up to 37 kilograms of rice and wheat at a highly subsidized cost of 3 rupees per kilogram of rice and 2 rupees per kilogram of wheat[14]. A unique "Antoydaya Ration Card" is given to those families who are eligible for AAY and this card is called the PDS yellow card.

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11. National Food Security Mission(NFSM):

On the recommendations of National Development Council, a centrally sponsored scheme (NFSM) was launched in 2007. Main areas of this scheme includes sustainable increase in the production of targeted crops through area expansion and productivity enhancement, restoration of soil fertility & productivity at the individual farm level and rise in farm level net income [10]. Main crops of NFSM are rice, wheat, pulses, Nutri cereals, coarse cereals, commercial crops and oilseeds. Under this programme, total beneficiaries are 412508 in 2018-19 and registered farmer are 415666 during 2018-19 & 2019-20[15].

Conclusion:

Despite of all government efforts and policies, still poverty remains widespread in India and the overall number of poor people is still growing which results into an obstacle for economic growth.. The incidence of poverty affects the deprived sections of the society and forces them to live in a very pathetic situation which results into a many health problems. Still the challenge for India is really to grow at high rates over a 3-decade period. It's not just about a $5 trillion economy till 2024, or a $10 trillion economy by 2030. The challenge for India is to grow at 8% to 9% per annum, year after year, for three decades or more. Only then can life of people leaving in India will change.

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ROLE OF LITERATURE IN THE UPLIFTMENT OF WOMEN. CRITICAL STUDY OF THE POEM 'A *PHENOMENAL WOMAN*'BY MAYA ANGELOU

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Abstract

Art has a relation to social reality. Ideas embodied in literary work transform the thinking of individuals. Literature has played a powerful role in the upliftment of women. Right from Jane Austen, George Eliot, Toni Morrison to NayantaraSehgal, Anita Desai etc. women from all centuries and nationalities have explored the issue and portrayal of women in the male dominated society. Their works have empowered women. It may be observed here that Literature doesn't just empower women socially but it also uplifts them spiritually. It empowers one with an inner confidence. Maya Angelou's works are a prime example of this. Her Poem Phenomenal Woman equips women with things necessary for strengthening them inwardly. It is a celebration of womanhood. This article explores the key ideas expressed in the poem and discusses how they uplift woman emotionally, spiritually and is a strength -builder.

Key Words: Inner Mystery, Phenomenal, Real Beauty,upliftment of women

Introduction:

Art has a relation to social reality. Ideas embodied in literary work transform the thinking of individuals. Literature is a powerful expression of urges, passion, desires of human minds. These urges and passions depicted in the piece of writing penetrate the inner recesses of the reader during the act of reading. Literature has played a powerful role in the upliftment of women. Right from Jane Austen, George Eliot, Toni Morrison to NayantaraSehgal, Anita Desai etc.

Literature has witnessed the roles of women evolving through ages, but until recent times, most of the published writers were men and the portrayal of women in literature was without doubt biased. A lot of it has to be blamed on the fact that in the ancient world, literacy was strictly limited, and the majority of those who could write were male. However, the contribution of women to oral folklore cannot be taken for granted – in folk songs, stories, poetry and literature in general. Here's a look at how women were portrayed in literature through eras.

During the Victorian era, there was an unending debate over the roles of women. While the era was dominated by writers who treated women as angelic figures- innocent, physically weaker and nothing less than household commodities; Edwardian poetry spoke of women's rights gathering much attention, feminism and females getting out of their homes during the war times.

Christina Rossetti's 'Goblin Market' and Lord Tennyson's 'Lady of Shalott from the Victorian era centred around women involved a quest to attain some higher knowledge, which is limited to men and how in their attempt, they lose their ability to get back to the womanhood they were proud of. The Probationer, by AM Irvine is the best example of state of women in the post-Victorian era. Signalling the beginnings of Modernism, the novel also showcases characteristics of the modern women's rights by portraying an independent and gifted female protagonist's professional and personal coming-of-age.

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According to author Anita Nair, "Literature has always been ambivalent in its representation of women. Good women as in ones who accepted societal norms were rewarded with happily ever after. Even feisty heroines eventually go onto find content and life's purpose in a good man's arms, be it Elizabeth Bennett (Pride and Prejudice) or Jane Eyre (Jane Eyre). Alternatively, they are left to rue their lot with a contrived courage as with Scarlett O Hara (Gone with the Wind) or have to take their lives like Anna Karenina or Karuthamma (Chemmeen) or Emma Bovary (Madame Bovary)."

Author Jaishree Mishra feels if literature is doing its job as a mirror to society then, obviously, the depiction of women in books has changed along with society, from Jane Austen's seemingly demure heroines onto Helen Fielding's openly scatty, mouthy Bridget Jones, a modern-day reworking of 'Pride & Prejudice'.

Speaking of depiction of women in Indian poetry, it was freedom-fighter, educationist and activist MahadeviVarma, who became the torchbearer of Hindi poetry on women issues. She also wrote on issues of women's emancipation and female sexuality - one that pretty much existed outside marriage. The great poetess took drew inspiration for her subjects from traditional Hindu literature, which talked about liberating images.

ai Shankar Prasad, who was famous for his strong portrayals of women became popular for famously glorifying women. A popular verse from one of his most widely read poems, 'Kamayani' reads - "Nari! tumkewalshraddha ho, Vishwas-rajat-nag-pal-talmein, Piyushstrotsibahakaro, Jeevankisundarsamtalmein. (Oh woman! You are honour personified, Under the silver mountain of faith, Flow you, like a river of ambrosia, On this beautiful earth)".

Poetess Amrita Pritam proved to be one of the leading voices in Indian regional poetry in the 20th century. Her Punjabi verses, which spoke of the aftermath of the India-Pakistan partition in the region of Punjab and the women oppressed in due course achieved a cult status amongst poetry lovers and late Kamala Das paved way for a heart-rending style of feminine confessional poetry, in which a common theme was the exploration of the man-woman relationship. This style was subsequently taken up by other women poets such as GauriDeshpande and ChitraNarendran.

Long ago, famous Hindi writer, MridulaGarg had mentioned in her bestselling novel 'Chittacobara', "When we reach the zenith of civilisation all our crimes will be committed in unison with mutual consent to the sound of popular approbation," and the legendary writer thinks that's true of the depiction of women in literature today. There is greater concern with proving oneself on the right side of Feminist discourse than a compassionate account of both man and women, who dare to dissent from the opinion of the many. Superficially there is franker depiction of both sexuality and general independence of women. But female sexuality has got reduced to freedom of the body, including the outspoken if inconsequential depiction of body functions such as menstruation, sexual desires and sexual assault. The real independence which stems from taking decisions without deference to the canons of discourses, religious, social, patriarchal or feminist is missing," says Garg.

"In the works of Mirabai, and later Krishna Sobti, Amrita Pritam and myself, there was no guilt felt by women not conforming to moral strictures but men were treated with as much empathy as women. There is much more confrontation now and also open and loud avowal of Feminism. But there are positive aspects of that. Savita Singh ,who delights in calling herself a Feminist poet says in one of her poems, "Who can know the body as a woman does." and goes on to add "It is only she who can free the body from the body..." The second sentence is the positive part," concludes Garg.

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More recently, contemporary popular fiction Indian writers like ChetanBhagat and Anita Nair have showcased the new woman in their books. While Chetan portrays his women characters as harbingers of social change and equality, an aspect which is evident in his book 'One Night @ the Call Centre', where men and women are treated equally and work in night shifts. Nair's characters have their own pain and sorrow but they overcome their entire struggle, a fact you'll notice especially in her bestseller, Ladies Coupe.

Nair feels nothing has changed in the terms of mentality, "That a woman could live a fulfilled life on her own terms was a concept writers seemed unable to conceive or unwilling to explore. Sadly, very little has changed. Women in fiction may have shrugged some of the strait jacketed representations but anytime a woman character chooses to live life on her terms, readers tend to get agitated. In my own fiction, I have had my characters Akhila (Ladies Coupe), Radha (Mistress) or Lena (Alphabet Soup for Lovers) being ticked off for choosing to swerve off the conventional path."

Mishra is of the opinion that women writers still feel pressurized in the world of literature. "I find it curious that some of the constant literary bestsellers are stories with women protagonists (all the Bronte & Austen books and even some written by men, like Flaubert's 'Madame Bovary') while, in today's publishing climate, editors balk terribly at that, even advising their writers to use male pseudonyms (eg J K Rowling) as readers are apparently put off by women writers and woman-centric stories. Whoever came up with that should be shot," adds Mishra.

Also, unignorable has been ShobhaaDe's unabashed description of the womenfolk in her novels. De's women range from traditional, subjugated and marginalized to the extremely modern and liberated women. De's novels take a leaf the urban life and represent realistically an intimate side of urban woman's life, also revealing her plight in the present day society. Also, interesting is the way she highlights a woman's role in the oppression and suffering of fellow women, an aspect showcased in De's novel 'Starry Nights'. The women in De's novels revive their lost fortunes, look glamorous, act different, break the norms, and are sexually liberated and free thinkers.

Women from all centuries and nationalities have explored the issue and portrayal of women in the male dominated society. Their works have empowered women.It may be observed here that Literature doesn't just empower socially but it also uplifts spiritually. It empowers one with an inner confidence.

Maya Angelou's works are a prime example of this. In her long and extensive career Maya Angelou, an American Poet, Civil Right Activist, published several poems along with autobiographies, essaysand other works.

Maya Angelou, born April 4, 1928 as Marguerite Johnson in St. Louis, was raised in segregated rural Arkansas. She was a poet, historian, author, actress, playwright, civil-rights activist, producer and director. She lectured throughout the US and abroad and was Reynolds professor of American Studies at Wake Forest University in North Carolina since 1981. She published ten bestselling books and numerous magazine articles earning her Pulitzer Prize and National Book Award nominations. At the request of President Clinton, she wrote and delivered a poem at his 1993 presidential inauguration.

Her poems dwell upon various issues including women. Her poems celebrate womanhood. Her poem Phenomenal Woman appears in Phenomenal Woman: Four Poems Celebrating Women, a book of poems published in 1995. The poem, a free verse narrative, is addressed in first person and attacks the conventional notions of beauty in a woman. It reinforces the fact that Beauty is skin deep."Phenomenal Woman" challenges restrictive notions of feminine beauty. The speaker rejects narrow societal beauty standards, and insists instead that real beauty comes from a place of self-confidence and self-acceptance. The speaker opens the poem by referencing the "secret" to her appeal.

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Phenomenal Woman

BY MAYA ANGELOU

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms,
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.
I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.
Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them,
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.
Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing,
It ought to make you proud.

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I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need for my care.
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

About the Poem:

Angelou's 'Phenomenal Woman' taps on the themes of womanhood, identity, pride, self-love, and self-acceptance. The main theme, being womanhood, is celebrated throughout the poem. The line, "I'm a woman" propagates her self-confidence in being a woman. She not only celebrates her bodily beauty but also her inner glow.

The speaker refers to an elusive "secret" about herself that conventionally attractive women struggle to understand. She explains that she doesn't look like the models glorified by the fashion industry, and that when she stars to reveal her secret these other women don't believe her. The speaker claims that her beauty is manifested in her wide hips, her confident gait, and her smile. She's an extraordinary woman. When you think of an extraordinary woman, that's the speaker.

Whenever the speaker calmly walks into a room, every single man present desperately competes for her attention. These men are drawn to the speaker, buzzing around her like honey bees. This is because her passion for life manifests in her physical appearance—in her flashing eyes, her vibrant smile, the way her waist sways as she walks, and the happy lightness in her step. She again declares that she's an extraordinary woman. When you think of an extraordinary woman, that's the speaker.

Men have also asked themselves what it is about the speaker that makes her so attractive. But no matter how hard they try to pin down the speaker's mysterious appeal, they can't come close. Even when she tries to reveal her secret to these men, they just don't get it. The speaker says that her beauty exists in the way she carries herself—in her confident posture; her bright, sunny smile; the shape of her breasts; and her elegant style. She's an extraordinary woman. When you think of an extraordinary woman, that's the speaker.

This, the speaker says, is why she insists on moving throughout the world confidently and boldly. She doesn't have to overcompensate in any way or prove herself to anyone. In fact, when other women see the speaker, they should be inspired to be more confident themselves. The speaker's appeal exists in the way she struts in heels, in the way her hair falls, in the way she holds out her hands, in the way others want her to care for them. She's an extraordinary woman. When you think of an extraordinary woman, that's the speaker.

In the opening lines the poet says that beautiful women wonder where her beauty secret lies as she does not possess the beautiful face. Her physique is also not like a model. The women ask her what makes her attractive and beautiful. The poet cheerfully admits that her beauty is within her reach. She is proud of her arms, her gait and her smile. But they disbelieve it. Later, in the poem, the poet admits that whenever she walks into a room, men stand or fall down on their knees.

The speaker opens with a reference to the "secret" of her own beauty, claiming that "pretty women" want to understand how the speaker can be so alluring without being considered conventionally attractive. The speaker explains that she may not meet social definitions of "cute" and that she doesn't fit the expected mold of what an attractive woman is supposed to look like.

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She specifically calls out the fashion industry, making note of the fact that she doesn't have the tall, skinny build of a model. On a formal level, note how this line is the longest in the poem—a visual refutation of the idea that the speaker must shrink herself down to fit the fashion world's ideal of feminine beauty.

Notably, the speaker claims that when she explains her secret to these women, they believe she is "telling lies." This suggests that rigid definitions of beauty are so ingrained in women that they struggle to believe any alternative perspective, even when it's coming from another woman. By touching on women's visceral rejection of the truth, the speaker subtly reveals the profound psychological impact that cultural conditioning has on body image and self-perception.

These "pretty women" have internalized the attitudes of a society that glorifies the supermodel physique as the ideal to such an extent that they are blinded to the truth. In this sense, the speaker attempts to refute and deconstruct the harmful models of beauty that warp women's understanding of the world and themselves.

They swarm around her like a hive of honey bees. Men vie for her attention. She says it is because

's in the fire in my eyes, And the flash of my teeth, The swing in my waist, And the joy in my feet.

Men themselves have wondered the reason behind her allure she carries. They fail to understand the secret of her inner mystery even when she shows them. She says it is in

It's in the arch of my back, The sun of my smile, The ride of my breasts, The grace of my style.

In the last stanza she tells the readers why her head is not bowed. She walks confidently with her head held high. She doesn't shout or jump about or talk loudly to be seen or heard. She tells the women that they ought to be proud of her when they see her passing by. Her beauty is in the

It's in the click of my heels, The bend of my hair, The palm of my hand, The need of my care.

Key Ideas Expressed in the Poem:

1. Traditional Concept of Beauty Vs Real Beauty: The poem attacks the traditional notion of beauty. In the first stanza the poet says that she is not cute and not built to suit a fashion model's size. Her body is not built to wear fashion designer's clothes. She does not possess beautiful facial features; but still people find her beautiful and women who are pretty themselves wonder where the secret of her beauty lies. When the poet tells them it is in the reach of her arms, in the stride of her steps and curl of her lips; they do not believe her. This shows that the poet looks beautiful even with her non-conventional looks. She does not require things that society deems a woman ought to possess to make her beautiful.

2. Inner Mystery: The men swarm around her and wonder where her beauty lies. She tries to show them but they fail to perceive it. They cannot see her inner mystery. They cannot touch it. It is the internal spirit of a woman and in a woman that the world cannot comprehend. This internal spirit is a kind of mystery. Peace, tranquillity and happiness spring from this inner side of a woman which illuminates her external being.

3) Beauty of and in Being a Woman: The Beauty of Womanhood : The poet lists out all her attributes which make her beautiful and after listing out in each stanza she ends with the following lines:

Cause I'm a woman Phenomenally.

Phenomenal Woman, That's me.

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The poet has used this literary device of Epiphora to repeat the words and phrases at the end of each stanza. This phrase is repeated to emphasize that the secret of her beauty lies in her womanhood. Being a woman in itself is a beauty bestowed from the high heavens. She calls herself a woman who is phenomenally phenomenal. A woman is artistically sculpted, divinely created, beautifully crafted, passionately moulded and is then breathed life by the Divine Maker. And such a masterpiece requires no other extraneous elements to accentuate her beauty.

Conclusion

Each woman must realize her inner strength and potential. They need not rely on material things for beauty. This poem teaches us what real beauty is. The real beauty is in the essence of womanhood. It lies in being and realizing womanhood.

"Now you understandJust why my head's not bowed. I don't shout or jump about or have to talk real loud".This realization will enable women to walk with their head held high. It will enable to live women with dignity, honor and self-esteem. Thus, literature contains such strengthening thoughts and values.

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The Health Issues of Youth: Sexuality and Hiv/Aids

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Abstract:
AIDS cases reported from all over the country revealed that fifty percent of the total male and female falls within the age range of 15-29 years which has a great implications for the overall socio-economic development of the country. There is a great need of knowledge and services on sexual and reproductive health.
Most of the youth in the age group of 15-25 are more vulnerable to HIV infection in India. And most of them had their first sexual experience with female sex worker without using condom because the main reason is that they are unaware and unconscious about its consequences. Generally, young boys and girls are used to seek sexual pleasure without bothering about proper and constantly use of precautionary method.
In India, more than 85 percent of the reported AIDS cases in the sexually active and economically productive 15 and 45 year old age groups. The main source of HIV infection of new cases occurs through unprotected heterosexual sex, mainly within adolescents and young people group. Besides, young boys and adolescents girls responsible for countless new HIV infections due to their unauthentic information related to the sexuality.
Present research paper focused on the sources of information about the sex and getting fulfill the sexual pleasure or lust responsible for their severe health issues related due to unsafe sex, HIV/AIDS and STDs due to which majority of the youth may get infected with HIV virus as well as sexually transmitted infections too.
Key words: sexuality, sexual pleasure, sexually transmitted infections, sex, HIV/AIDS, STDs, unsafe sexual practice, etc.
"Precaution is better than cure."

Introduction:

Youths are like sign-posts because they reflect the situation of the society. According to UNESCO (United Nations Education, Scientific and Cultural Organisation), the youth constitutes people between 15 and 24 years of age. The spread of HIV among young people in India is a growing cause for concern. It has been pointed out that a large number of reported AIDS patients in India are below the age of 24 years and have contracted the disease through sex. The surveillance data show that a large percentage of the infected persons is between the age of 20-40 years. The trend shows that many of those infected have contracted the virus early in life. Studies conducted in different parts of India (Abraham, 2001) revealed that the average age for men with HIV to be 28 years and women to be 25 years. Nearly 34 percent of HIV cases were within the age group of 16-25 years. Other studies reported that 25

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percent (19-23 years), and 19 percent (average age 19 years) of males were sexually active. A survey among college students in Mumbai showed similar trends in sexual behaviour. An important finding of these studies is the age at which sexual activity is initiated. It ranges between 16-18 years among males and even earlier among females. Thus, it appears from these studies that sexual activity among adolescents is much higher and begins at an earlier age that what is commonly believed. As per the statistics given by the Indian Red Cross Society there are above 500 male youth (12-25 years) visiting Red Light Area in a day in Nagpur city (Waghmare, 2013).

Today, however, young women and men are staying in school longer and marrying later. With

puberty starting earlier, largely because of better nutrition, youth now reach sexual maturity long before they are able to act on it in a socially acceptable manner—that is, through officially sanctioned marriage. During this extended period of adolescence, young people may have sexual relationships before marriage, putting them at risk of sexually transmitted infections, unintended pregnancies, unsafe abortions, and other problems that result from largely hidden activity. Investing in young people to ensure they are healthy and productive will boost nations' ability to prosper and achieve their development goals. The extent to which the region's largest youth population in history will achieve its full poten- tial depends on how well governments and civil societies adapt to meet young people's needs. Educational systems need to give students a quality education to prepare them for the global economy; labor markets must expand to provide jobs for their new entrants; housing markets must meet the demands of couples wanting to marry; and health services must adapt to the needs of a constituency they have largely overlooked.

Young people receive little education on sexual and reproductive health issues, relying largely on their peers for information. Because of social disapproval of sexual relations outside of marriage, survey data on young people's sexual activity are limited. More than one-fourth of young women saw family and the media as the most desirable sources of information on puberty and sexuality, closely followed by the Internet; other sources, such as friends and school, barely registered. For young men, however, the media and street life were by far their preferred sources of information. More than three-fifths of youth considered sexually transmitted infections and AIDS to be the most important subjects to understand; other issues such as family planning, reproduction, or sexual desires or preferences were seen as less important. While urban women showed a greater interest in information about HIV than their rural counterparts, other preferences related to information varied little according to location (Farzaneh Roudi-Fahimi And Shereen El Feki, 2011).

Sexuality and Practice of Premarital Sex:

In India , STDs rank third among the major communicable disease groups. However, is the fact that around 25 percent of the total STD cases are teenage boys. A study conducted among the clients of a clinic found that three-fourth of the clients were in the age group of 18-19 years. The RTIs and STIs are closely related to sexual practice and behaviour, and their role in making a person vulnerable to HIV infection has now been well established. These facts indicate that sexual behaviour of the youth have serious health implications. The growing literature on sexuality in the last few decades show that sexuality is a complex

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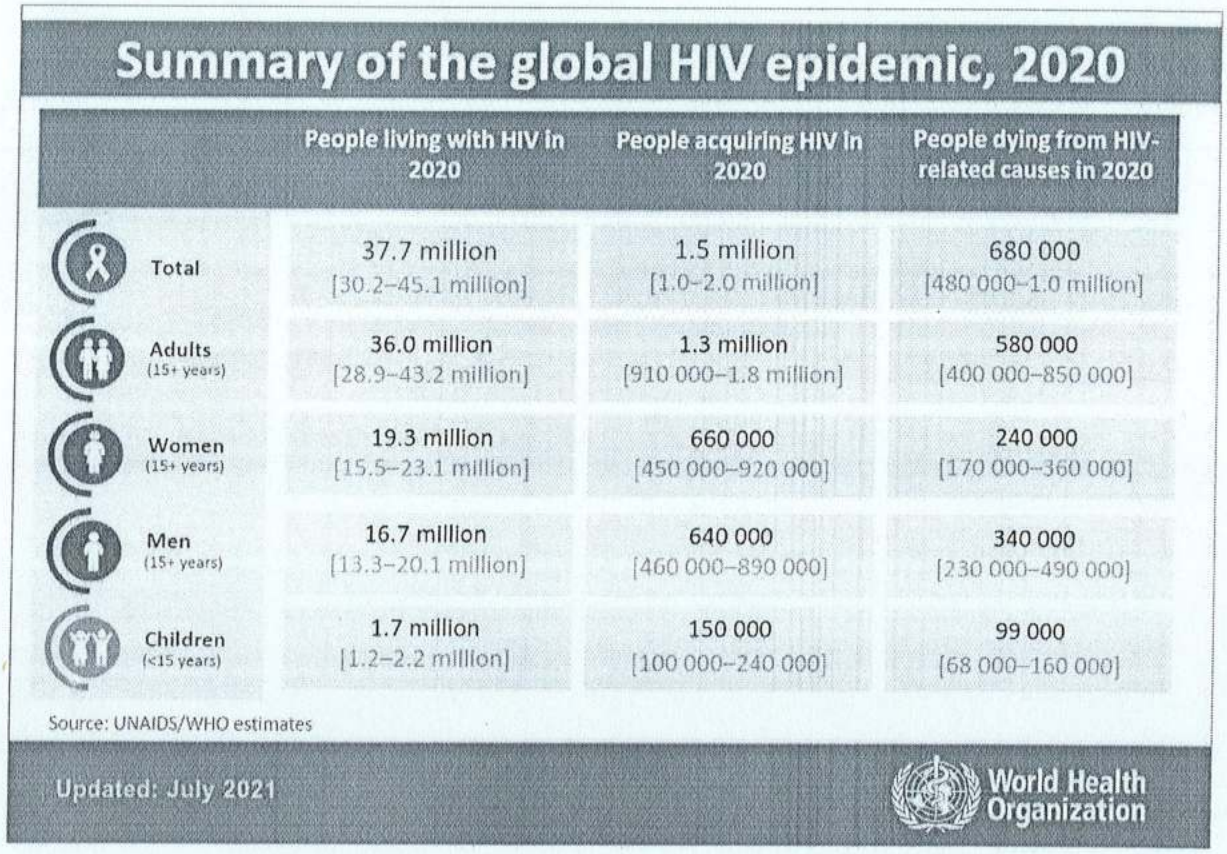
concept as it encompasses not only the biological and psychological, but also the social and cultural dimensions of sexual identity and sexual behaviour.

Anamika was in B.A. IInd year in L.A.D. college in Nagpur. When her classmate's friend proposed to her for "Loveship". And the proposal clearly meant an offer not only for romantic affair to a relationship that was included sexual relation. This is one of those incidents, which shows common feeling of intimate interactions among the youth. This need means getting intimate with the partner is become the priority instead of becoming career oriented. Yet, there is a less possibility in case of the number of partners.

A survey conducted among male and female students (14-28 years) of a few colleges in Madras city (Chennai) regarding sexual behaviour and attitude is quite revealing. Out of 1120 students (634 male and 486 female) about 61 % male and 48 % of female students stated that they had their first sexual experiences before they attained 25 years since 96 % of male students and 93 % of female students were unmarried, it can be presumed that the majority of male students and a substantial minority of female students had already experienced premarital sex (Nag., 1994).



Summary of the global HIV epidemic, 2020

	People living with HIV in 2020	People acquiring HIV in 2020	People dying from HIV-related causes in 2020
Total	37.7 million [30.2–45.1 million]	1.5 million [1.0–2.0 million]	680 000 [480 000–1.0 million]
Adults (15+ years)	36.0 million [28.9–43.2 million]	1.3 million [910 000–1.8 million]	580 000 [400 000–850 000]
Women (15+ years)	19.3 million [15.5–23.1 million]	660 000 [450 000–920 000]	240 000 [170 000–360 000]
Men (15+ years)	16.7 million [13.3–20.1 million]	640 000 [460 000–890 000]	340 000 [230 000–490 000]
Children (<15 years)	1.7 million [1.2–2.2 million]	150 000 [100 000–240 000]	99 000 [68 000–160 000]

Source: UNAIDS/WHO estimates

Updated: July 2021

World Health Organization

Socio-economic and Cultural Environment:

Three sets of factors strongly influenced the course of the emerging HIV/AIDS epidemic in different parts of India-sexual contact, contaminated blood and patterns of injection drug use. However, the complex epidemic that has emerged in India is primarily one of heterosexual transmission, fuelled by an active sex industry and interacting with less studied patterns of

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bisexual and / or injecting behavior. These factors are aggravated due to several social, economic and cultural factors.

Research Methods:

The type of study was an analytical. Analytical study is a system of procedures and techniques of analysis applied to quantitative data. It is also known as the statistical method. The study was concentrate on analyzing data in depth and examining relationships from various angles by bringing in as many relevant variables as possible in the analysis plan. Nagpur city was the area of research. There were total 960 students/ units of the study from the eight social work institutions taken for the study.

The sample of 400 students was taken for the study by applying probability sampling design with simple random sampling method. For collecting primary data researcher interviewed 50 respondents (MSW I & II) 25 from each class of selected colleges. Secondary data was collected through the voluntary organizations working in the field of HIV/AIDS, Books, Journals, News Clippings, etc.

Sociodemographic profile of the students:

Maximum students were in the age group of 20-30 years; Very few students belonged to the Muslim religion; More than half students' mother tongue was Marathi; more than one fourth students done their bachelor degree in Social Work; very few of the respondents' family was engaged in agriculture occupation; only one fourth students type of family were joint family; one fourth students were came from other state.

Students' source of information about HIV/AIDS (Multi-response question):

In the present study students had the different source of information about HIV/AIDS such as 270 students out of 400 were admitted that they got informed by maczins/blue books; 269 students said that through the T. V. only they came to know about the HIV/AIDS. On the other hand 281 students stated that their source of information was internet and it is obvious also because of its speedy as well as frequently use by most of the students. But it was not strengeful thing that above 50% students' source of information was their classmate/friends, actually these are primary and believable source of information for them. Besides, they are always getting insufficient and unclear knowledge from their friends. Very few students admitted that their parent was the source of information about HIV/AIDS. Academic level if we go through the data then we came to know that only 192 students got the information about HIV/AIDS from their teachers because they were not feel free to discuss more about the topic openly. 254 students were replied that seminar/workshop/conferences related to the HIV/AIDS also the source of information about the HIV/AIDS for them. And 225 students said that voluntary organizations/projects worked in the field of HIV/AIDS were the source of information of the HIV/AIDS, this is possible due to their field work placement in such organizations/projects. Consequently, social work students getting benefited by awareness programmes organized by the voluntary organization for the community people. And students also participate in organizing the same programme.

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Further students were shared that they hesitate to discuss anything or query related to HIV/AIDS, STDs with their parents as well as teachers. They would like to depend on their friends and more convenient source is internet, blue material, etc. However, teachers should treat them friendly in such sensitive matter so that students can approach easily and get clarify about the basic knowledge about HIV/AIDS, STDs, and unsafe behavior as well as its impact on their life. Somewhere teachers/professors are not established that space for students yet.

One study revealed that maximum young male and female were depending on the friends (peer group) and media for the information about HIV/AIDS. Only 10.0% young boys and girls were depends on their teachers. On the other hand 2.0% male and 9.0 % female were depends on their family member for seeking information about HIV/AIDS and sexuality. 89.0% male and female were depending on T. V. for information about HIV/AIDS and other sexual practices (Dhar, 2010).

Another study elaborated that 40.0% students were depend on print media (Maczins, News paper, etc.) for the information about HIV/AIDS. On the other hand 30.0% students said that they were depending on group discussion, peer group discussion and movies (Tapnikar, 2007).

Bhende (1994) in his study 25.0% girls and 32.0% boys heard about HIV/AIDS through T.V. only. 3.0% girls and 32.0% boys discussed with their friends about HIV/AIDS.

In the present study students had an opinion about the different sources of getting fulfill the sexual pleasure. Majority of the students stated that they can have sexual pleasure though female sex workers and to intimate with their sexual partner (girl friend/boy friend). Besides, some of them expressed that rape also the option for getting instant sexual pleasure, if those who doesn't have sexual partner at all.

It has been seen based on the secondary data that Mostly youth ever having sexual intercourse in the age group of 20-24 years. Most of the studies revealed that youth are having sexual pleasure with more than one source such as sex with female sex workers, aunties, sexual partner (girl friend/boy friend). Youth are found careless due to non-consistent use of condom with multiple sexual partners even with commercial sex workers. On the other hand youth those who are injecting drug users and sharing the needles /syringes for injecting, they are more provoked to unsafe sexual relationship with multiple sexual partners including MSM (Men having sex with Men) and consequently getting affected due to the sexually transmitted infections and HIV infections as well. Genital and anal ulcers were also high among the MSM population of youth.

Male-to-male Sex:

'Homosexual' is a medical term invented in 1869 by Austrian clinical psychologist Karoly Maria Kertbeny to define a person who has sex with a partner of their own sex. Male-to-male Sex is morally proscribed behavior, forcing men who have sex with men (MSM) underground. Studies among relatively small samples of MSM in Mumbai in the early 1990s recorded levels of HIV infection ranging between 3 and 15 per cent (Nag 1996). However, because, homosexuality is socially unacceptable in India, many of these men are married or

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have regular female partners. In one study among truck drivers, between a third and a half of the respondents said that they had oral or anal sex with other men and that they also had sex with women (Rao et al. 1994).

The risk of sexually transmitted diseases is higher in sexual relationships with multiple partners. The curiosity and attraction may get intimate with more than one sexual partner among the youth. Male homosexual relationship mostly carries a higher risk of HIV transmission than heterosexual or lesbian relationship because of a higher occurrence of anal intercourse among male homosexuals and also due to the higher chances of multiple partnerships among them.

Sex Education and Youth:

Socio-cultural based norms which are prohibited to pre-marital sexual relation has its own disadvantages, therefore, in India diseases like sexually transmitted diseases, AIDS, unwanted pregnancies, induced abortions and the number of single mother increases in alarming rate. The fact is that tough the youngsters know the things in theory they may try to practice them actually for the sake of sexual pleasure. The major reasons for the increase in premarital sex in India include westernization, industrialization, and coeducation mass impact of mass media, entertainment and social change.

The essential need of sex education in the present situation and due to stigma, misconception not allowing the sex education into school and colleges responsible for increasing HIV infection among the youth. Youth shared misconceptions about physical and sexual changes and thus getting curious visits to CSWs for fulfill their sexual pleasure or satisfaction. They must guide for their doubts, misconceptions and other psycho-social changes.

Condom use and sexual abstinence two effective means of preventing sexual transmission of HIV infection are to use condoms (with knowledge and continuity) during sexual intercourse and to abstain from sex. Dating culture as well as Rev party allows more freedom to get into sexual activity. Thus, it has to be properly channelized by providing healthy environment within family as well as society.

Recommendations:

It is important to note that while youth may be at special risk of HIV infection, they also present an opportunity for preventing the epidemic.

- Well designed programmes of sex education, involving message about sex as well as abstinence.
- Health campaign for youths sexual health.
- Participation of youth in development and implementation leads to beneficial results.
- Effective counseling services can change the attitudes and behaviours of the youth.
- Life skill approaches may enhance youth knowledge, skills etc.
- Mass media can take lead role in changing social norms which will helpful for the prevention of HIV.
- Students and school, colleges combingly design and implementing curriculum for the prevention of HIV.

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- Youngster can play effective role working with slum dwellers in urban as well as setting with rural youth in rural setting through voluntary organization.
- Strictly implementation of laws and rules against child prostitution and other malpractices, sexual affeccnias etc.

Social Work Intervention:

The above discussion which shows the intensity of the health issues related to the youth and their sexuality can be controlled and prevented through the **professional social work intervention** so that health issues of the youth can be guided and prevented by the social workers. Effective health care must be provided. Health care includes Family planning information and services; Safe pregnancy and delivery services; Post-abortion care; Prevention and treatment of sexually transmitted infections, including HIV; Treatment of reproductive tract infections; and information and counseling on sexuality, reproductive health, and responsible parenthood.

Conclusion:

The present research paper reveals that ignorance of students responsible for their insufficient information about the safe sexual intercourse and due to which possible consequences such as STDs, HIV/AIDS. Because they are not fully aware about the reliable source of information about the HIV/AIDS .Teachers and professors must take initiative to save our future generation by making them aware about safe sex, HIV/AIDS and behavior change. Half knowledge always dangerous and because of that there must be clear as well as basic information about safe sex is the essential need of today's generation.

Majority of the HIV infected cases are young boys and girls only. Because not only adults but adolescent also and teenager too are curious to experiment of sexual intercourse for getting sexual pleasure sometimes under the peer pressure and most of the time under the wrong impression of blue films, blue books, magazines, etc., without thinking about its implications. Girls are generally unwillingly practiced unsafe sexual act for the sake of money. Students must guided by their teachers for getting sex education so that they can protect themselves from HIV/AIDS and STDs which is known as third main cause of death in the world. Youth are having sexual pleasure with multiple partners by having sexual intercourse more than one source such as sex with female sex workers, aunties, and sexual partner.

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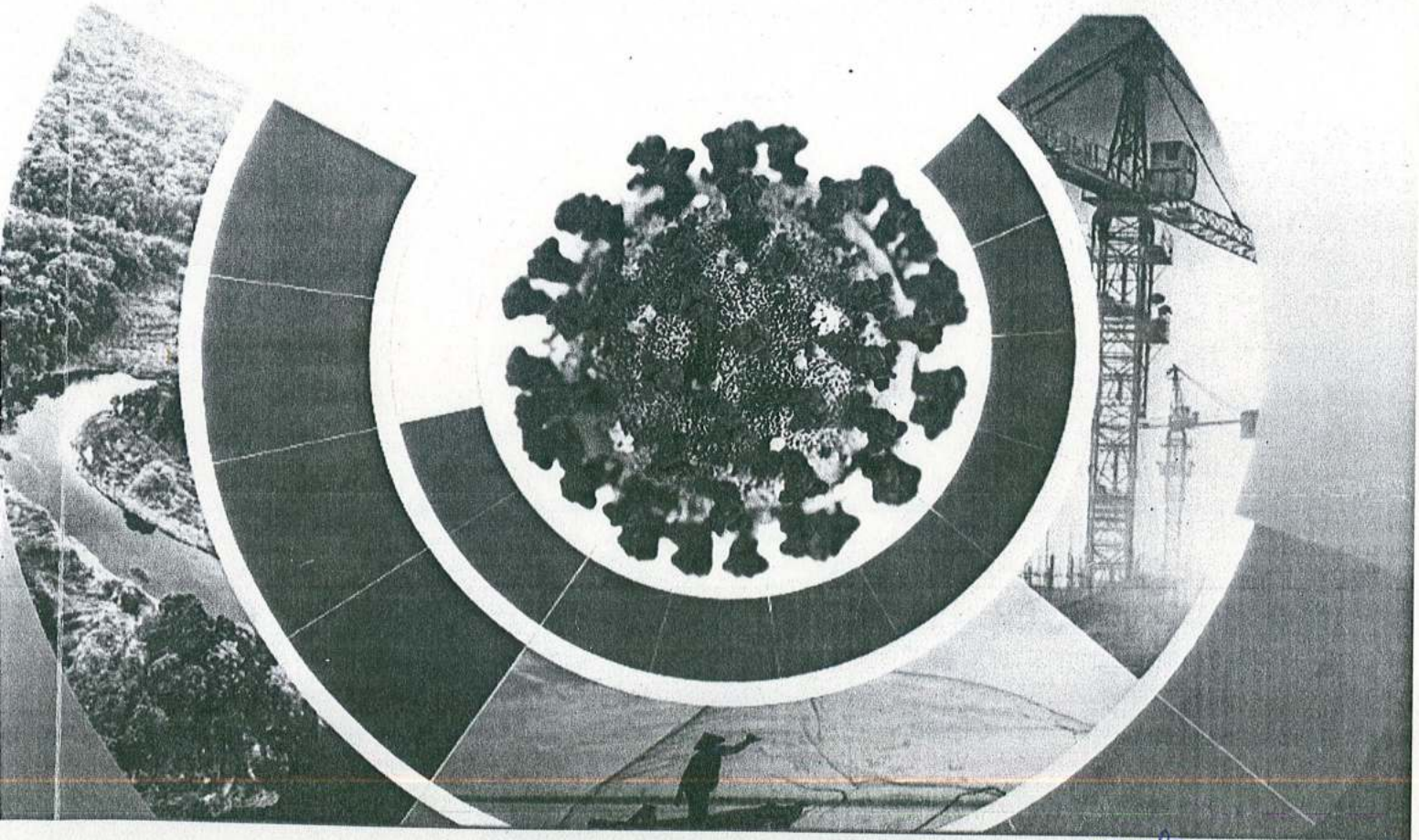

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Mental Health In Pandemic : Problem and Solution

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Mental Health In Pandemic : Problem and Solution

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Mental Health Issues and Domestic Violence during Covid-19 Pandemic

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Abstract:

The COVID-19 pandemic has been felt among the world populace as one of the most prominent threats to humankind. The damaging consequences of the disease have not only been limited to the loss of life but also have severe socio-psychological consequences. Domestic violence is one of the most pernicious gendered ailments of human society. Researchers have confirmed the inevitable consequences of domestic violence (physical, sexual, and emotional) in increased vulnerability to psychopathologies in addition to physical morbidity. Domestic violence cases are vast in India, and the numbers are further aggravated at an alarming rate during the COVID-19 pandemic. A major increase in domestic violence cases was observed during the COVID-19 period as compared to the previous years.

Present paper focused on the impact of COVID-19 pandemic on the women so far as the mental health issues due to domestic violence is concerned and its consequences faced by the women.

Introduction:

The impact of the COVID-19 pandemic on women was unprecedented and worse than before. Home containment as a measure to protect **the** health and well-being of the general public has resulted in increased sufferings for women in terms of both sufferings from diseases and increased domestic violence. **The** psychological impact of **Covid**-19 pandemic and the consequent lockdowns have resulted in extreme consequences for almost everyone. It has resulted in fears, anxiety, and sadness not only among common people but also among healthcare professionals, which has led to an alarming increase in suicidal and other psychiatric conditions. However, the impact of this pandemic on women has been even worse and is worth exploring. The lockdowns and other social isolation measures implemented by all affected countries have forced women to be confined to their homes despite the fact that they are subjected to family violence, with limited or no social support options available. The spread of the novel Corona virus has created a myriad of problems for the people to grapple with. In the absence of a vaccine and effective treatment for this virus, the governments are forced to impose quarantines to reduce the spread of the disease. However, this has resulted in a paradox of social distancing, which includes issues such as economic instability, mental health problems, and isolation. Although there have been researches exploring the impact of COVID-19, there is a lack of rigorous literature highlighting these issues from the perspective of gender. This also involves the issue of rising gender violence during the pandemic. COVID-19 has not only led to an increase in the cases of gender-based violence but has disconnected them from their support networks.

In the Indian context, after getting married, when women move to the husband's family, it is seen as a detachment and social isolation from her kinship and natal family. In a situation such as this, where her support system has considerably narrowed, she is expected to forgo her established social capital and strive to adjust in every circumstance with her limited social support. In Indian cultures, women are seen as more of a collective unit of society, and social support is conceptualized as an interdependent culture and a transaction of sorts in which one person seeks help from another. At the time of crisis, when the women are in distress due to Domestic Violence (DV), they are left with meager social support to cope with violence they are subjected to. Therefore, the investigation of social support is a prerequisite for social and mental resilience during family violence. As per the Gazette of India 2005, in India, Domestic Violence is recognized by the law, predominantly

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health of abused women found that common psychiatric disorders include depression, stress, post-traumatic stress disorder (PTSD), eating disorders, substance dependence, antisocial personality disorders, and non-affective psychoses. This has increased the burden on mental health facilities.

A study on spousal abuse among Pakistani women revealed that women had undergone a variety of harassment and abuse; these include physical assault, degradation, inhuman neglect, marginalization and poverty. This has severely influenced their social life, physical and mental wellbeing, mental states and relationships with other members of family and society. Another research on patriarchy and gender-based violence in Pakistan revealed that Thomson Reuter Foundation expert poll ranked Pakistan among top three dangerous countries for women in the world. Bibi in Hyderabad, Sindh, Pakistan found that Domestic violence was quite common among married women.

Domestic violence (IPV) also leads to serious physical harm, sexual abuse and problems with mental wellbeing. To create strategies that can dramatically enhance the quality of life of survivors and deter potential violence, it is important to understand the healthcare patterns of the victims.

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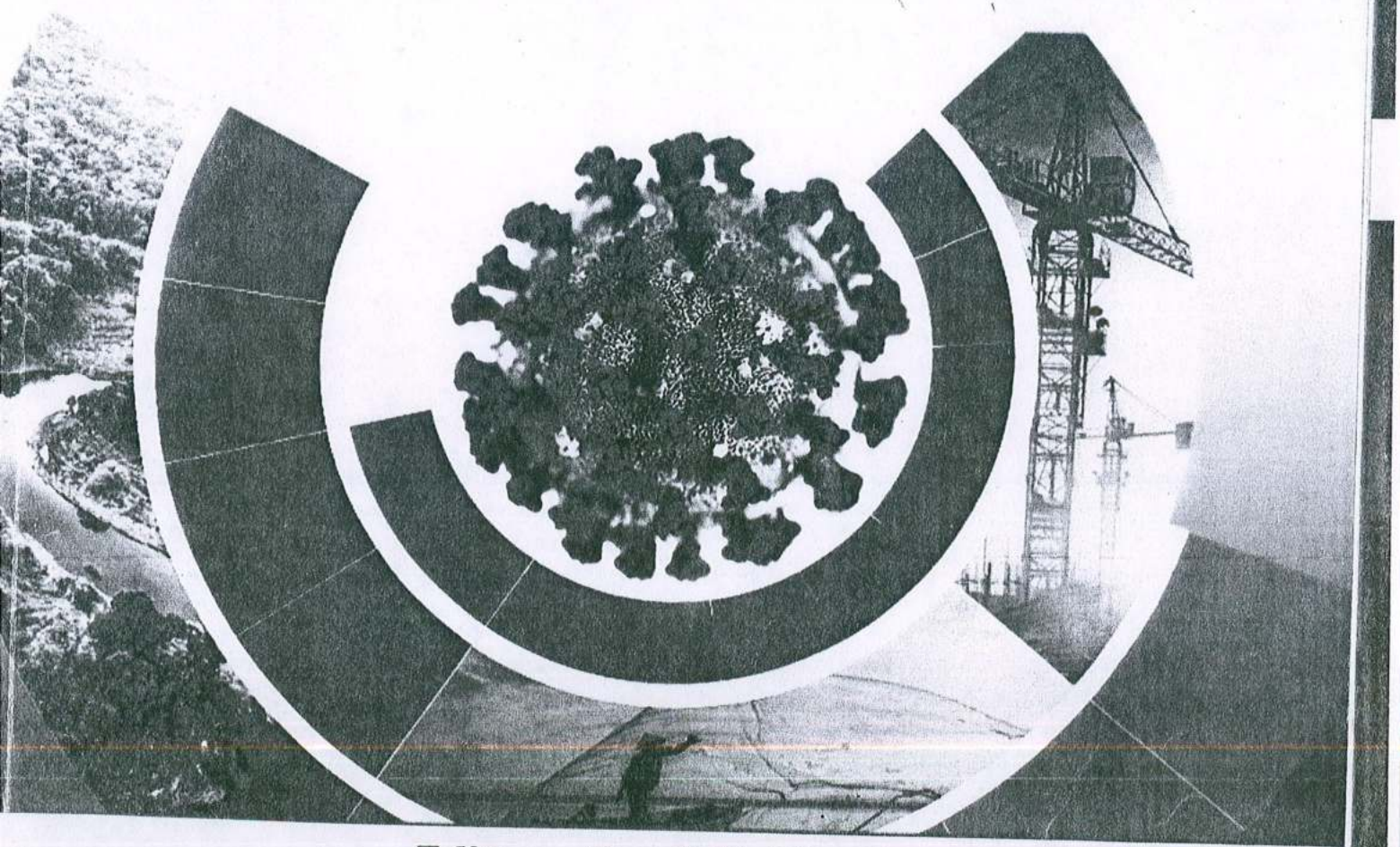

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Impact COVID – 19 pandemic on India During the period of Lockdown

Dr. Devendra P. Sontakke (Assitant Professor),
Athawale College of Social Work Bhandara

Introduction :-

The COVID-19 pandemic has led to a dramatic loss of human life worldwide and present an unprecedented challenge to public health, food system and the world of work .the economic and social disruption caused by the pandemic is devastating 10 millions of peoples are at the risks of falling in to extreme poverty while the number of under nourished people, currently estimated at nearly 690 million could increase by up to 132 million by the end of year.

To stop the disaster of this virus the government of India called declared lockdown from 22 March to January 2021 July. But due to the increasing off patients government had to continue it to 1st August and again till 15th October and it will be continues depends upon the situation of India as well as Maharashtra. The number of patients is less in India other than America & Brazil populated countries. Still day by day the number of patients is increasing. So India will have to change their life style. We shall have to live with corona. So still this time India has prolonged the lockdown for sometimes.

Corona virus was found in Wuhan city of China 31st December 2019. Many nations researched on this virus. But China didn't let the true information come out. The virus spreader in many nations like Italy, America, France, India, Brazil etc. and its effects are disasters. Many Corona affected people died. Before readings in details about impact first, let us study about corona virus.

Corona virus (Cov) is a large family of viruses that causes illness. It ranges from the common cold to more severe diseases like Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS) – CoV). The novel corona virus is a new strain of virus that has not been identified in human so far. WHO is working closely with global experts, governments, and other health organizations to provide advice to the countries about precautionary and preventive measures?

Situation in the India
(Till 22 January, 2021)

Total Patients	:	10, 43,534
Discharge/recovered	:	10, 38,708
Cases	:	3620
Death	:	1, 53,000

Situation in Maharashtra
(Till 22 January, 2021)

Total Patients	:	20, 00878
Discharge	:	19, 03,408Active
Active Cases	:	2886
Death	:	50,634

COVID vaccination drive is in full swing across the globe, including India so far more than 19 lakhs people have received the first dose of COVID vaccine in the country and in the coming day. The government is all set to accelerate the process of by roping in additional vaccination sites and allowing walk in vaccination. Right now getting vaccinated seems like the only possible way to protect ourselves from the infectious virus but for it efficacy you have to do more than just getting the jobs.

Research Methodology :-

Research Methodology is important in any social study. Therefore some social issue are highlighted there problems majorly. The data collection is important on the present research topic therefore the secondary data collection method has been used.

Objectives :-

1) To focus on health situation in India occurred due to corona

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2) To find out the effect of corona in lockdown period.

4) To study the future parameter of developmental society by various approachable way.

Impact of Coronavirus on the Indian Economy –

The Indian Economy –

To combat with COVID-19, Indian Government extended the date of lockdown to 3rd May 2020. Recently an industry survey that is jointly conducted by industry body FICCI and Ta Consultancy Dhruva advisors and took responses from about 380 companies across the sectors. It i said that businesses are grappling with "tremendous uncertainty" about their future.

According to the survey, COVID-19 is having deep impact on Indian businesses, over th coming month's jobs are at high risk because firms are looking for some reduction in manpowe Further, it is added that already COVID-19 crisis has caused an unprecedented collapse in economi activities over the last few weeks.

The present situations are having a high to very high level impact on their business accordin to almost 72 per cent respondents. Further, 70 per cent of the surveyed firms are expecting a d growth sales in the fiscal year 2020-21.

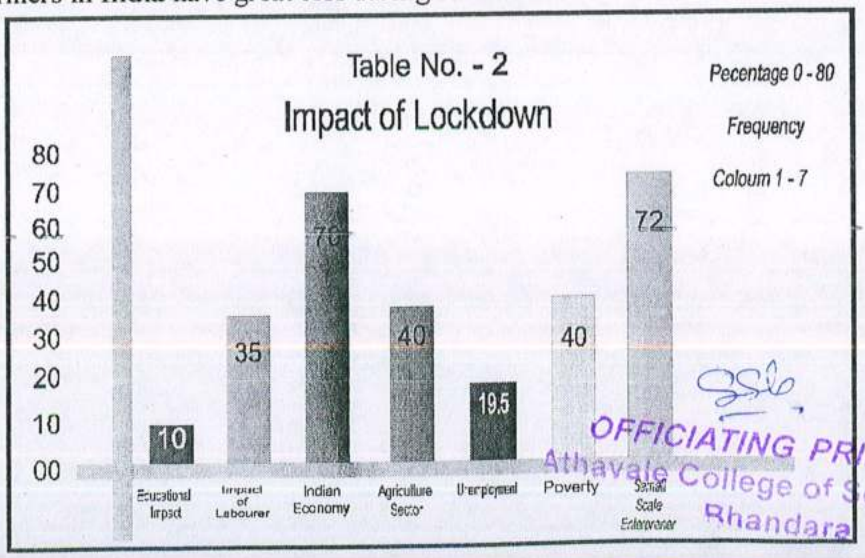
Impact on Agriculture sector in India – Agriculture is the backbone of any economy. It is a prima

sector which generates employment so that entire econom circle goes on just a short span of the pandemic will leave a everlasting effect on Agriculture sector.

It is important to remember the fact that 2.3 millio deaths happened in the Bengal famine of 1943 due to foo supply chain disruption. There was no lack of food but supp chain was disrupted completely. Indian Government announ the relief package which Include cash transfer and food transf several state government have also announced their won customized package Indian farmer ha constantly criticized the government about only spending 0.85% of India GDP on the agricultu sector. This will lead to food and Nutrition security, empowerment of farmer and boost of prima sector of the economy.

Impact of Lockdown in a different parameter :-

1) Students suffered from educational losses.
2) In India small scale industries or small Business entrepreneur in all the fields are Closed and the income of them collapsed.
3) Lakhs of workers become unemployed
4) The formers in India have great loss during lockdown.



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5) Due to the migration many workers died either due to the COVID-19 disease or due to the accidents while returning to home.
6) Many workers of mini-business become jobless and faced starvation.
7) Many people could not take part into the funeral procession of their kinsmer due to lockdown restraints
8) Many people refused to accept the dead bodies of their kinsmer due to COVID-19
9) **Peoples change their lifestyle –**

The number of COVID patients keeps on increasing we shall have to change our lifestyle in future.

1) Everybody should wear mask, if a person comes into the contact with COVID-19 patient and if he cough or sneezes, his effect can be nullified by mask. When we go to crowd place mask can save us from getting infection.
2) If this situation doesn't change we shall have to change the educational system.
3) Taking into consideration physical and social distance is maintained online work will be the perfect solution or work from home.
4) Festivals will be personal in future and not in public.
5) As per as marriage ceremony is concerned these will be huge change. Invitation cards will be distributed and accepted on Whatsapp, in this process we will minimize crowd, expense will be reduced, people will give less importance to hearing apparatus like band, arkestra etc.
6) People will less visit their kinsmer and friends .
7) Family will start to work from home rather than maids. The works like washing clothes, post etc.
8) Those people who spend their vacation on hills station and visit the places will not go because of corona they have to know the situation is in danger form.
9) Crowd in trains and bus will be reduced. Those who have their own cars will prefer to go to government jobs place by vehicles. Theatres, malls and marriage hall remain close will also be much affected by this COVID-19 pandemic.
10) There will be change in the manner of agriculture. People will prefer organic agriculture method. Farmers will get the market very near to sell their good.

Conclusions :-

1) As the medicine is not available for covid-19, 1930 peoples lost their lives.
2) 19.5 crore of people became unemployed.
3) Students are most affected by covid 19. As the schools and colleges will not be started education and 6 to 10% students affected in India.
4) 72% of big businesses are closed due to covid 19 pandemic diseases.
5) Farmers are facing so many problems to sold their goods in covid 19 period of Lockdown.
6) Poverty and Beggary is increase and deep impact on small scale Industries.
7) 40% of total Indian population has been affected and get below poverty line says UNDP report.
8) 72% impact on Indian economy the present situation is having high to very high level according to FICCI and Tax consultancy.
9) 70% expecting a de-growth sales in fiscal year – 2020-21.

Suggestion :-

1) Reports show that many epidemic diseases were rooted out. But COVID-19 has proved that there disease still exit in human bodies. Plague had come hundred years ago, but such diseases can come anytime. So government should keep ready for providing such hospitals facilities on District and Tahsil level.
2) Hospitals are created on Tahsil level the people from rural area can get the facility to cure COVID-19 pandemic.

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3) We should take care of won and our family from diseases, at this time there is no medicine available in market to cure COVID-19. As we keep away from and aware from COVID-19. We should take care every problematic disease at this time like HIV/AIDS and Plague.
4) Online school education is started and use of technology important.
5) Digitalization is more important government has started more in number data processing center in every district and free available accessing internet facility. Fewer amounts is chargeable on a data processor company. Airtel. Vodafone, Idea Reliance etc. Top up voucher is cheap rate.
6) Use of information communication technology is more important in 21st century for developing nation.

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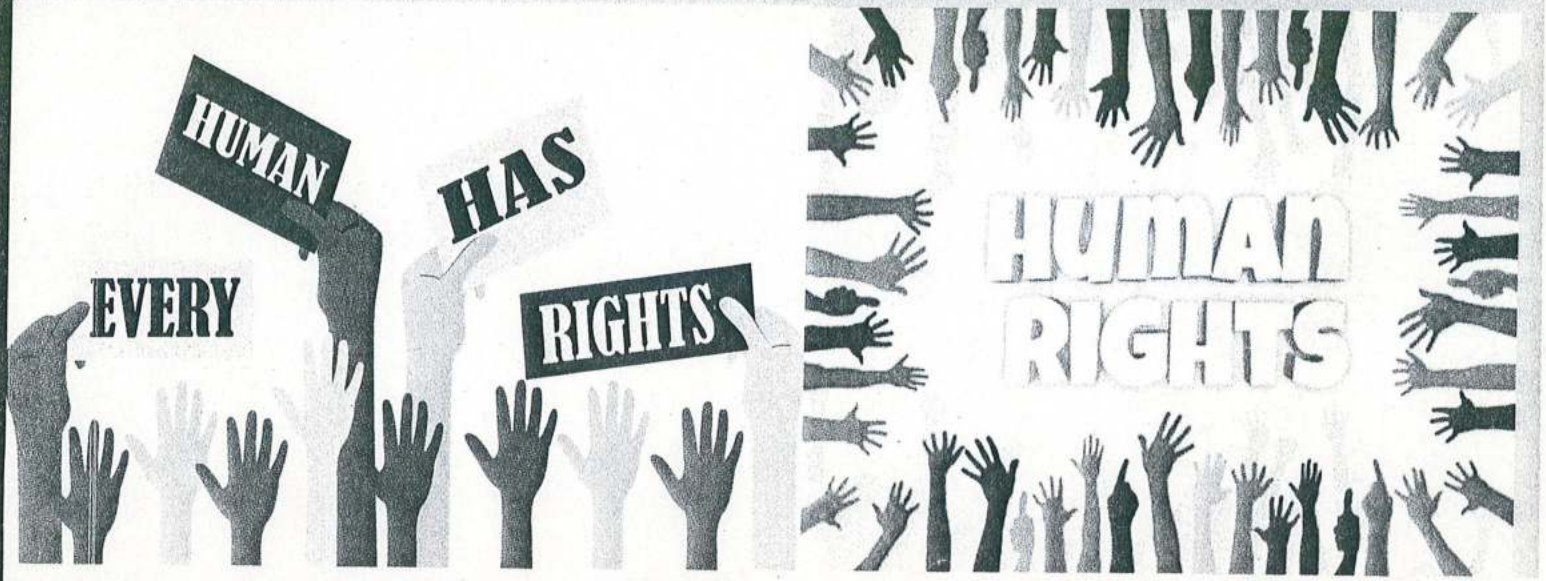

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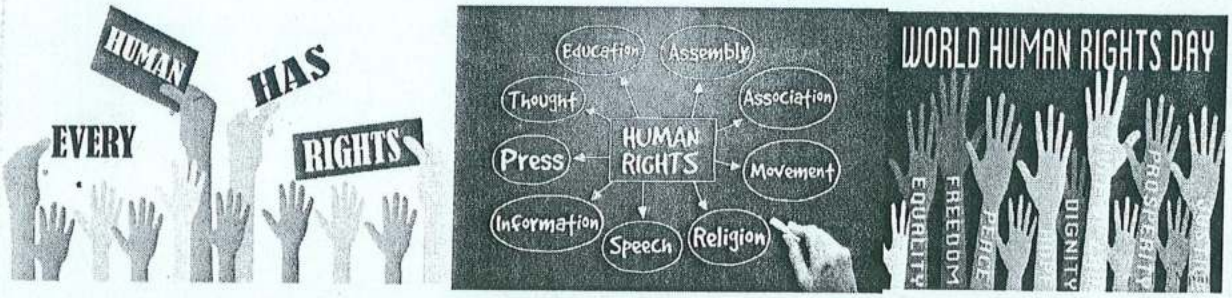

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Perspective of Human Rights and Counselling in the World Today

Prof. Virag.S.Gawande
Chief Editor
Director
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Dr. Vijay Tupe	Dr. Kalpana Jamgade	Prof. Sulok Raghuwanshi
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Protection of Women's Social Rights: International and Domestic Perspectives

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Abstract:

The differentiation of human beings into men and women constitutes the most basic difference in human society, which determines that the picture of the harmony between men and women is the most basic component of the picture of social harmony. Since the formation of human society, the difference between men and women has been never purely physiological, but also social. As a result, the social process of restructuring gender difference is no longer an adaptive process, but more importantly, also a constructive process. Both historical experience and ideas about reality tell us that the social construction of gender harmony is not only necessary and important, but also possible and inevitable.

Introduction:

The really difficult issue that continuously haunts the thinkers who observe society from gender perspective is not whether we need gender harmony, but what gender harmony is and how to realized gender harmony. When a thinker, as a social subject with independent ability to make his own choice, is located in different social and historical space-time coordinates, the angle from which he observe this issue, the line of thought he follows in analyzing it, and the answers he gives to it must be more complicated or richer in nature and it is difficult for us to make simple judgment on or choice between different angles, lines of thought, or answers.

Fortunately, today there are several premises that have been fully proved to be correct: firstly, a historical reflection on the social gender structure and its functions shows that strengthening the protection of women's rights and interests is necessary for the realization of gender harmony; secondly, a reflection on the experiences gained and lessons learnt from the protection of women's rights and interests shows that the target effect of protection of women's rights and interests is closely related to actual social conditions; and thirdly, a reflection on the repeated testing of the theories and policies of protection of women's rights and interests shows that the assumptions and thinking of protection of women's rights and interests can be gradually rationalized with the continuous exchange of experiences and confrontation of different ideas.

It is a universally recognized fact that, during the past several decades of social development and progress, China has made achievements in the protection of women's rights and interests that can be described as "glorious" and "tremendous". Indeed, the transformation of women's role in society from that of the self-deprecating "Second Sex" to that of sublime "Half the Sky" would not have been achieved in just a few decades without many "glorious" and "tremendous" achievements. Today, more and more women are playing crucial roles and making important contributions in various areas and at various levels of the system of social structure and operational mechanisms. From the gender perspective, these roles and contributions make the Chinese society more rational in its structure, more coordinated in its operation, and brighter in its prospect.

Nevertheless, many problems remain to be solved: at the level of social ideas, the protection of women's rights and interests is still treated with indifference, discriminated against, distorted and misunderstood; at the level of social structure, the setting and allocations of women's rights and interests are still artificially designed and deliberately arranged and, as a result, lack endogenous impetus; at the level of social operation, in the implementation of measures for the protection of women's rights and interests, it is still a common practice to implement the measures perfunctorily rather than conscientiously, to substitute institutions with slogans, and to explain universal phenomenon with exceptional cases.

A Serious Problem

International research, conducted over the past two decades by the World Health Organization and others, reveals that violence against women is a much more serious and common problem than previously suspected. It is estimated that one out of three women worldwide has been raped, beaten or abused. While violence against women occurs in all cultures and societies, its frequency varies across

victims of violence and punish offenders. Violence against women is preventable, but it requires the political will of governments, collaboration with international and civil society organizations and legal and civil action in all sectors of society.

Firstly, the systematic nature of social operation determines that many issues of protection of women's rights and interests are not merely women's issues, but can be clearly understood, reasonably explained and effectively solved only when they are placed in a bigger and more complicated background and system. For example, many deep-seated problems of protection of the rights and interests of rural women can be solved only if they are dealt with in light of the current urban-rural dual structure and the deepening of the reform of the operation mechanism of the collective economy in rural areas. Secondly, with the change of social structure, the advantages and disadvantages of different solutions to the same problem of protection of women's rights and interests may also change. For example, the system of different retirement ages for men and women in China was originally a sacrifice made by women for the solution of the unemployment problem and various other social problems. Especially in a period of low freedom of choice in the social-economic system, women had hardly any opportunity or condition of compensation for such collective sacrifice.

Conclusion

An increase of the freedom of choice and the level of social security in the social-economic system, there may be a differentiation of the value assessment among women with different planning of life of the system of different retirement age for men and women. Therefore, in the design of solutions to this problem, maybe those that give differential treatments to different women in light of their free choices are more beneficial to women than those give a uniform treatment to all women. Thirdly, the design of the mechanism for the protection of women's rights and interests can perhaps better keep pace with the times and more effectively protect women's rights and interests if the ideas behind such design can be changed from treating all women as a group to further dividing women into different categories and from making a uniform planning of social policy to embodying women's voluntary choices. Since I have never carried out any in-depth research on the protection of women's rights, the above understandings are probably shallow and superficial. They nevertheless show my concern for and support to the cause of protection of women's rights and interests and to the related academic researches.

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Health Transitions in Widowed Aged Women

Dr. Sarla Shanware
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Abstract

Older recently widowed women are faced with increased health risks and chronic conditions associated not only with bereavement, but also, older age. Loss and grief, adjusting to living alone, decreased income, and managing multiple chronic conditions can impact on older women's ability to transition following recent spousal bereavement. Providing appropriate, timely, and effective services to foster this life transition is of critical importance, yet few services directed towards these women exist in Australia, and there is little data describing the experiences of women and their support needs at this time.

Introduction

Older women are increasingly represented in today's society and are particularly at risk for a range of chronic health conditions and economic deprivation. A recent article by Richmond identifies that among centenarians, the fastest growing age segment in the Australian population, 75% will be women. Widowhood is an important, yet common life event that requires a significant amount of adjustment. Despite literature emphasising the eventual resilience of women, where they generally adjust well and continue to live fulfilling lives, there is evidence that the early bereavement period (the first 2 years following death of the husband) carries with is several risks to health, social, and economic wellbeing.

A review of health outcomes of recently bereaved people found early increased health risks including increased hospitalisation, medication use, changed eating habits, living arrangements, and social relationships. Moreover, recently widowed older women have increased rates of hospitalisation. Women are faced with increased health risks and chronic conditions associated not only with bereavement, but also, middle and older age. Older women have higher rates of severe disability and this continues as they age. Increases in depression, anxiety, and lonelinesshave also been reported. Many older women live alone upon spousal bereavement; an arrangement that may impact on their daily routines, ability to self-manage chronic conditions, as well as economic resources. These women often have a decreased income upon spousal death, particularly if they had not been in paid employment for long and have no or little retirement savings. They are more likely to live in poverty than men or their married counterparts, and may suffer from financial and housing insecurity and reduced income despite maintained or increased expenses.

These factors mean that older women may be less equipped to address the challenges of widowhood. Poor physical and psychological health outcomes highlight the need for health professionals and services to be aware of and responsive to issues faced by older people who have recently lost a spouse. Providing appropriate, timely and effective services to foster this life transition is of critical importance, yet few services directed towards these women exist in Australia, in contrast to the number of services offered to assist and support caregivers.

Australian society faces major challenges as women age and have fewer options for support. Improving current services or implementing new and innovative programs to better address the needs of widows can decrease not only their economic burden, but will decrease the economic costs incurred by the health system associated with hospitalization rates and inabilities to self-manage. Although there have been many studies on widows' health outcomes, there is little data describing the experiences of women and their support needs at this time. To address this dearth and to inform design and delivery of services, we undertook a study on recently widowed older women. This paper provides a snapshot of health and health service use during the early widowhood period of older women.

Analysis and Discussion

Interviews were audio recorded with permission of participants and transcribed. The Interpretive Phenomenological Analysis (IPA) of transcripts involved reading the transcripts repeatedly while taking notes in margins and developing a coding framework. IPA is a systematic

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process commonly used in psychological research and it stems from phenomenological and interpretive traditions.

Ethical considerations

Approval to conduct this study was granted by the affiliated Hospital and University human research ethics committees. Participants were contacted on the day following interviews to ensure they were not distressed. If requested, perceived necessary, or indicated on DASS 21, the researcher facilitated links with relevant support. Twenty-four women were recruited, although three were unable to participate in the initial interviews and were thus excluded. Reasons were inability to allocate time for the interview due to multiple competing demands, in one case because one woman's home had been flooded soon after agreeing to participate. One of the included participant's health decline and subsequent death meant she only completed the first interview and Times 1 and 2 questionnaires. In total, the data were comprised of 61 interviews and 83 questionnaires across twenty-one participants who were an average age of 71 years. Although participants each had an average of 2 children, five women had no children. They had mainly been married to their late husbands for decades until his death an average of one year prior to the study. The majority of participants had been caregiving for their husbands who were unwell prior to death.

The Bereavement Risk Index-Modified (BRI-4) provided an assessment of participants' emotional wellbeing at the first data collection interview only, as perceived by the interviewer. Scores recorded by the interviewer indicated that the majority of participants were considered to be at low risk of experiencing complicated bereavement, yet a subset were at medium (28.6%, n□=□6) and high risk (4.8%, n□=□1). Perceived anger and self-blame were the most common contributors to the interviewer's risk perception. In the few cases where this was evident, these feelings generally reflected participants' perceptions of inadequate care provided by health professionals, health care organisations, or the health care system.

Depression, anxiety and stress scales (DASS-21)

The majority of women scored within normal ranges of depression, anxiety, and stress, yet a subset of participants had elevated levels of each of these constructs. Only mild levels of depression increased from Time 1 to Time 3, whereas all other levels were maintained or declined, with the largest decline in the normal level or no depression. In fact, on all three subscales, normal levels declined somewhat over the 12 month period. Mean scores for each construct over the 12 month data collection period are depicted in. Peaks in anxiety and stress levels appeared.

Although the DASS-21 stress subscale depicted a small proportion of women who were experiencing higher than normal stress levels, participants' descriptions of their stress levels following the death of their husband, even months later, often indicated more pronounced strain and hassle. Stressors involved administrative, financial, and health burdens. Such contrasting findings may reflect item validity, participants' interpretations of questionnaire items, denial or fluctuation of emotion, or recall facilitated by interviews. The following excerpts depict two participants' psychological states in early bereavement:

Short-form 12-item health survey (SF-12v1)

SF-12v1 scores indicated that participants generally rated their health favorably and at no time did any participant describe their health as poor. Mean scores on the physical health composite score (PCS) decreased at time two and rebounded at Time 3 (Figure 3). Mean mental health composite scores (MCS) were higher than PCS and increased moderately, yet steadily throughout the study period. These changes indicate that participants were, on average, reporting more favorable physical and mental wellbeing at Time 3 than they did at Time 1.

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her doctor, so she endured an excruciating bus trip with her overnight bag, confident she would be admitted to hospital once visiting her doctor. Her insistence on being admitted was informed by pain, as well as her lack of transport and home care assistance.

Health care utilization

Participants reported whether and how often they accessed different types of health professionals or health/social services in the previous six months. Several emergency department presentations (14-19% of participants) and hospital admissions (5-29% of participants) occurred throughout the study period. Most hospital admissions were planned, but many were unplanned, indicating that they arose from a recent health event or exacerbation of a condition. Participants reported the number of visits they made to a variety of health professionals throughout the study period. The most accessed health professionals at Time 1 were GPs, pharmacists, and chiropractors. Support group access and visits to mental health professional peaked at Time 2, potentially representing a period in which participants were experiencing increased need for this type of support or increased awareness of this support. GPs and pharmacists were most frequented at each time point.

Relationships with GPs varied. Several participants were long-time patients and described their GP as a critical contact and support person. Regardless of relationship duration, some participants explained that they would not feel comfortable discussing certain matters with their GP, such as mental health issues, including feelings of depression. One woman avoided her GP because she expected she would become emotional in his presence. Another woman had shown signs of depression during the interview and when asked if she had talked to her GP about this, she stated that this was not something she would talk about with him.Few women accessed formal bereavement services at Time 1, preferring instead to manage their grief and other circumstances alone. Four women had been offered bereavement support by their GP, but refused. Rather than being perceived as something that could aide coping, one woman commented that counselling would be one additional thing to cope with:

Some perceived this support to be for people who had more severe difficulties than they were experiencing and others explained that they had not been offered this type of support. Upon conclusion of the study, almost a third of participants had accessed either individualized or group bereavement services at least once. The following is one participant's perception of beneficial involvement in a bereavement support group.

Health behaviours: medication adherence.

The mean number of medications taken was 4 (prescription and over-the-counter). The majority of participants (60-71%) reported taking hypertension medication throughout the study followed by vitamin and mineral supplements (45-58%). Reports of cardiovascular disease-related medications were somewhat more frequent at Time 2 than other data collection periods. Fluctuations in reporting may reflect inconsistencies of self-reporting or they may represent biological changes affected by this period of grief. One participant who had previously managed her warfarin well, reported difficulties managing in the months following her husband's death when she was unable to sleep and lost weight.

Medications reported more at Time 1 than other times were analgesics, anti-inflammatories, sleep aides, diuretics, and supplements. Sleep aides were prescribed by GPs, particularly in the period immediately following their husband's death. Sleep dysfunction persisted for several participants. Participants who used sleep aides at Time 1 reported having ceased or reduced use at Times 2 and 3, maintaining their prescriptions, yet only using periodically, as needed. Although struggling with insomnia, several participants were opposed to using sleeping tablets. Participants' discussed their reluctance to use sleep aides as related to their general orientation to medication-taking and perceptions that they were habit-forming. Perspectives of anti-depressants were likewise varied. Circumstances surrounding the death of their husband and peripheral stress contributed to some participants' grief. One participant discussed her reticence to succumb to antidepressants despite her GP's endorsement. Another woman explained that she had been taking anti-depressants prescribed by her GP for nearly four years without review, but had never visited a psychologist, nor had that been suggested. One woman reported that she was taking, although she did not know what they were all for because her husband used to organize.

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Food and alcohol consumption

As alluded to previously, some participants discussed using alcohol to combat insomnia an that their consumption had changed since their husband's death. Decreased appetite and lack o motivation to prepare food sometimes meant participants consumed convenient nutritionally unsoun food that required minimal preparation. Barriers to cooking were loneliness associated with cookin and eating alone and difficulty transitioning to preparing single portions. After years of cooking fo her husband and children, loss of this caregiving role made the act of food preparation seem futile. I some cases, changes to eating behaviors resulted in unintentional weight loss. Although not perceived as a negative outcome for some participants, weight loss impacted on certain medications, such as warfarin.

Conclusion

Participants were twenty-one community-dwelling recently widowed older women who were an average age of 71 (SD 6.13) years. The majority of participants scored within normal ranges of depression, anxiety, and stress, yet a subset of participants had elevated levels of each of these constructs (37%, 27%, and 19%, respectively) throughout the study period. Positive self-reports of general health predominated, yet 86% of participants were living with one or more chronic condition and taking an average of 4 medications per day. The majority (76%) experienced exacerbations of existing conditions or were diagnosed with a new illness in the early bereavement period, leading to planned and unplanned hospitalisations and other health service use. Qualitative data provided insight into these experiences, the meanings women ascribed to them, and their reasons for enacting certain health risk behaviours.

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The Importance of Counselling: Basic Skills for the Counsellor

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Abstract

Basic skills used during counselling session is the development of trained sk experienced obtained by counsellor candidate during their education. To obtain the s counsellors have to seriously pass some training phases. This study is aimed at finding basic skills possessed by counsellor candidate during counselling session in Faculty of Educ Islamic University of Raden Intan Lampung. This research applied quantitative method, i 145 of final year students who were randomly selected. Data was collected by distribu questionnaire of counselling basic competence and analysed by using descriptive statistic Statistics Package for Social Science (SPSS version 22.0). Generally the findings of th reveals that the counseling basic competence possessed by the counselor candidates is p Average/Simple level. The study also shows that there is no difference skills pursuant to ge Grade Point Average (GPA) achieved by the object of the study. It implies that tl skills in conducting counseling session is extremely important and prominent posssese counselors in schools.

Key Words: Counselling basic skills, counsellor in school.

1.Introduction

Basic skills in conducting a counseling sesión is defined as a capacity required in pe some counseling skills and becomes a crucialskill owned by a counselor. Besides, there a skills required to conduct a counseling session namely: exploration skills (Attending, ini question, emotional reflection), knowledge (challenges, interpretation, self-reveal), and acti (information and immediate action).A counselor must have ability to help clients to so problems. Besides, a councelor should be able to help his clients to find out and deve potentials and make changes in their live. Some studies reveal the important for a councelo professional skills like building a network, counseling aid, case conceptualization, stra intervention. Basic skills in conducting counseling session are integral crucial parts which c avoided by a professional councelor. Besides, a councelor is required to master the advanc knowledge that the counseling session becomes quite impressive. A councelor must possess skills, various techniques of counceling and capable in implementing any theories that the and counceling process can be fairly performed to their clients. In this case, educational experiences and evaluation of the counselor's candidates have been professionally studied

Besides, the counselors need to combine various theory for more effective and counseling process.However, some researches related to couselors' ability in combining cor theory during the counseling session has been rarely conducted. Thus it is expected that the e system facilitate the candidates with any possible counseling professional skills that they the competencies applied in schools.Most ofcounceling trainings attended by the c candidates do not include the basic counseling training skills. They mostly use the p ofteaching methods to teach counseling skills konseling . In some eastern culture like Jor Hong Kong, the councelor has less understanding related to their roles as the counselors. S by a study conducted by that the skills of the counselor are not dramatically increased thr improvement of education, training or experiences.

Mostly the research focuses on experience accumulation rather than skills. Some re are aimed at describing the professional development of counselor candidates: Other stu identify that the counselors in school are merely expected to accept and conduct admi monitoring which are not completely counseling skill oriented. A finding reveals that the counselors requires skills who demonstrate good role mode to the client and to improve the c and life skills of the client. Further, Ekoja clarifies that counseling is aimed at helping cli come for solution, to understand themselves, their weakness, strength, ability and poten make them possible to adapat and meaningfully contribute to their immediate envi Another ideas is also proposed that the councelors have to be facilitated with the cc

individual differences like, interests, ability, talent, and weaknesses. It is also expected thatthe counselors must be professionally trained to help clients to make precise life goals.

Method

This study applied quantitative method. The data was collected by using inventory of counseling basic competence consisting of eight (8) constructs adapted from prior inventory. This study involves 145 of final year counseling students who were randomly selected. Data was collected by distributing the questionnaire of counseling basic competence and analyzed by using descriptive statistic aided byStatistics Package for Social Science (SPSS version22.0). The selection of appropriate research design is aimed at finding the importance of basic competence for the counselor candidates.

Findings

The findings reveals that the counseling basic skills to conduct counseling session is placed on simple level, namely: 70.49 (score 61-80) devided into eight constructs as follows construct of minimum suggestion 71.86 (simple level), construct of eyes contact 71.13 (simple level), construct of non verbal 70.17 (simple level), construct of position and distance 73.06 (simple level), construct of vocal quality 68.78 (simple level), construct of power 71.20 (simple level), construct of face expression 70.53 (simple level), and the last, construct of focus skill 71.35 (simple level). The findings can be summarized on the following table:

Table 1: The Findings of Constructs of Counselling Basic Skills

Sr. No.	Construct	Mean	Ket.
1.	Focus Skill	71.35	Simple
2.	Face expression	70.53	Simple
3.	Power	71.20	Simple
4.	Vocal quality	68.78	Simple
5.	Position and distance	73.06	Simple
6.	Non verbal	70.17	Simple
7.	Eye contact	71.13	Simple
8.	Minimum suggestion	71.86	Simple

The classification of the findings is adapted by Noriah (2007) in Syafrimen (2010) consisted of four parts, namely mean less than 40, 41-60, 61-80, 81-100. Mean which is less than 40 indicates the individuals who are weak on the particular component. According to Noriah those who are from this level is not appropriately functioned and it is highly reccommended to find the effective way to improve their ability in the component. The Mean ranged from 41 to 60 shows the low level and effective way should be found to improve the quality. The Mean ranged from 61 to 80 reveals that the basic counseling skills on an individual is on the simple level that s/he is not completely mastering the counseling basic skills. Noriah states that the mastery of theindividual skills will be improved when the competency can be elevated. The Mean ranged from 81 to 100 indicates higher skills mastery. When the mean ranged from 90 to 100, the score is placed on the highest one that those who obtain the level is regarded to have best basic counseling skills. According to Noriah, those who achieve the highest level are consistent and able to maximize their potentials that the skills can be either their self-reflection.

The important aspects for a counselor is professional identity integrated with professionality, values, theory and techniques. As a professional who should integrate the personal identity with the profession, a counselor has to be able to adopt the skills, values, roles, attitude, etiquette, way of thinking, and pattern of problem solving. Atraining for councelors has to be conducted to improve their professionality. It is imperative for the counselors as the findings of each items in the research reveals that the basic skills possessed by novice councelos in Faculty of Tarbiyah and Education of UIN Raden Intan Lampung is on thesimple level. Their basic skills on every contruct (minimum suggestion, eyes contact, non verbal, distance and position, vocal quality, power, face expression, and focus skills) and every item in the construct is regarded low. Professional identity of the counselor trainee and professional counselor is highly important. However, in a professional organization it is found that the trainee is responsible for the professional services related to identity development. Development of counceling session skills is reflected through

interpersonal skill practice which is appropriate with the counseling techniques and strategy. Thus, the counceling skills and technique courses become the basis of counceling skills development.

According to the skills is termed as microskills conceptualized along the hierarchy pyramids in which the basic skills are placed in the bottom and complex skills are placed in the top of the pyramid. Ideally, a counselor must master all the skills in the pyramid and integrate them into practical usage. When the counselor receives a client, s/he has to put an objective that s/he has to provide aids to the client. Recently, the counseling training gets significant changes in identity knowledge and self-esteem. The training is a beneficial platform for the counselor trainer in UIN Raden Intan Lampung to identify their own progress during the training that they are able to implement their obtained knowledge in their practice session (internship). The training of the new counselor is assisted and facilitated by the professional counselors that they can help the beginner on a challenging occasion. The councelor trainer in this study feels confident fof their professional performance. However, the client's positive feedback will also positively influence the performance and professional identity of the counselor trainees that they could smoothly provide the proper counseling services.

The professionals of the counseling have struggled to build their counseling professional identity. The government regulation and policy enable and facilitate the counselor to professionally participate in the field The development of being professional can be grown along their professional development. Thus, it cannot be guaranteed that the graduate will automatically obtained the counseling skills. Being a professional requires continuous development. This research reveals that there is no correlation between the obtained counseling basic skills with the graduates' grade point average (GPA). The similar finding is also revealed that the skills are not dramatically improved. He proposed that though the counselors' faith is elevated, the counselors' skills are merely improved through education, training and experiences. Counseling training is one way to obtained the counseling skills. It is reinforced by that counseling session must be professionally conducted by the well-trained and experienced councelors. Some studies show that the counseling skills will be more sharpened through education, training and experiences obtained by the counselors along their career. Every counselee who comes for help is regarded as laboratorium for the counselors to implement the theories obtained by the counselors in any trainings and education along their career path.

The government requires the counselors to be highly qualified and professional trained through training, seminars, workshop and conference. Basic counseling skills and professional identity development as well as self-efficacy are important things owned by the counsellors. The findings show that the program is significantly contributing on self-awareness, automatic thinking and emotional control. It can be concluded that the result of the training program is permanent. However, the skill training for the councelor is limited. Further, the time allocation is imperative to be slotted as they have only limited meaningful self-development opportunit. The lack of training proposed previously by the experts causes the minimum basic skills mastery in conducting counseling session as it happens to counselor trainee in UIN Raden Intan Lampung. Hence, the training of counseling skills improve the professional competency and aid the development of counselor trainees' professional identity.

The importance of standardization and accreditation of the counselors makes the mastery of the counseling skills becoming imperative. The basic skills are used to motivate the client through Motivational interviewing (MI). The integration of MI in basiccounseling skills training enables the counselors to emotionally approach the client. The integration strengthens the basic counseling skills. Besides, it also gives the clients a chance to learn how to solve conflict in relation. Moreover, a research in Singapore reveals that the use of role play effectively improve the basic counseling skills and widen their perspective and understanding toward the roles of councelors. Beside the skills possessed by the counselor, the clients' progress has to be evaluated. Most of the counselors believe that the clients have to be continuously evaluated proposes that there are eight interpersonal consultation skills, namely active listening, paraphrasing, summarizing, open interviewing, closeing the questions, explaining the concept, explaining the procedures and informal conversation. It is also reported that there are some counseling basic skills namely; presence; open and close questions; client observation skills, supporting, paraphrasing, summarizing; emotion reflection; confrontation; meaning reflection and interpretation; reframing

skills integration; and determining stype and personal theory. The development of initial behavioursand listening skills can be noted through eye contact, body language, vocal quality and verbal tracking. Thus, the counselors need to consider the effective way to face the challenge and responsibility in developing counseling basic skills.

4.Conclusion

This study then gives a clear recommendation that the counselor candidates have to broaden their perspectives and knowledge. The rapid growth of world development ultimately requires professional teachers. Thus, it is important for those who decide to be professional in education sector to improve self-qualities and basic competence in conducting counseling session. The basic competence should obtain high attention to be developed.

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Roles and Responsibilities of Human Rights

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Abstract

Recently, the issue of human rights has been actively discussed around the world, a concept of freedom has been firmly established in society. That is why writing human rights and research papers are so important today. Many people talk and write about human right issue has been on the agenda for some time and has been featured prominently in newspape magazines, as well as on television. It is also regularly raised by state officials, political leade members of parliament in their speeches and reports. Human rights can generally be defined a rights that are available to us in nature and otherwise, we will not live as human beings. Human as well fundamental freedom allow us to fully develop and use our personality, our wisdo abilities, and our conscience as well as our spiritual and other needs.

Introduction

From a historical point of view, 'right' in its objective sense is described as right actions thatindividuals must discharge to maintain harmonious relationships between themsel the modern or subjective sense, its definition is long and divisive. Whatever may be the contr and scholarly discussion that surrounds the historical origins, and the different meanings that has, in general rights mean- a legal sanction or normative value. Everyone has dignity and wort of the ways we recognize the fundamental importance of everyone is to recognize and respect h rights.

Human rights are a set of principles related to equality and fairness. They see our freed make choices about our lives and to develop our skills as human beings. It is about living a li from fear, harassment, or discrimination. Human rights can be broadly defined as the basic h rights that people from all over the world agree on. These include the right to life, the right to trial, freedom from torture and other inhumane treatment, freedom of speech, freedom of religio the right to health, education, and an adequate standard of living.

Human rights are the same for all people everywhere - men and women, young and old and poor, regardless of our background, where we live, what we think, or what we believe. T what makes human rights 'global'. The main aim and function of Law in any society is to regul relations between people and to alleviate the intensity of conflicts to promote peace, security, and orderly behavior of mankind to establish a conflict-free society.

Human Values

In general, we think of values that might be usually followed by us in daily life. These range from individual to person, depending on their stories and situations in which they However, there are sure primary values that can be not unusual to all. They're lifestyles, li security, freedom, and success, security to life, kindness, pain, and pleasure. Relying on the occa which all of us develop up considers which value is essential to him. But adhering to values th be commonplace to all, in the long run, increase a society to set up peace for the modern all sph development of all the sections of society.

Values could assist to learn how to stay with cohesion in range. In step with several p conceptually values are beliefs that can be subjective in their exercise through everyone. V motivate humans to achieve their goals. Values go beyond time and territory and expand relation and alter the behavioral patterns of people. These being the vital factors of values, several stu diagnosed ten primary values, which inspire and regulate the conduct of human beings in achi their goals. They are:

1. Self-destruction, which promotes an unbiased notion which results in an appropriate c making method in creating or exploring the aim.
2. Stimulation creates pleasure, novelty, and demanding situations in life
3. Hedonism (self-pride) brings delight and sensuous gratification for oneself.

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4. Fulfilment demonstrates, the competence of people according to the standards of society.
5. Electricity brings in social fame and status, control over people, and assets.
6. Safety brings in harmonious dating between individuals, to guide the society to set up a well-suited surrounding for human beings to guide life with pride and groom their freedoms.
7. Religion promotes the development of knowledge and the promotion of good values to achieve peace and security.
8. It teaches happy sharing of the benefits that are obtained by developing knowledge.
9. Lifestyle promotes the traits of admire to the practices that are inherent in society
10. Benevolence establishes a belief and develops social qualities to advance the interests of the individuals with whom he interacts daily activities.
11. It takes care to improve living in harmony and work to achieve scientific progress information and equitable sharing of resources.
12. Finally, universalism promotes the qualities of understanding, appreciation, tolerance, and protection of human well-being.

Roles of Human Rights:

The resolution also imposes a responsibility on the states to implement these principles and promote them by adopting appropriate legislation. Accordingly, each country is responsible to enact appropriate legislation to incorporate the responsibilities of the citizens. The Indian Constitution has already incorporated the responsibilities through the 42nd Amendment Act in 1976, well in advance before the adoption of the Declaration.

1. To respect the women, children, wounded, sick, and elderly persons.
2. Rendering charitable work through social service, education, religious activities, cultural activities, etc.
3. To respect the rights and responsibilities of others.
4. Not to make false allegations or complaints against others.
5. Not to misuse the laws and regulations.
6. Not to discriminate or advocate anything on communal, linguistic, and religious, or any other ground that affects the liberty of other individuals.
7. To follow and obey the moral and ethical values that belong to each society

Responsibilities of Human Rights:

Normally, responsibility is linked with `obligation'. The concept of responsibility arises from the fulfillment of a requirement. Responsibilities arise in several ways and means, such as moral responsibilities, legal responsibilities, parental responsibilities, societal responsibilities, and civil responsibilities, etc.

However, from the point of view of the law, responsibilities arise from legal norms or requirements. They must be discharged, the way it was prescribed. Accordingly, the actions constitute right or wrong based on the discharge of responsibility. If one acts contrary to responsibility, it constitutes a wrong. A responsibility imposes an obligation to respect the rights of others and society. Hence, rights and responsibilities are reciprocal. A right is a demand, and responsibility is an expectation.

Natural responsibilities bind absolutely everyone with no specification through any institution or frame. Everyone people discharge these obligations voluntarily. These responsibilities are assumed by individuals to exercise automatically by accepting to act in a specific role. The roles of different types of responsibility are as follows:

1. **Natural and acquired responsibilities** :

Acquired responsibility results from special relationships that individuals undertake as groups, often referred to as responsibilities. For example, parents discharge their responsibilities towards their children, doctors to patients, and lawyers to their clients. As an example: not to harm others, not to inform lies, not to misuse the freedoms, obligation to respect others, not to injure the innocent, not to overcome youngsters, to uphold reality and justice, and so forth.

2. Positive and negative responsibilities

According to another legal jurist John Rawls, positive responsibilities require us to do good. On the other hand, negative responsibilities impose restrictions on doing bad or refraining from acting. Helping the poor may be a positive responsibility, which may not have any obligation. However, not telling lies or not harming others is a negative responsibility, which imposes an obligation.

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3. Perfect and imperfect responsibilities

Perfect and Imperfect responsibilities appear like positive and negative responsibilitie responsibilities expect individuals to discharge the incurred obligations as per the goal that set without any deviation. Imperfect responsibilities have no rigidity. Imperfect responsit responsibilities that are never completed in their true spirit. The performance of these respo depends on circumstances. It is difficult to cultivate one's talent as an example of responsibility.

4. Prima facie and all things considered as responsibilities

People mostly discharge their responsibilities to live up to their promises as goodwill. Tl many times people perform their responsibilities based on the advantages and disadvanta being the primary concept of responsibility to eradicate the present-day maladies, and to im moral and ethical standards among individuals as beneficiaries and defenders of human r must discharge the responsibilities advocated by human rights sincerely.

Conclusion

Human rights have not been enacted by any law; they think natural position! Rig country that is civilized to be like the U.N must be careful to see. They are not even in the p being amended. The official function of this protecting human rights included the legal obli respect them. Members of the U.N. committed to promoting respect and observance of hun as well basic freedom. International concern for human rights as set out in The United Nation is not a new phenomenon. Therefore, human rights are those individual rights that are the being human. They are based on basic human needs such as importance. Some of these hum are the basis of physical existence too health. Some are the basis for physical and mental Thus, human rights can be seen and counted. These rights are in line with the traditional nc natural law.

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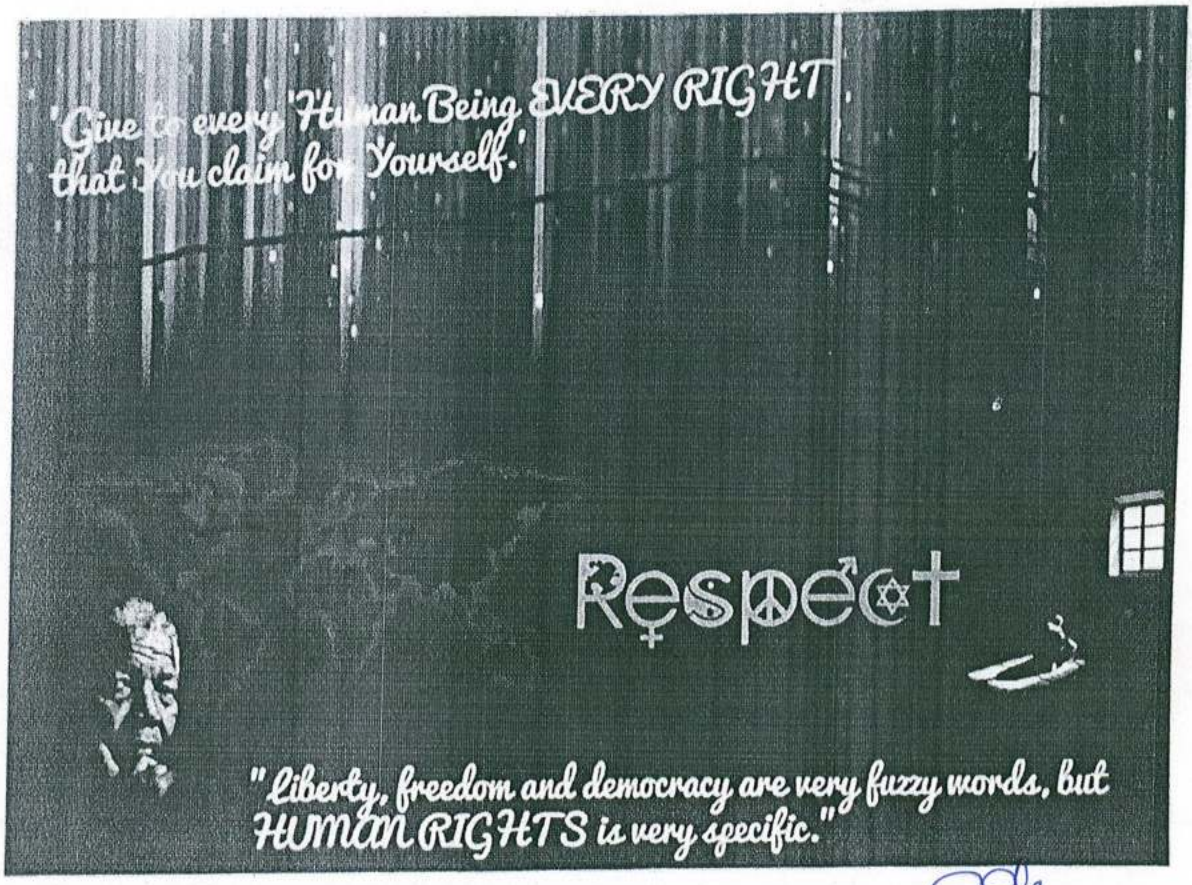

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Overview of Rehabilitation of Children in Conflict with Law in India

Amol singh Rotele* and Naresh S. Kolte**

Abstract

The world's largest population of children lives in India. All children in India are given fundamental rights under the country's constitution, and the state is given the authority to make further arrangements for kids. In India, "Juveniles in Conflict with the Law" are governed under the Juvenile Justice (Care and Protection of Children) Act. This law's primary goal was to establish an alternative justice system for the rehabilitation of children. The Department of Women and Child Development and the Juvenile Justice Boards are responsible for putting it into action. All children in India will have their legal rights upheld, and required measures will be taken to ensure their rehabilitation and safety, including addressing their physical, psychological, and social needs. The study's goals are to comprehend how to rehabilitate kids who have run afoul of the law, examine the importance of the law and offenders' rights, and learn the types of rehabilitative programmes available to kids in India. The secondary data used for this paper's analysis was gathered from various sources in India.

Keywords: *Children in Conflict with Law, Rehabilitation systems, JJ Acts,*

1. Introduction

There are more than one billion people living in India, with one-third of them being children under the age of 18. In addition to having the most children in the world 440 million India also have the most vulnerable children nearly 44 million of whom live in challenging situations. Both the number of crimes against children and those perpetrated by them has increased in India. The legal definition of crime is a breach of the law. Boys and girls under the age of 18 who have allegedly committed crimes and have been detained by the police on various accusations under the Indian Penal Code (IPC) or other relevant legislation are considered children in conflict with the law. The crime might be anything from joining a street brawl as an innocent spectator, to small theft, to truancy, to something as serious as rape and murder. The juvenile justice system is responsible for overseeing any boys or girls younger than 18 who are detained by the police (JJS). A very clear line is drawn under the Juvenile Justice (Care and Protection of Children) Act, 2000, between children who have committed crimes and those who have been discovered abandoned, penniless, neglected, orphaned, etc. Youngsters under the age of 18 who are suspected or charged with committing a crime or taking part in unlawful conduct are referred to as juveniles or children in a legal battle.

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Police officers can only catch children who are in violation of the law; they cannot be arrested. Only juveniles who committed terrible crimes between the ages of 16 and 18 can be treated and prosecuted as adults. The juvenile justice board, which is presided over by a magistrate and two social workers, should hear the case of the kid who is in trouble with the law since they cannot be prosecuted in criminal courts. The purpose of having social workers on the Juvenile Justice Board is to treat the youngster with care and handle him or her with consideration for the future. According to the Child Rights Convention, a child in trouble with the law is entitled to the following rights: humane treatment, no corporal punishment while in custody, separation from adult offenders in the prison, access to legal counsel, bail and release on recognizance, privacy, diversion (education, skill development, sports, etc.), proportionate judgment (age considerate judgment), the fewest possible freedom restrictions, automatic suspension of the sentence, and probate. The main goal of holding a kid who has broken the law in custody is to help him or her come to terms with what was done and to ask forgiveness. The youngster may be released on probation following the Juvenile Justice Board's prescribed incarceration. The juvenile must be reintegrated into society with extreme caution. With respect for the child's age, mental capacity, and physical make-up, rehabilitation of those in trouble with the law must be carried out. Together with government nodal agencies, childcare facilities and social welfare organizations search for practical answers to juvenile rehabilitation. Must guarantee that the Ministry of Women and Child Development has established this Standard Operating Procedures (SOP). Social workers and probation or parole officers frequently check in on the youngster to ensure a successful reintegration into the society from which he or she was previously excluded.

2. Method of research

The present study is based on secondary data which is collected from the report of Crime in India, Ministry of women and child development, Government of India, National crime records bureau, other published articles. In this paper the analyzed details of the rehabilitation process pertaining to children in conflict with law also presented the history of children in conflict with law in India from the secondary data collected from various source in India.

3. What is Rehabilitation?

The main goal of punishment is to make the offender realize the seriousness of the offence they committed and make them regret what they did. As a result, the offender must be ready to reintegrate into society after serving their entire or part of their sentence. The general populace has long treated ex-offenders with suspicion. As a result, ex-offenders need to psychologically prepare for their jobs and maybe learn new skills. For sexual offenders, women on parole, and kids in trouble with the law, special programmers were designed to avoid substance misuse, enhance mental health, and continue schooling. As the 20th century came to a conclusion, the significance gradually declined. It picked up steam again because activists priorities human rights.

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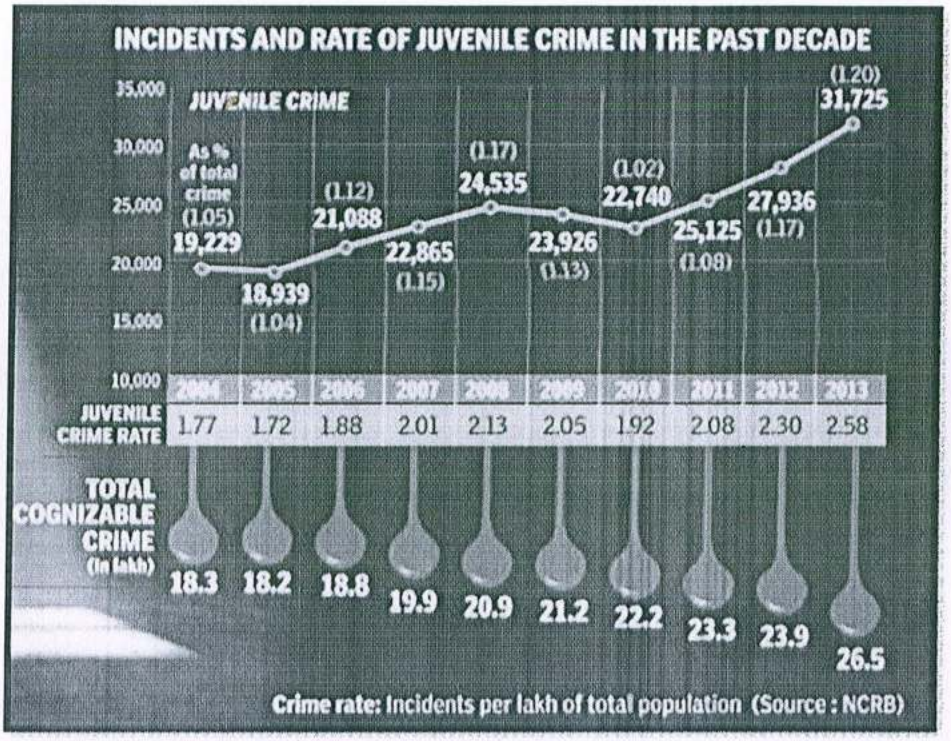

3.1 How does rehabilitation for juveniles work?

The main goal is to rehabilitate the adolescents while holding them accountable for breaking the law and keeping them in juvenile homes or other pertinent correctional facilities for public safety. The rehabilitation process entails a psychological analysis of the juvenile's offence and the circumstances that led to it, therapeutic assistance, skill development, and engaging them in yoga and other activities that foster the mind. The inclusion of social workers and non-profit organizations helped overcome the government's financial restrictions on rehabilitation, and the outcome was youth- specific multimodal rehab programmes that were affordable.

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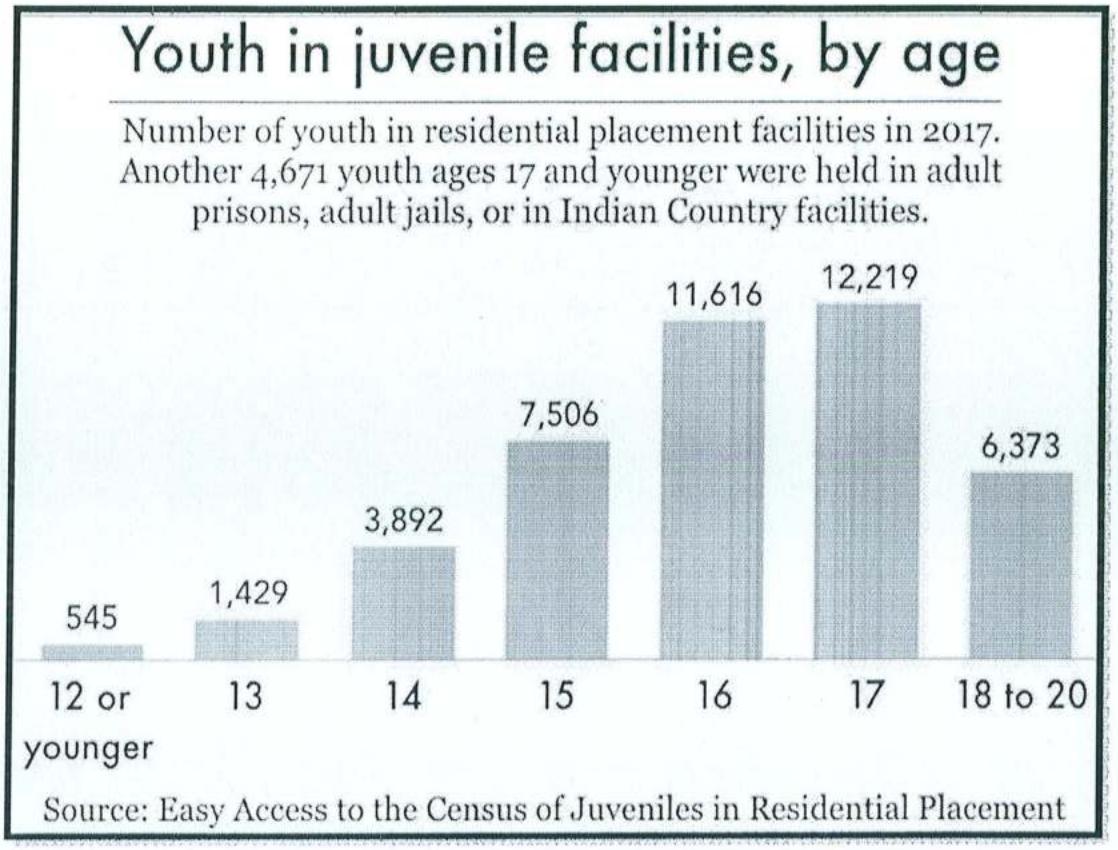

4. What are the provisions made by the Juvenile Justice Act?

According to the Juvenile Justice Act, the child's rehabilitation can start as soon as they are transferred to a care facility or another type of detention facility. The social reintegration of a youngster in legal trouble can be accomplished by Aftercare care organizations.

These are temporary residences where the youngster is held before being fully readmitted to society. Special houses known as "aftercare organizations" that are registered with the government's nodal agency are responsible for the welfare of juvenile offenders.

At the aftercare organizations, the Juveniles were given,

1. Vocational training
2. Therapeutic training to improve psychological behavior
3. Continuing education
4. Consensus about social values
5. Economical ability to support themselves
6. Activities for physical and mental fitness

After they leave the special homes and children's homes, the juveniles are looked after in After Care Organizations, which are transitional homes. Both groups of children—those in need of care and protection as well as those in dispute with the law—are sent to aftercare agencies. The juveniles are given the opportunity to live an honest and

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productive life via aftercare institutions. The main goal of after-care organizations is to enable children and young adults to acclimate to society. The children and young adults are encouraged to remain in mainstream society at the after- care facilities because of their prior experience living in institutional homes. Organizations that provide aftercare are only a group of young people's temporary abode. The kids who have been put in the aftercare groups are encouraged to pursue a trade, and they also help to administer the aftercare facility. Any nonprofit organization or institution that has been classified as a "after-care organization" works to prepare children and young adults to become independent and to develop the social and life skills necessary to properly integrate them into society. Children and adolescents are given access to social, legal, and medical services as well as the proper financial assistance as part of the aftercare programmed. The aftercare group regularly offers educational and vocational training chances to children and youth so they may learn how to manage their finances and make their own money. After the child or adolescent is reintegrated into the community or society, the after care organization must guarantee routine follow-up and support. Members of many governmental organizations collaborate to help the kid or adolescent reintegrate into society by giving them financial and psychological assistance as well as ongoing care once they have been integrated into society. As a last resort for the welfare of the children and juveniles, institutional measures must be implemented. Both institutional and non-institutional methods have been used not only for the correct care and development of children, but also to effectively treat child issue.

- **Sponsorship**

It is the financial help given for child care organizations, foster families, individuals or individual groups to meet the expenses of the juveniles' rehabilitation programs. It may be a government aid or by a non -governmental organization (NGO) or by individuals.

- **Foster care**

It is one of the non-institutional cares provided for the juveniles. Based on Section 42 of the Juvenile Justice Act of 2000, the child may be placed with a foster family so he/she may be surrounded in a family environment and parental care which cannot be possible in normal institutional rehabilitation. The child is provided with education as well as family care. The foster family is paid for their service, and it is voluntary in nature.

A child may be placed in foster care if the natural parents are

- sentenced,
- suffering from deadly diseases
- being abroad
- Incapacitated by other means

Adoption

Adoption benefits the orphans, homeless children and destitute youngsters as well as childless couples. Adoption makes life meaningful for lone single adults too as they gain a parent-child relationship. Adoption empowers a powerful relationship between the child and its

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adopted parents even though they are not related. Section 2(2) of the Juvenile Justice Act of 2015 states that adoption as the process through which the adopted child is permanently separated from his/her biological parents and becomes the lawful child of his/her adoptive parents with all the rights, privileges and responsibilities that are attached to a biological child.

1.4 What are the steps taken by the judicial proceedings towards the rehabilitation of juveniles?

The Juvenile Justice Board hears cases involving juveniles rather than other courts of law. One woman and two social workers make up the Juvenile Justice Board. This is done to ensure that the matter is handled in a way that ensures the welfare of the kid. When justice is served, care is taken to not only punish the wrongdoer but also to rehabilitate the kid so that they can rejoin society.

5. What are the other measures or techniques used in the rehabilitation of juveniles?

Juvenile Justice Boards, observation homes, and special homes are absent from many districts, illustrating the severe lack of infrastructure for the rehabilitation of juveniles. Additionally, there aren't enough skilled social workers, psychiatrists, counselors, or doctors. At many levels, the Juvenile Justice Act of 2015's implementation is insufficient. The state's government is responsible for ensuring effective implementation and operation. The monitoring officials need to receive training from the state governments. Although Juvenile Justice Boards forbid children from appearing in regular courts, this does not stop them from testifying in regular courts. Guidelines for handling child witnesses, child victims, and juvenile offenders were established by the Child Rights Convention, to which India is a party.

1. The Media (Newspapers, Televisions, etc.,) should publish the photograph, name and age of the child.
2. The proceedings should be run in a closed courtroom (in-camera) with the presence of a parent or guardian and a welfare worker.
3. Suitable counseling measures should be given to the child after the court session.
4. Any persons or proceedings contravening the above shall be punishable by law.

Section 36 of the Child Protection Act of 1960 also emphasise this.

The unwelcome attention paid to the child who is a party to legal procedures may cause emotional anguish. Children are assisted in handling the circumstance by child psychologists who have experience with such cases. Children who are taken to juvenile detention facilities for minor offences should get sufficient care, education, and re-socialization in order to prepare them for successful reentry into society. With this strategy, juvenile detention facilities and rehabilitation programmes should be provided. Due to the involvement of many ministries in juvenile care, effective coordination between the relevant departments and the corpus fund is essential for the efficient operation and application of the child care statutes. It is necessary to place more emphasis on reviewing, monitoring, and future planning mechanisms that are focused on results.

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5. Various Rehabilitation for children in conflict with law

Juvenile Justice and Role of Police: The process of rehabilitation begins from the first moment the offender comes into contact with the policeman. The youngster who gets himself into trouble generally wants to get himself out of it, too. If the first contact, he has with the law is both friendly and understanding, he will probably more amenable to the treatment he is going to get If the officer is really in charge of the situation and of himself, the child's attitude will cool gradually, and the job at hand will be easier as a result. It is very often quoted that a police should act and deal with Juveniles in a friendly manner. It means that police attitude toward the Juvenile should be lenient, favorable and not hostile. Police has also significant role to play to control juvenile delinquency. There are following major areas of police dealing with Juvenile namely;

- Discovery,

- Investigation of Delinquency,
- Case disposition,
- Protection of juveniles, and
- Delinquency prevention

Role of Judiciary: Supreme Court and various High Courts in India performance a very important role in the development of Juvenile Justice System in India. In the preliminary stage, the cases related with juvenile delinquent are dealt by the lower courts but the trends of the judicial approach towards a juvenile in conflict with the law, reflected by the judgments of Hon'ble Supreme Court and various high courts. The courts/ Juvenile Justice Board are under the statutory and Constitutional duty to deal with the juveniles in conflict with the law.

Superintendent of an Institution: the Superintendent of the Institution is in-charge of the maintenance of the CCI and for providing care and protection to the children. He shall be the controlling authority in so far as the administration activities pertaining to the institution as a whole are considered. All the staff in the institution is his/her subordinates for the purpose of administration. The Superintendent/Person-in-charge needs to be accessible on a 24X7 basis and shall reside in living quarters provided on the campus of the institution, and until such time that he has been provided the same, he/she shall reside in premise which is located at close proximity with the institution. Counselor: Counseling sessions as part of the reception unit upon receiving a child: The counselor/psychologist shall have a minimum of 2 sessions with the child once he/she has been admitted in the reception unit of the CCI. More sessions shall be conducted if required. The Superintendent/Person-in charge shall ensure that the Probation Officer/ case worker/child welfare officer briefs the counselor with as much information as is available about the child and reasons for admission into the CCI. The objective of these sessions shall be to understand as much as possible about the child, his or her situation, background, circumstances and needs, in order to make recommendations which will impact further decision making for the child, reports to the Board/Children's Court, and the preparation of the ICP.

Social worker: social worker shall be appointed as a member of the Board unless such person has been actively involved in health, education, or welfare activities pertaining to children for

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at least seven years or a practicing professional with a degree in child psychology, psychiatry, sociology or law. Duties of House Mothers/Fathers: The house mothers/fathers shall function under the direction of the Superintendent/Person-in- charge and shall be assigned duties towards providing care to children.

Guardian: They may or may not be related to the child as kin. However, they have undertaken the responsibility of caring for the juvenile.

Observation homes: Section 8 of Juvenile Justice Act provides establishment of Observation homes for keeping the juvenile. It provides that Any State Government may establish and maintain either by itself or under an agreement with voluntary organizations, observation homes in every district or a group of district, as may be required for the temporary reception of any juvenile in conflict with law during the pendency of any inquiry regarding them under this Act. Where the State Government is of opinion that any institution other than a home established or maintained under sub- section (1), is fit for the temporary reception of juvenile in conflict with law during the pendency of any inquiry regarding them under this Act, it may certify such institution as an observation home for the purpose of this Act. The observation home for preliminary inquiries, care and classification for juveniles according During the pendency of inquiry or hearing, the juvenile in conflict with law is placed in observation home in which juvenile are kept in their separate groups according to age i.e. 7 to 12 years, 12-16 years, and 16-18 years giving due consideration to their physical and mental condition and the degree or gravity of the offence committed by them.

In the case of Sanjay Prasad Yadav vs. state of Bihar, the court was called upon to decide whether a juvenile accused who is from guilty of an offence under section 302/34 IPC and observed to be kept in Observation home during inquiry under the juvenile justice Act, has to be shifted to jail in case he/she has crossed the prescribed age for being treated as juvenile. The crossed that such a juvenile must be continued to be kept in the observation home even if he has crossed the age -limit for juvenile during the pendency of inquiry against him and he need not be shifted to jail citing its earlier full bench decision in Krishna Bhagwan v. state of Bihar the court observed;

Special homes: Section 9 of the Act provide establishment of Special homes for the rehabilitation of juvenile in conflict with law. Any State Government may established and maintain either by itself or under an agreement with voluntary organizations, special homes in every district or a group of districts, as may be required for reception and rehabilitation of juvenile in conflict with law under this Act. If the State Government is of opinion that any institution other than a home established or maintained under sub- section (1), is fit for the reception of juvenile in conflict with law to be sent there under this Act, it may certify such institution as a special home for the purposes of this Act. The State Government may, by rules made under this Act, provide for the management of special homes, including the standards and various types of service to be provided by them which are necessary for re-socialization of a juvenile, and the circumstances under which, and the manner in which, the certification of a special home may be granted or withdrawn. The ruleslaw on the

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basis of age and the nature of offences committed by them and his mental and physical status.

Bail of juvenile: Section 12 of the Act contemplates that When any person accused of a bailable or non-bailable offence, and apparently a juvenile, is arrested or detained or appears or is brought before a board, such person shall, notwithstanding anything contained in the Code of Criminal Procedure, 1973 (2 of 1974) or in any other law for the time being in force, be released on bail with or without surety or placed under the supervision of a Probation Officer or under the care of any fit institution or fit person but he shall not be so released if there appear reasonable grounds for believing that the release is likely to bring him into association with any known criminal or expose him to moral, physical or psychological danger or that this released would defeat the ends of justice.

No Joint trial: the law prohibits and directs that no juvenile can be charged or tried for any offence together with a person who is not a juvenile47. If a juvenile is accused of an offence for which under section 223 of the Code of Criminal Procedure, 1973 (2 of 1974) or any other law for the time being in force, such juvenile and any person who is not a juvenile would, but for the prohibition contained in sub-section (1), have been charged and tried together, the Board taking cognizance of that offence shall direct separate trials of the juvenile and the other person.

Juvenile Justice Board: The State Government shall, constitute for every district, one or more Juvenile Justice Boards for exercising the powers and discharging its functions relating to children in conflict with law under this Act. A Board shall consist of a Metropolitan Magistrate or a Judicial Magistrate of First Class not being Chief Metropolitan Magistrate or Chief Judicial Magistrate (hereinafter referred to as Principal Magistrate) with at least three years' experience and two social workers selected in such manner as may be prescribed, of whom at least one shall be a woman, forming a Bench and every such Bench shall have the powers conferred by the Code of Criminal Procedure, 1973 on a Metropolitan Magistrate or, as the case may be, a Judicial Magistrate of First Class. No social worker shall be appointed as a member of the Board unless such person has been actively involved in health, education, or welfare activities pertaining to children for at least seven years or a practicing professional with a degree in child psychology, psychiatry, sociology or law. No person shall be eligible for selection as a member of the Board, if he —

(i) has any past record of violation of human rights or child rights;
(ii) has been convicted of an offence involving moral turpitude, and such conviction has not been reversed or has not been granted full pardon in respect of such offence;
(iii) has been removed or dismissed from service of the Central Government or a State Government or an undertaking or corporation owned or controlled by the Central Government or a State Government;
(iv) Has ever indulged in child abuse or employment of child labour or any other violation of human rights or immoral act.

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The State Government shall ensure that induction training and sensitisation of all members including Principal Magistrate of the Board on care, protection, rehabilitation, legal provisions and justice for children, as may be prescribed, is provided within a period of sixty days from the date of appointment. The appointment of any member of the Board, except the Principal Magistrate, may be terminated after holding an inquiry by the State Government, if he —

(v) has been found guilty of misuse of power vested under this Act; or
(vi) fails to attend the proceedings of the Board consecutively for three months without any valid reason; or
(vii) fails to attend less than three-fourths of the sittings in a year; or
(viii) becomes ineligible under subsection (4) during his term as a member.

Vocational training: The juveniles were required to take up vocational training as per their interests among the different vocations offered. The Model Rules under the 'Standards of Care of Institution' lays down that: "Every institution shall provide gainful vocational training to juveniles or children." (MR, 2007: Rule 48)

Psychological intervention: Most of these juveniles come from dysfunctional environment and are in dire need of some sort of psychological treatment.

The National Policy for Children 2013

The Government has adopted a new National Policy for Children, 2013 on 26th April, 2013. The Policy recognizes every person below the age of eighteen years as a child and covers all children within the territory and jurisdiction of the country. It recognizes that a multisectoral and multidimensional approach is necessary to secure the rights of children. The Policy has identified four key priority areas: survival, health and nutrition; education and development; protection and participation, for focused attention. As children's needs are multisectoral, interconnected and require collective action, the Policy calls for purposeful convergence and coordination across different sectors and levels of governance. The Government of India reiterates its commitment to safeguard, inform, include, support and empower all children within its territory and jurisdiction, both in their individual situation and as a national asset. The State is committed to take affirmative measures – legislative, policy or otherwise – to promote and safeguard the right of all children to live and grow with equity, dignity, security and freedom, especially those marginalized or disadvantaged; to ensure that all children have equal opportunities; and that no custom, tradition, cultural or religious practice is allowed to violate or restrict or prevent children from enjoying their right. This Policy is to guide and inform all laws, policies, plans and programmes affecting children. All actions and initiatives of the national, state and local government in all sectors must respect and uphold the principles and provisions of this Policy.

Conclusion

The Problem of juvenile delinquency is not new. It existed in the ancient days as well. The fabric of society was very strong and to some extent impregnable for anti-social element. Therefore, there was no definite law to deal with the problem of juvenile delinquency. Children are considered to be gifts from God and are greatest personal as well as national assets. We as individuals, parents, guardians and society as a whole have a duty that

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children should be allowed and provided opportunity to grow up in a healthy socio-cultural environment so that they could become responsible citizens, physically fit, mentally alert and morally healthy. Children are expected to be obedient, respectful and have virtues and good quality in them. However, due to various reasons certain percentage of children do not follow settled social and legal dictum. Such children are most often than not get involved in criminal behavior which is known as juvenile delinquency or juvenile crime. It is the duty of the State to provide equal opportunities for development to all children during the period of their growth which would reduce inequality and ensure social justice.

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Disaster Preparedness in Disaster Management

Aarti S. Pawar*

Abstract:
Disaster management as a post-disaster activity has been well established in India, especially since Independence. The novelty of Disaster management as a proactive approach lies in taking well-planned and timely proactive measures to prevent disaster, and to prepare people to cope with the disasters and to motivate them to safeguard their own human rights in disaster situations. This approach needs to be propagated widely so that the voluntary movement in the country can adopt it, so is to enable it to play a truly complimentary role in support of governmental efforts in Disaster management.

Measures which enable governments, organization, communities and individuals to respond rapidly to disaster situations. Preparedness measures include the formulation of variable disaster plans, the maintenance of resources and the training of personnel.

The present research paper based on the secondary data and observation focused on the importance of disaster preparedness in disaster management.

Introduction:
An aware, alert and informed community is most valuable asset to preparedness and resilient to any kind of emergency.

In the recent years India has been visited by very serious natural disaster like cyclones, earthquakes, floods, drought etc. causing widespread loss of life and property belongs to, particularly the poorest sections of our society. In ancient India, Disaster management finds mentions in Kautilya's Arthashastra as a primary duty of the state.

Disaster Management refers to the measures taken for the safety and protection of life and property from natural or man-made disasters. This means being prepared for disasters, fighting disasters effectively, ensuring the safety of life during disasters and helping in rebuilding society after the disaster

Disaster management:
The National Disaster Management Authority (NDMA), headed by the Prime Minister of India, is the apex body for Disaster Management in India. During the last one year the High Power Committee (HPC) set up by the Government of India in August, 1999 for preparation of disaster management plans has interacted with a fairly wide cross-section of the governmental system at all levels. Extensive consultations have also been held with representatives of about two hundred major voluntary agencies throughout the country, and a comprehensive plan of action by voluntary agencies has been hammered out. In fact, a

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decision has been taken to form a nation-wide network of NGOs for disaster management under the: acronym Vasudeva —Voluntary Agencies for Sustainable Universal Development and Emergency Voluntary Action. This nation-wide network will strive to form an NGO net work for each state of the Indian Union, and also strive to set up a federation of NGOs at the district level represented'' by... a coordination committee evolved by the district federation by consensus.

The approach of HPC is holistic, in line with the Yokohama Strategy evolved during the International Decade of Natural Disaster Reduction(IDNDR) i.e planning for prevention, reduction, mitigation and preparedness and thereafter response planning, goes a long way to reduce the boss of life and property doc to disasters. The effort of HPC 15 not to develop a plan de novo, but to build on what obtains at different levels and streamline such bottlenecks as may be existing. Considering the very large number of disasters that occur in different parts of the country, if was felt that a generic categorization of disasters would help in preparing disaster management plans. Accordingly, the 30 odd types of disaster which have been identified have been categorized into five sub-groups.

Sub-group I -Water and Climate related Hazards.
Sub-group II -Geologically related Hazards
Sub-group III -Chemical, industrial and Nuclear related Disasters.
Sub-group IV -Accident related Disasters.
Sub-group V -Biologically related Disasters.

Various departments and ministries dealing with individual disasters have been included in these subgroups for the purpose of plan preparation after due deliberations amongst themselves. They have been specially instructed to evolve dos and don'ts for all types of disasters both for rescue and relief workers, as well as for people in general, to minimize the sufferings due to disasters. There is a general realization that planting of appropriate species 'of trees, shrubs and grasses according to soil type, soil moisture and climate is the most effective way of preventing disasters, as well as of coping with them whenever they strike.

A disaster is an event which threatens the whole of society, and its management implies that a mechanism is in place which will enable a Total and Effective Response to offset its harmful effects. This total and effective response mechanism must subsume the coordinated response of the entire governmental system and the whole of civil society. By its very definition therefore, disaster management cannot be a quick-fix mechanism. It implies meticulous planning and coordination between various role-players to prevent disasters and to mitigate their impact whenever they occur. The response system must incorporate the traditional coping mechanisms which have evolved over centuries of experience by trial and error. A human rights activist's perspective to disaster management is very important because it is the poorest and weakest sections of society which suffer most in terms of loss of life and property, whenever a disaster strikes. If such human rights' concerns can be taken care of effectively, only then can the impact of disasters be mitigated to the maximum.

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The Eleventh Finance Commission (EFC) has recommended setting up of a National Centre for Calamity Management (NCCM) under the Ministry of Agriculture, Government of India, to manage disasters in the country on a sustained basis. This centre, according to the EFC, would be assisted by an independent group of experts who would monitor the disaster scene in the country on a "Round-the-Year" basis. This group of experts has been designated as "Scientific and Technical Advisory Committee" by the HPC, which would be an in-house system of the proposed NCCM. The HPC through its nation-wide consultations deduced that the intensity of partisan politics is directly proportional to lack of planning for prevention of disasters. There is, thus, an urgent need to lift disaster management above partisan politics.

Preparedness in disaster:

Disaster preparedness consists of a set of measures undertaken in advance by governments, organizations, communities, or individuals to better respond and cope with the immediate aftermath of a disaster, whether it be human-induced or caused by natural hazards. The objective is to reduce the loss of life and livelihoods.

Simple initiatives can go a long way, for instance in training for search and rescue, establishing early warning systems, developing contingency plans, or stockpiling equipment and supplies.

Disaster preparedness plays an important role in building the resilience of communities.

Why is this important?

With increasing population growth, rapid and unplanned urbanization, climate change, environmental degradation and widespread poverty, a growing number of people and assets are exposed to disasters.

Moreover, many of these events occur in fragile and conflict-affected states, thus increasing the complexity of crises and overburdening countries experiencing violent conflict or fragile governance.

However, improved practice and response mechanisms save lives and strengthen the countries and communities' ability to reduce the impact of disasters.

Understanding the occurrence and frequency of natural hazards, as well as the risks, vulnerabilities and potential impact on people and assets, helps to improve preparedness.

Instead of providing emergency response only, international efforts should help governments and communities invest in understanding risks and building preparedness capacities for pre-emptive and early action. Disaster preparedness is cost-effective and saves aid money.

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The nature of Preparedness:

1. Is related with so many aspects of disaster management.
2. Every aspects of disaster management get affected by preparedness.
3. Preparedness measures tend to be more strongly oriented towards action by individual organizations.
4. Is critical requirement for coordination amongst various organizations.

Problem areas:

a. Organization and Planning:
1. Inadequate policy directions.
2. Over concentration on response and recovery
3. Organizational structure is inadequate
4. Lack of appropriate counter-disaster plans
5. Outdated plans

b. Resources:
1. Complete inventory of resource organization
2. Clear allocation of roles and responsibilities to resource organizations.

c. Co-ordination:
1. Inadequate coordination in disaster management.
2. Lack of cooperation between related organizations.

d. Readiness:
1. Standard of preparedness is to be monitored by disaster management.
2. Authority at different level

e. Training & Public awareness:
1. Lack of training result in low standard of preparedness.
2. Inadequate public awareness and information contributes significantly to poor preparedness.

Preparedness Needs:

1. **National disaster policy:**
   -A clear and comprehensive national disaster policy to cover all aspects of disaster management and to ensure preparedness is given proper consideration and priority.
2. **Disaster legislations:**
   -To cover and implement preparedness aspects of national policy.
3. **Organizational structure:**
   -A clear and workable organization structure to identify level of preparedness.
4. **National disaster management sections**(like NDMA, SDMA, DDMA):
   -To monitor preparedness activities continuously by a specialist section.
5. **Assessment of preparedness action:**
   -Adequate arrangement for identifying, assessing and monitoring the disaster threat.

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-Disaster effects constitute the actual circumstances, events and problems against which preparedness is to be made.

6. **Planning framework:**
   -Plans to be fully effective, they need to be clearly set out in appropriate plan and apply at all levels.
7. **Utilizations of resources:**
   -Accurate and up to the date inventory of all available organizations.
   -Clear allocation of roles and responsibilities.
   -Suitable preparedness level of the resources organizations.
   - Capability of resources organizations is monitored.
   -Consideration for the reception and utilization of international resources.
8. **Co-ordination of efforts:**
   - System for coordinated efforts such as DDMA, SDMA, etc.
9. **Operational facilities and systems:**
   - Adequate preparation of various facilities and systems.
10. **Equipment and supplies:**
    - Stock of emergency equipment and supplies are held, need appropriate surveillance to ensure their serviceability and ready availability.
    - Supplies from private sectors may be requisitioned or co-opted.
11. **Training, Public awareness & education**
12. **Effects of Crisis pressure:**
    - Earmarking additional stand by personnel.
    -arranging for mobility in switching resources from one area to another.

Social Work Intervention:

There is need to integrate the school, college and university system with disaster preparedness response mechanisms as they are the major systematic casualty of a super disaster, and have a major stake of preventing them, and also in mitigating their impact. The professional social work intervention can play a vital role to sensitize the universe of the community. As a counselor, community organizer and researcher a social work practice create awareness and prevent the disaster of any.

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Disaster Management in Social Work Educational Settings

Nandkishor S. Bhagat*

Abstract:
Disaster is a sudden, calamitous event bringing great damage, loss, destruction and devastation to life and property. WHO defines Disaster as "any occurrence, that causes damage ecological disruption, loss of human life, deterioration of health and health services, on a scale sufficient to warrant an extraordinary response from outside the affected community or area". Disaster management has an important role in education in social work. In the said paper, full effort is made that along with social work, what will be the place of disaster management in educational setting in universal form. An attempt has been made to discuss this topic in detail in this.

Keywords: *Disaster, management, ecological, social work.*

The damage caused by disasters is immeasurable and varies with the geographical location, climate and the type of the earth surface/degree of vulnerability. This influences the mental, socio- economic, political and cultural state of the affected area. Generally, disaster has the following effects in the concerned areas:

1. It completely disrupts the normal day to day life.
2. It negatively influences the emergency systems.
3. Normal needs and processes like flood, shelter, health, etc. are affected and deteriorate depending on the intensity and severity of the disaster.

It may also be termed as "a serious disruption of the functioning of society, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope using its own resources"

Thus, a disaster may have the following main features:

- Unpredictability
- Unfamiliarity
- Speed
- Urgency
- Uncertainty
- Threat

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Components of Disaster

Risk is a measure of the expected losses due to a hazardous event of a particular magnitude occurring in a given area over a specific time period. Risk is a function of the probability of particular occurrences and the losses each would cause. The level of risk depends on:

•Nature of the Hazard
•Vulnerability of the elements which are affected
• Economic value of those elements

Vulnerability is defined as "the extent to which a community, structure, Service and/or geographic area is likely to be damaged or disrupted by the impact of particular hazard, on account of their nature, construction and proximity to hazardous terrain or a disaster-prone area"

Hazards are defined as "Phenomena that pose a threat to people, structures, or economic assets and which may cause a disaster. They could be either manmade or naturally occurring in our environment."

The extent of damage in a disaster depends on:

1. The impact, intensity and characteristics of the phenomenon and
2. How people, environment and infrastructures are affected by that phenomenon

Types of Disaster

Generally, disasters are of two types - Natural and Manmade. Based on the devastation, these are further classified into major/minor natural disaster and major/minor manmade disasters. some of the disasters are listed below:

Disaster Natural

1. **Major Natural Disasters:** Flood, cyclone, drought, earthquake.
2. **Minor Natural Disasters:** Cold wave, thunderstorms, heat waves, mud slides. storms etc.

Manmade

1. **Major Manmade Disasters:** Setting of fires, epidemics, deforestation, pollution, wars etc.
2. **Minor Manmade Disasters:** Road/train accidents, riots, food poisoning, industrial disaster/crisis, environmental pollution etc.

Disaster Management and Mitigation Strategies

Disaster Management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it occurs, disaster response (eg emergency evacuation, quarantine, mass decontamination, etc.), as well as supporting, and rebuilding Society after natural or human-made disasters have occurred. In general, any disaster management is the continuous process by which all Individuals, groups, and communities manage hazards in an effort to avoid or ameliorate the impact of disasters resulting from the hazard.

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Mitigation efforts attempt to prevent hazards from developing into disasters altogether, or to reduce the effects of disasters when they occur. The mitigation phase differs from the other phases because it focuses on long-term measures for reducing or eliminating risk. The implementation of mitigation strategies can be considered as part of the recovery process if applied after a disaster occurs.

Disaster Preparedness

Disasters happen anytime and anywhere. And when disaster strikes, you may not have much time to respond. An earthquake, flood, tornado, winter storm, highway spill or hazardous material or any other disaster could cut water, electricity, and telephones-for days, require evacuation or confine your family at home for days.

After a disaster, local officials and relief workers will be on the scene, but they cannot reach everyone immediately. You could get help in hours, or it may take days. So we should be aware and prepared to cope with the emergency until help arrives.

General Awareness in School/College

- Generate awareness among the children on different types of hazard like flood, cyclone, earthquake, fire, drought, their causes and how to protect them during the disaster.
- Prepare a contingency plan for the school in case of a fire, cyclone earthquakes and floods.
- The student should understand the primary escape route in the school/college.
- Train the children on First Aid and Rescue operations.
- Carry out mock drill in the school at least twice a year.
- Initiate the process of plantation in the school/college and giving then some knowledge on the type of trees to be grown.
- Generate awareness on water and sanitation among the students.
- The student should be able to demonstrate the actions to take when trapped in a fire.

Creating the Disaster Prevention and Response Plan

A sound disaster prevention and response plan reflect the common and the unique needs of educators, students, families, and the greater community. The plan outlines how all individuals in the school/college community-administrators, teachers, parents, students, and support staff will be prepared to spot the behavioral and emotional sighs that indicate a child is troubled, and what they will need to do. The plan also details how school and community resources can used to create safe environments and to manage responses to acute threats and incidents of violence.

Forming the Prevention and Resource Team

It can be helpful to establish a college/school-based team to oversee the preparation and implementation of the prevention and response plan. This does not need to be a new team; however, a designated core group should be entrusted with this important responsibility.

The core team should ensure that every member of the college/school community accepts and adopts the disaster prevention and response plan. This buy-in is essential if all members of the community are expected to feel comfortable sharing concerns about children who

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appear troubled. Too often, caring individuals remain silent because they have no way to express their concerns.

Typically, the core team includes the building administrator, general and special education teachers, parent(s), and a pupil support services representative (a psychologist, social worker, or counselor), and a doctor. It is the role of a teacher to contact these persons and make a part of the team. The teachers should encourage having health camps in the school every six months. The core team could also have a member from the local police station for its smooth functioning.

The core team also should coordinate with any school/college advisory boards already in place. For Example, most effective schools/college have developed an advisory board of parents and community leaders that meets regularly with school/college administrators. While these advisory groups generally offer advice support, that role can be expanded to bringing resources related to disaster prevention and intervention into the school.

While we cannot prevent disasters from occurring, we can do much to reduce the likelihood of Its occurrence. Through thoughtful planning and the establishment of a school disaster prevention and response team, we can avert many crises and be prepared when they do happen.

Role of Social Work Students in Disaster Management

- Knowledge on first aid, rescue and evacuation.
- Help in the preparation of the school/college disaster contingency plan.
- Aware the parents and community on various types of hazards and what are the preparedness measures to be taken.
- Plantation in the school premises.
- Boosting the morale of the community after the disaster.
- Senior students can help villagers in preparing the Village Disaster Preparedness and Response Plan.
- The students can be volunteers in the first-aid team, Rescue and Evacuation team, early warning team in their village.

Role of Social Work Educational Institution in Disaster Management

1. The Educational Institution Can Act As Follows

- Act as a safe shelter.
- Health center for the locality.
- Disaster management information center where data base could be maintained on population, health, institutions etc.
- A center for learning and counseling. The school can be feeding center.

Training for DRM volunteers, Village Council members, Teachers, Government officials at the Sub-Division level.

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2. Discuss Procedures with Students.

Be orderly: Students should how to quietly line up and leave the room when the alarm sounds.

Test doors before opening: Kneel or crouch and feel the door. If the door is warm, use another escape route. If it is cool, open it slowly. Be prepared to close the door if there is smoke or flame on the other side.

Crawl low under smoke: Since heat rises and carries toxic smoke with it, the air will be cooler and cleaner near the floor during a fire. If you find smoke, try another escape route. If you must exit through smoke, crawl on your hands and knees and keep your head 12 to 24 inches above the floor.

Know where you're going: Know which exit to use and go to the assigned meeting place outside the building,

Helping others: Plan for students who need special help leaving the building. Discuss these procedures with the class

3. Practice

Monthly School Fire Drills: Fire drills are required at least once each month during the school year. Fire drills include the complete evacuation of all persons from the building. No one should re-enter the building until directed a designed person.

Home Fire Drills: School fire drills are a model for children to use their own homes. Home fire escape plans are important and should be practiced twice a year. Practice is essential.

Conclusion:

The Government of India over the years formulated strategies to cope with, prevent and mitigate disasters because of the frequency of disasters affecting the country. These policies consist of long- and short-term prevention and preparedness measures and immediate response mechanisms. They also include appropriate administrative structures to manage disaster response, financial systems to fund and facilitate them, the mechanisms to ensure that policies and strategies are continuously reviewed and revised in the light of experiences within the country and in other parts of the world. We, as teachers, student as responsible citizens of our country should be a part and parcel of the disaster preparedness drive taken up in the country.

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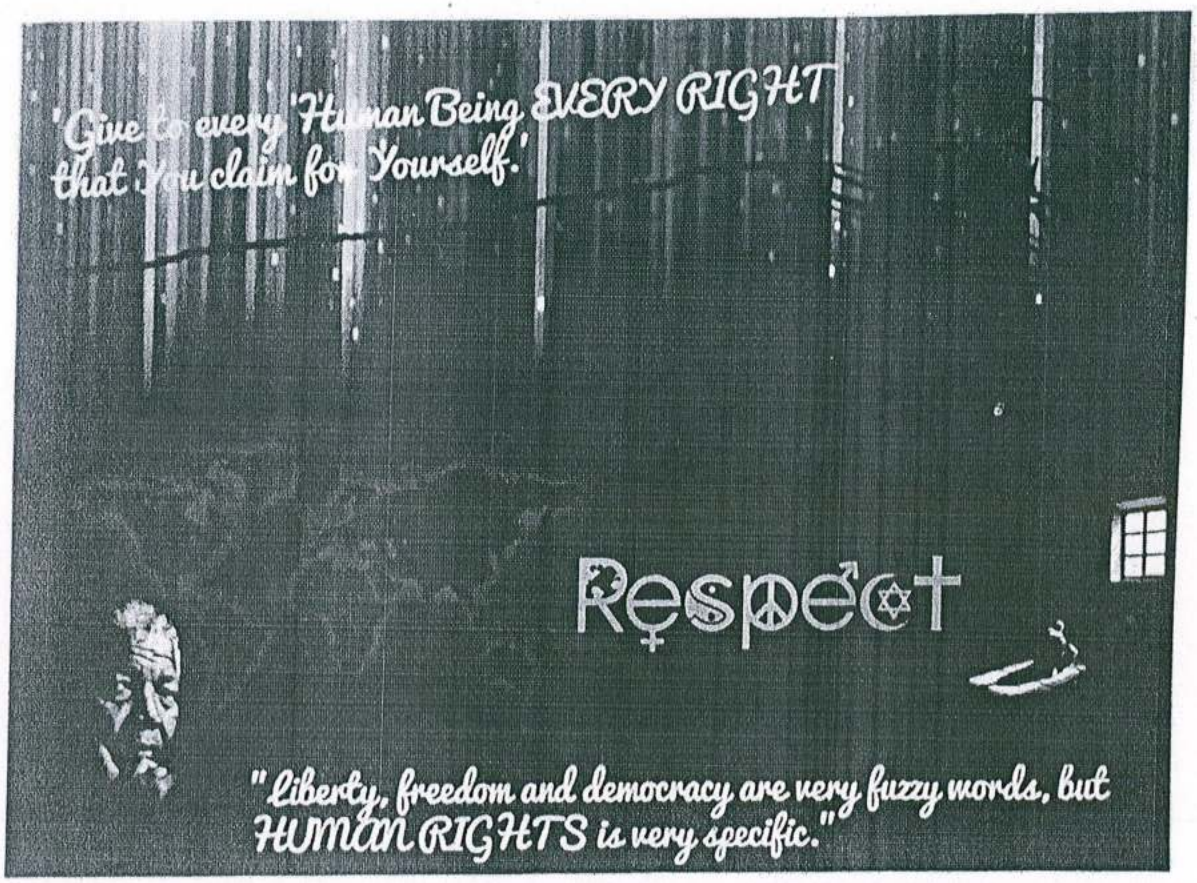

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An Outlook of Disaster Management in India

Naresh S. Kolte*

Abstract

India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. Floods/ droughts, cyclones, earthquakes and land slides have been a recurrent phenomena.

About 60% of the landmarks is prone to earthquakes of various intensities over 40 millions hectors is prone to cyclones and 68% of the area is susceptible to drought. In the decade 1990_2000, an overage about 4344 people lost their lives and about 30 million people were affected by disasters every year. In India, as in the United States, the primary responsibility for responding to disaster lies at the state and the central level. The GOI have a national emergency plan. It can be, and is called upon to assist when necessary, but there is a lack of awareness in the public. Many Indian States have limited resources and lack their own disaster management plans. Considering these problems, this paper attempts to throw light on a more integrated and responsive disaster management system in India. This paper will provide important information in three mutually rain forcing areasviz. disaster preparedness, response and rehabilitation management. The various case studies for disaster management will be discussed.

Keywords: *disaster, mitigation, vulnerable risk, safety management, India, MahaLatur, TipeshwarStudents.*

1. Introduction

1.1. What is disaster? A disaster is defined as a disruption on a massivescale, either natural or man-made, occurring in short or long period of time. The damage caused by disasters is immeasurable and varies with the geographical location, climate and the type of earth surface/degree of vulnerability. This influences the mental, socio-economic, political and cultural state of the affected area. India as a whole is vulnerable to thirty different types of disasters that, Completely disrupt the normal day-to-day life.

i) It will have long term effects on productivity and macro-economic performance.
ii) Basic needs and processes like food. Shelter, health, etc. are affected and deteriorate depending on the intensity and severity of the disaster.

Disasters have massive human and economic costs. They may cause many deaths, serve injuries and different health problems. Most incidents of server injuries and deaths occur during the time of impact. It may also be termed as "a serious disruption of the functioning of society.

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Causing widespread human, material or environmental losses which exceed the ability of the affected society to ccpe using its own resources." Thus, a disaster may have the following main features :unpredi, unfamiliarity, speed, urgency, unpredictability, uncertainty and threat.

1.1. Disasters can be classified

Generally, disasters are of two types _ natural and manmade, based on the devastation, these are further classified into major/minor natural disaster and major/minor manmade disasters. Some of the disasters are listed.

Disasters can be classified into the following categories :

- **Water and Climate Disaster :** Flood , hail storms, cloudburst, cyclones, heat waves, cold waves, droughts, hurricanes .
- **Geological Disaster :** Landslides, earthquakes, volcanic eruptions, tornadoes .
- **Biological Disaster :** Viral epidemics, pest attacks, cattle epidemic and locust plagues .
- **Industrial Disaster :** Chemical and industrial accidents, mine shaft fires, oil spills,
- **Nuclear Disasters :** Nuclear core meltdowns , radiation poisoning
- **Man - made disasters :** Urban and forest fires, oil spill, the collapse of huge building structures.

1.2. Major disasters in India

Orissa in 1999 affected 12 coastal Super cyclone occurred in districts with a population of 1.26 cores in 14,000 villages & 28 urban areas. From last 10-15 years, India faced several earthquakes, major ones are uttarakashi, latur& Jabalpur. 16,000 people died in earthquake of Gujarat in 2001 with a financial loss of 15,000 millions. The earthquake of December 26, 2004 affected Cuddalore, Nagapattinam, Kanyakumari, Chennai, Kanchipuram, Villipuram, Tuticorin&Tirunelveli districts in Tamilnadu with some parts of country resulted in killing of over 11,942 people. Tsunami hit the Indian coast in 2004 Andaman & Nicobar Islands, three & badly affected coastal districts of Tamilnadu, whole coastal area of Pondicherry, district of Kerala state & two districts in Andhra Pradesh .

2. Overview of the Disaster Risk Management Programme

The Government of India (GOI), Ministry of Home Affairs (MHA) and United Nations Development Programme (UNDP) signed an agreement in August 2002 for the implementation of "Disaster Risk Mangement" Programme to reduce the vulnerability of the communities to natural disasters, in identified multi-hazard disaster prove areas.

Gaol : "Sustainable Reduction in Natural Disaster Risk" in some of the most hazard prone districts in selected states of India."

The four main objectives of this programmeare :

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1. National capacity building support to the Ministry of Home Affaires.
2. Environment bilding, education, awareness programme and strengthening the capacity at all level in natural disaster risk management and sustainable recovery.
3. Multi-hazard preparedness, response and mitigation plans for the programme at state, district, block and village/ward levels in select programme states and districts.

4. Networking knowledge on effective approaches, methods and tools for natural disaster risk management, developing and promoting policy frameworks

2.1 Disaster management in India "Government of India"

What is Disaster Management? Per the Disaster Management Act of 2005 defines Disaster Management as an integrated process of planning, organizing, coordinating and implementing measures which are necessary for

1. Prevention of threat of any disaster
2. Reduction of risk of any disaster or its consequences
3. Readiness to deal with any disaster
4. Promptness in dealing with a disaster
5. Assessing the severity of the effects of any disaster
6. Rescue and relief
7. Rehabilitation and reconstruction

i) **what is disaster management ?**

A review of the disaster management mechanism was carried out by the Government of India after the Bhuj earthquake. It was noted that there was need for building up holistic capabilities for disaster management – so as to be able to handle both natural and man-made disaster. It was accordingly decided that the subject of Disaster Management be transferred from the Ministry of Agriculture to the Ministry of Home Affairs (excluding drought and epidemics and those emergencies/disasters which were specifically allotted to other Ministries).

India has been very vulnerable to natural hazard and calamities. The Bhuj earthquake accounted for 13,805 deaths, the super cyclone in Orissa accounted for 9,885 deaths. The Government are of the view that it appropriate mitigation measures had been taken these casualties could have been reduced significantly.

Each year disasters also account for the loss of thousands of crops in terms of social and community assets. It is clear that development cannot be sustainable without building in mitigation into the planning process. Keeping the above factors in view, the Government of India have brought about a change in policy which emphasizes mitigation, prevention and preparedness. A strategic roadmap is prepared on the succeeding pages that has been drawn up for reducing the country's vulnerability to disasters. Action for reducing our vulnerabilities to disasters shall be taken in accordance with the roadmap. The roadmap will be reviewed every two years to see if any change in direction is necessary.

2.1.1 Agencies involved in disasters management

- Introduction – The institutional and policy mechanisms for carrying out response, relief and rehabilitation have been well-established since Independence. These mechanisms have proved to be robust and effective insofar as response. relief and rehabilitation are concerned. Agencies involved in Disaster Management.

- National Disaster Management Authority (NDMA) : - The National Disaster Management Authority, or the NDMA, is an apex body for disaster management, headed by the Prime Minister of India. It is responsible for the supervision, direction and control of the National Disaster Response Force (NDRF).

- National Executive Committee (NEC) : - The NEC is composed of high profile ministerial members from the government of India that include the Union Home

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Secretary as Chairperson , and the Secretaries to the Government of India (Gol) like Ministries/Departments of Agriculture, Atomic Energy, Defence, Drinking Water Supply, Environment and Forests etc. The NEC prepares the National Plan for Disaster Management as per the National Policy on Disaster Management .

- State Disaster Management Authority (SDMA) : - The Chief Minister of the respective state is the head of the SDMA. The State Government has a State Executive Committee (SEC) which assists the State Disaster Management Authority (SDMA) on Disaster Management .
- District Disaster Management Authority (DDMA) : - The DDMA is headed by the District Collector, Deputy Commissioner or District Magistrate depending on the situation, the elected representatives of the local authority as the Co-Chairperson. The DDMA ensures that the guidelines framed by the NDMA and the SDMA are followed by all the departments of the State Government at the District level and the local authorities in the District .
- Local Authorities : - Local authorities would include Panchayati Raj Institutions (PRI), Municipalities, District and Cantonment 11 Institutional and Legal Arrangement and Town Planning Authorities which control and manage civic services.

2.1.2 Early Warning System

- Cyclone

Indian Meteorological Department (IMD) is mandated to monitor and give warnings regarding Tropical Cyclone (TC), Monitoring process has been revolutionized by the advent of remote sensing techniques. A TC intensity analysis and forecast scheme has been worked out using satellite image interpretation techniques which facilitate forecasting of storm surges.

The meteorological satellite has made a tremendous impact on the analysis of cyclones. INSAT data has also been used to study the structures of different TCs in the Bay of Bengal. IMD is also producing Cloud Motion Vectors (CMV). Very High Resolution Radiometer (VHRR) payload onboard INSAT-2E which have been improved upon to provide water vapour channel data in addition to VIS and IR onboard INSAT-2E. A separate payload known as Charged Couple Device (CCD) has also been aeplayed onboard this satellite.

- Flood

At present there are 166 flood forecasting stations on various rivers in the country which includes 134 level forecasting and 32 inflow forecasting stations, river-wise break up. The flood forecasting involves the following four main activities:

i) Observation and collection of hydrological and hydro-meteorological data.
ii) Transmission of data to forecasting centres.
iii) Analysis of data and formulation of forecast.
iv) Dissemination of forecast.

2.1.3 Disaster Prevention and Mitigation

Proper planning and mitigation measures can play a leading role in risk-prone areas in order to minimize the worst effects of hazards such as earthquakes , floods and cyclones. These are the key areas which should be addressed to achieve this objective :

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- Risk Assessment and Vulnerability Mapping : Mapping and vulnerability analysis in a multi-risk structure will be conducted utilizing Geographic Information System (GIS) based databases like the National Database for Emergency Management (NDEM) and National Spatial Data Infrastructure (NSDI) .
- Increasing Trend of Disasters in Urban Areas : - Steps to prevent unplanned urbanization must be undertaken, with the plan of action formulated being given the highest priority. State Governments/UTs concerned on the other hand focus on urban drainage systems with special attention on non-obstruction of natural drainage systems. Critical Infrastructure : -
- Critical infrastructure like roads, dams, bridges, irrigation canals, bridges, power stations, railway lines, delta water distribution networks, ports and river and coastal embankments should be continuously checked for safety standards with respect to worldwide safety benchmarks and fortified if the current measures prove to be inadequate.
- Environmentally Sustainable Development: - Environmental considerations and developmental efforts, should be handled simultaneously for ensuring sustainability.
- Climate Change Adaptation :-The challenges of the increase in the frequency and intensity of natural disasters like cyclones, floods and droughts should be tackled in a sustained and effective manner with the promotion of strategies for climate change adaptation and disaster risk reduction.

2.1.4 Preparedness

Mitigation and preparedness measures go hand-in-hand for vulnerability reduction and rapid professional response to disasters.

The Central Government is now in the process of training and equipping 96 specialist search and rescue teams, each team consisting of 45 personnel including doctors, paramedics, structural engineers, etc.

A 200 bedded mobile hospital, fully trained and quipped is being set up by the Ministry of Health and attached to a leading Government hospital in Delhi. The Geographical Information System (GIS) data base is an effective tool for emergency responders to access information in terms of crucial parameters for the disaster affected areas.

2.2 Maharashtra State Disaster Management Policy (MSDMP)

The Maharashtar State Disaster Management Policy [2] considers the understanding of hazard and disasters, their behavior and the risks they pose to the community as fundamental to achieving successful disaster management. Thus, the strategy for implementing the MSDMP emphasizes an integrated approach to disaster management, covering the following phases of managing disasters as essential compounds of any disaster management program : Pre, Impact and Post disaster phase.

In order to carry out the prescribed activities contained within this policy, the GoGhas defined a framework of operation for a set of agencies that play a key role in disaster management. The MSDMP envisages a DM framework where the following entities play significant roles :

- MH State Disaster Management Authority.
- State Relief Commissioner.
- Government departments.
- District administration, headed by the District Collector.

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- Local Authorities, including Municipal Corporations, District, Talukas, Gram Panchayat etc.
- Voluntary agencies, including NGOs.
- Public sector, private sector; community.

The implementation framework is based on the premise that disaster management is not a separate sector or discipline but an approach to solving problems that facilitates disaster management, harnessing the skills and resources across stakeholders.

Therefore, a key element of the policy framework is to leverage the resources and capability of existing entities and build new capabilities, wherever necessary.
While for most activities, the implementation agencies remain the local authorities and Government functionaries, at the state level, MSDMA provides the overall direction and guidance that keeps the focus of various entities on disaster management.

2.3. Mumbai (Metro Polyton City), India Disaster Risk Management Profile

Functional arrangements, Consistent with the national approach, Mumbai's Disaster Management Plan [3] refers to its goals of mitigation strategy as :

- To substantially increase public awareness of disaster risk so that the public demands safer communities in which to live and work
- To significantly reduce the risks of loss of life, injuries, economic costs, and destruction of natural and cultural resources that result from disasters.
- Inter-City Linkages.
- Land Use Management.

2.3.1 Vulnerability issues

- Fire and industrial accidents have been part of the landscape of the city.
- Floods, Mumbai DMP identifies 10 sections along the Central Railways.
- Chemical (transport, handling), biological, and nuclear hazard.
- Earthquakes. Mumbai lies in the Bureau of Indian Standards (BIS) in Seismic Zone III.

3. Case studies and conclusion derived

3.1 Management of earthquake

India high earthquake risk and vulnerability is evident from the fact that about 59 percent of India's land area could face moderate to severe earthquake. During the period 2000 to 2010, more than 25000 lives were lost due to major earthquake in India, which also caused enormous damage to property and public infrastructure. All these earthquake established that major casualties were caused primarily due to the collapse of buildings.

These emphasise the need for strict compliance of town planning bye-laws and earthquake resistance building codes in India. These guidelines have been prepared taking into account an analysis of critical gapes responsible for specific risk.

These guidelines emphasise the need for carrying out the structural safety audit of existing lifelines structures and other critical structures in earthquake prone areas. And carrying out selective seismic strengthening and retrofitting.

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The earthquake guidelines rest on the following six pillars of seismic safety for improving the effectiveness of earthquake management in India.

The following are the 6 pillars:

- Earthquake resistant construction of new structures.
- Selective seismic strengthening and retrofitting of existing priority structures and lifeline structures.

Regulation and enforcement.

- Awareness and preparedness.
- Capacity development of education, training, R & D, capacity building and documentation.
- Emergency response.

3.2 Latur Disaster Management Plan

The city of Latur situated in the state of Maharashtra in India having population of more than 4.9 million earthquake in Latur.

Latur earthquake was one of the deadliest earthquakes Maharashtra has seen till date. The earthquake struck at about 3.56 am on September 30, 1993. In the interpolate earthquake about 52 villages were destroyed, over 30,000 were injured and approximately 10,000 were killed. The earthquake left a huge hollow at Killari, which was also the epicenter, remains in place till date.The earthquake in Maharashtra mainly affected the districts of Latur and Osmanabad.

- About 52 villages were demolished in the intraplate earthquake.
- The earthquake measured 6.2 on tl moment magnitude scale.
- Over 10,000 people died, whilst another 30,000 were injured.
- The area of Latur was densely populated so, the toll of those who were killed and injured was very high. Since the earthquake's focus was 12 kilometer deep, the shock waves caused more damage. The epicentre of the quake was killari. The large crater can be seen at the place even today.
- Several foreign and local donors reacted immediately to the tragedy by sending relief teams and rescue workers.
- The first convoy of over 120 trucks loaded with relief material such as tents, blankets, food and clothing, medical supplies and temporary shelters were given by international donors. The number of deaths included many women and children After the damage was understood in numbers, World Bank also offered assistance and funding for the reconstruction at Latur The Handicapped persons were provided financial assistance of 46.55 lakh rupees.
- 1,26,132 agricultural apparatuses were also provided to the farmers.
- 299 beneficiaries have been provided cattle for the cattle lost in earthquake.
- The National Disaster Management Authority (NDMA) was also set up after the latur earthquake.

- **Mechanism : Plan Activation**

An earthquake of magnitude 5 or more is likely to cause deaths and injuries to human beings and damage to all kinds of property, both private and public. Unfortunately there is

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very little warning available before the earthquake. Therefore planning should cater for a quick response at all levels to reduce the effects of the earthquake to the minimum. The Revenue department of the State will be the nodal department for formulating, controlling, monitoring and directing measures for earthquake preparedness, organizing rescue, relief and rehabilitation. All other concerned departments should extend full cooperation in all matters pertaining to the management of the earthquake disaster whenever it occurs.

The occurrence of an earthquake may be reported by the Indian Meteorological Department (IMD)/National Geophysical Research Institute (NGRI)/Institute of Seismological Research (ISR) to the State Authority by the fastest means. The State Crisis Management Committee (SCMC) under the chairmanship of the Chief Secretary should be activated immediately on the occurrence of any major earthquake. Besides these, the SEOC also receives reports on the earthquake from district and taluka levels. On receipt of the information, the SEOC verifies the authenticity of the reports and will inform the real situation to concerned authorities. The State government may, by notification published in the official gazette and in any one or more news papers having widest circulation in the area, declare such area to be disaster affected area.

3.3 Disaster management plan for Tipeshwar (Yavatmal District) : A case study

This sanctuary is located in the Yavatmal district of Maharashtra state in an area known as Pandarkawda. Throughout the year, the temperature in the area is very pleasant. The Tipeshwar Wildlife Sanctuary is entirely made of basalt, which was formed by a lava outburst a century ago. The sanctuary is 148.63 square kilometers in size and is densely forested. People rely on the forest for firewood, timber, and other necessities because the sanctuary is surrounded by villages. Because the terrain is steep and undulated, numerous species of plants cover the area, which varies with altitude.

Table 2 : Present situation of Tipeshwar Disaster Management

Various Disaster in park/ their action	Preparedness	Mitigation	Prevention
Forest fires	**Recommended :** Taking advantage of response to boost a "Preparedness culture", RS and GIS is used	**Yes,** fire fighting, fire line maintained local participation	Low Priority (Only when the risk is imminent and no preventive multiannual programme had been launched on time)
Drought	**No,** no per meant water harvesting structures	**Yes,** water holes creation, Transport of water to wildlife	**No**
Epidemics	**No,** not any special mentions in existing management plan	**Yes,** Vaccination, cattle prevention	**No**
	No special work regarding this		

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National Disaster Management Centre

- Information management
- Preparation of strategies, policies and plans
- Assessing vulnerability
- Coordination and support during disaster and emergency situations
- Non-emergency situations
- Conducting audits
- Training and community awareness

3.4 Role of engineering student for disaster management

A lot of the nation's older teenagers are part of 'emergency rescue teams' – mostly the training goes side by side along with 'compulsory military training' programs. I would like to negate student community from search and rescue since that is a highly specialized job and should be left to professionals. The basic role of the student, in my opinion, is AWARENESS of what to do during and after disasters. This would lessen panicking, paranoid and uncontrollable people running around.

Also, knowing what to do when disaster strikes will also lessen the death toll.Knowing what to do after a disaster, and at least basic first aid, will enable students to help the authorities in saving lives. If students are well trained then if there is a disaster they are able to protect themselves and they can also help others. The student branch is the most well informed branch of the community. They can spread awareness about disaster: management. In addition, they can form association to help in times of disaster. Children can help in managing disasters in many ways, and students can help in rehabilitation and resettlement of victims.

- They can spread awareness through rallies in streets.
- Volunteer in the information centers and form associations for the Disaster-Day.
- Provide the victims with basic needs.
- Preventing disasters at home-stopping building fires due to petty reasons like a short circuit.

- **Conclusion**

The structured and pre-planned preparedness and the healthy response to the disaster will help save the lives. Our success lies in, as is preached by the great people that existed and exist on earth "unity and unanimity devoid of discords."As India is a country of various anthropogenic disasters and natural disasters, it becomes necessary for the future generation of Engineers to be familiar with preventive measures and the Disaster Management practices. As this is a period of globalization, the promising Engineers should be competent enough, who are very much informed and acquainted with the practices of safe, secure and sustainable humanity. For this, their curriculum should be sufficiently rich. In the Disaster Management context, when the Engineers are in their students' years itself, they shall be given information, advertently or inadvertently into their minds, which will be useful for their personal life and also in their duty towards humanity.

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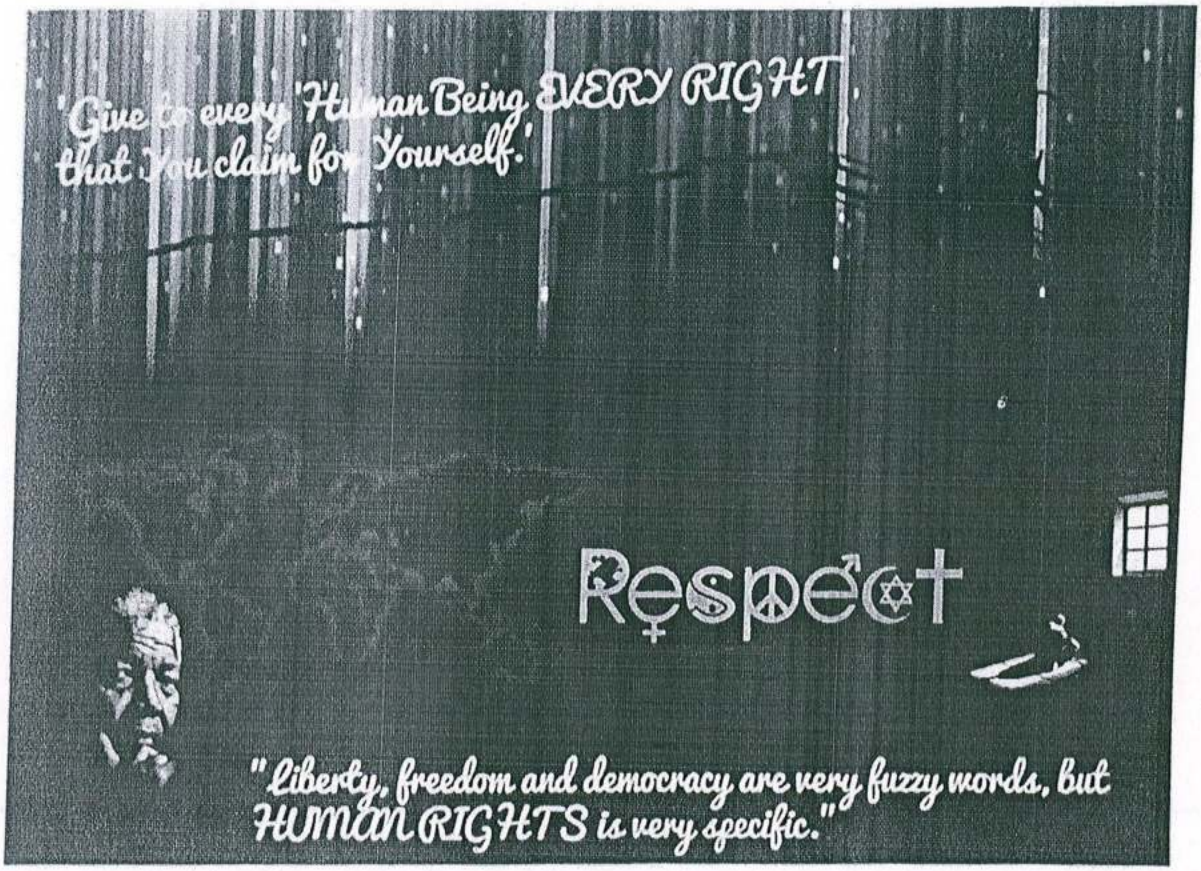

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Administrative and Institution Structures of Disaster Management

Sarla N. Shanware*

Abstract:
Disaster Management:

Disaster classification (or emergency management) is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing, supporting and rebuilding when natural or human made disasters occurs. The actions (efforts to avoid or ameliorate the impact) taken depends in part on the penceptions of the risk. In any event, an effective emergency management system will rely on the emergency plans available.

Considering the possibilities of such an occurrences, the project proponent plants to develop and implement a Disaster Management Plan aimed at identifying the different potential disasters that could impact the development. This plan will focous on five potential types of disasters than can arise from various sources and affect the operation and livelihood of the project in some from fashion.

Introduction:
India has been traditionery vulnerable to natural disasters on account of its unique geo-climate conditions. Floods, droughts, cyclones, earthquakes and landslides have been a recurrent pjomenia about 60% of the landmass is prone to earthquakes of various intensites have been a recurrent phenomeia. About 60% of the landmass is prone to earthquakes of various intensities over 40 million hectars is prone to earthquakes about 8% of the total area is prone to cyclones and 68% of the area is suscptibel to drought. In the decade 1990-2000 an average of about 4344 people lost their lives and about 30 million people were affected by disasters every year.

The loss in terms of private, community and public assets has been astronomical.

At the global level, there has been consider concern over natural disasters. Even as substaintial scientific and material progress is made, the loss of lives and property due to disters has not decreased. In fact, the human toll and economic losses have mounted. It was in this back ground that the united nations generally Assebled, in 1989, declared the decade 1990-2000 as the International Decade for Natural Disaster Reduction with the objectives to reduces loss of lives and property and restrict social economics change through concertod international action, especially in developing countries. .

Disaster Management Structure:
The act of managing natural or manm ade disasters will require a team effort or more apply a committee approach with this, the management of the proposed development will formulate an emergency committee to address any of the aforementioned disasters in a quick, responsible and safe manner.

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This committee will be charged with the task of electing an emergency coordination and his/her subordinate who shall direct and execute all the activities outlined by the response plans. The emergency committee must conduct periodic meetings to address important issues concerning the disaster management plans. Such important issues should be the objectives of the committee, their roles and responsibilities, updates, training, drills as well as their terms of reference (TOR) which they will abide by. The emergency committee will also decide on the election policies for coordinators.

List of Verious Disasters :

1) Water and climate related Disasters
2) Floods and draingen management
3) Cyclones
4) Hailstrom
5) Cloud burst
6) Tornadoes and hurricanes
7) Snow avalanches
8) Droughts
9) Sea erosion
10) Thunder and lightening
11) Tsunami

Geological Disasters :

1) Landslides and mudflows
2) Earthquakes
3) Dam Failures/Dam bursts
4) Minon Fires

Chemical, Industrial and Nuclear related disasters :

1) Chemical and Industrial Disasters
2) Neclear Disasters

Accident related Disasters

1) Forest Fires
2) Urban Fires
3) Mine Flooding
4) Oil Spills
5) Major Buildings Collapse
6) Seria Bomb Blasts
7) Festival related Disasters
8) Electrical Disasters and Fires
9) Air, road and rail accidents
10) Boat Capsizing
11) Village Fire

Biological Related Disasters :

1) Biological Disasters and Epidemics
2) Pest Attacks
3) Cattle Epidemics
4) Food Poisoning

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1) Earthquakes :

Definition:

Earthquake can be defined as the sudden shaking of the earth crust. It is one of the most destructive natural hazards. They may occur at any time of the year, day or night with sudden impact and little harming.

2) Tsunami:

The term Tsunami has been derived from a Japan term Tsu meaning 'harbor' and nami meanings 'Waves'. Tsunamis are popularly collod tida waves but they actually have nothing to do with the tides. These waves which often affect distant shores, originate.

3) Cyclones:

Cyclone is a region of low atmospheric pressure surrounded by high atmospheric pressure resulting in swirling atmospheric disturbance accompanied by powerful winds blowing in anticlockwise direction in the Northen hemisphere and in the clockwise direction in the South hemisphere. They occurs mainly in the typical and tomporue regions of the world.

4) Floods :

Flood is a state of high water level along a river canal or on the coast that leads to in undetion of land, which is not usually submerized. Floods may happen gradually and also may take hours or even happen suddenly without any warning due to branch in the embarkment, spill over, heavy rains etc.

Droughts :

Drought is either absence or deficancy of rain fall from its normal pattern in a region for an extended period of time leading to general suffering in the society, it is interplay between demand that people place on natural supply of water and natural event that provides the water in a given geographical region.

Landslides :

The term landslides includes all variable of mass movements of hill stop as and can be find as the downward and outward movement of slope forming materials composed of rocks, soils, artificial, fills or caombination of all these materials along surfaces of separation by failings, slidings and flowing then slowly or quickly from one place to another.

Forest Fires:

The most common hazard in forests is forests fire. Forests fires are as old as the forests themselves. They pose a threat not only to the forests health but also to the entire region to fauna and flora seriously disturbing the biodiversity and the ecology and environment of a region. During summon, when there is no rain for months the forests become littered with dry senescent leaves and twings, which could burst into flames ignited by the slightest spark. The Himalayan forests, practically Garhwall Himalayas have been during regularly during the last few summers.

Prevention is defined as those activities taken to prevent a natural phenomenon or potential hazard from having harmly effects on either people or economic assets.

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Delated actions drain the either people of economily and the resources for emergency response with a region. For developing nations, prevention is perhaps the most critical components in managing disasters however, it is clearly one of the most difficult to promote prevention planning is based on two issues. Hazard identicic community to handle the consequences of the once those issues put in order of priority, emergency manages can determine the appropriate prevention strategies. Disaster prevention refers to measures taken to eliminates the root causes that make people vulnerable to disaster.

Preparidness :
Are the measures that ensure the organized mobilization of personal funds, equipments and supplies within a soft environment for effective relief.

Reconstruction:
The full resumption of socio-economic activities plus preventive measures.

Rehabilitation:
Is the restoration of basic social functions.

Disaster Effects:
1) Deaths
2) Disability
3) Increase in communicable disease
4) Psychological problems
5) Food Shortage
6) Scocial Economic losses
7) Shortage of Drugs and Medical Supplies
8) Environmental Disruption

Distinguishing between an emergency and a disaster situation: An emergency and a disaster are two different situations.

An Emergency:
An emergency is a situation in which the community is capable of caping. It is a situation generated by the reg or imminet occurrence of an event that requires immediate attention of emergency resources.

A disaster is a situation in which the community is incapable of coping. It is a natural or human caused event which causes intense negative impacts on people, goods, services and / or the environment, exceeding the affected community's capability to respond, therefore the community seeks the assistance of Government and International agencies.

Emotional Impacts of Disasters:
Introduction:
In unit I your would have looked at the different types of disasters that occur. Whether it is a natural or manmade disaster, the impact disasters have on the affected community, either collectively or individually varies.

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All too often it is much easier to see the physical consequences of disaster- injuries, death and displacement. The immediate responses to allevi the pain and suffering is easily measured in term of shelter, food, medicine, water and other things alike. Many victims of disasters have the ability to adopt to the sudden changes in their environment and daily routine more than others, and thus are more resilient. The more prepared communities are before a disaster occurs, the more resilient they are.

Today across the small island state, we are seeing the need to consider more the psychosocial effects that the disaster has on the affected. Communities, somethings that is less obvious. As research has shown disasters are expected to increase in the future. As a result, more people are expected to increase in the future. As a result, more people to be emotionally and mentally affected communities. Something that is less/obvious.

Disaster Management Act, 2005

This Act provides for the effective management of disaster and for matters connected therewith or incidental thereto. It provides institutional mechanisms for drawing up and monitoring the implementation of the disaster management. The Act also ensures measures by the various wings of the Government for prevention and mitigation of disasters and prompt response to any disaster situation.

The Act provides for setting up of a National Disaster Management Authority (NDMA) under the Chairmanship of the Prime Minister, State Disaster Management Authorities (SDMAs) under the Chairmanship of the Chief Ministers, District Disaster Management Authorities (DDMAs) under the Chairmanship of Collectors/District Magistrates/Deputy Commissioners. The Act further provides for the constitution of different Executive Committee at national and state levels.

Under its aegis, the National Institute of Disaster Management (NIDM) for capacity building and National Disaster Response Force (NDRF) for response purpose have been set up. It also mandates the concerned Ministries and Departments to draw up their own plans in accordance with the National Plan. The Act further contains the provisions for financial mechanisms such as creation of funds for response, National Disaster Mitigation Fund and similar funds at the state and district levels for the purpose of disaster management. The Act also provides specific roles to local bodies in disaster management.

Further the enactment of 73rd and 74th Amendments to the constitution and emergence of local self- government, both rural and urban, as important tiers of governance, the role of local authorities becomes very important. The DM Act, 2005 also envisages specific roles to be played by the local bodies in disaster management.

Legal - Institutional Framework: A legal institutional framework developed based on the provision of the Act across the country, in vertical and horizontal hierarchical and in the federal setup of country may be seen in the Figure for appreciation of response mechanism which has been put in place.

National Level Institutions

National Disaster Management Authority (NDMA)

The National Disaster Management Authority (NDMA) was initially constituted on May 30, 2005 under the Chairmanship of Prime Minister vide an executive order. Following enactment of the Disaster Management Act, 2005, the NDMA was

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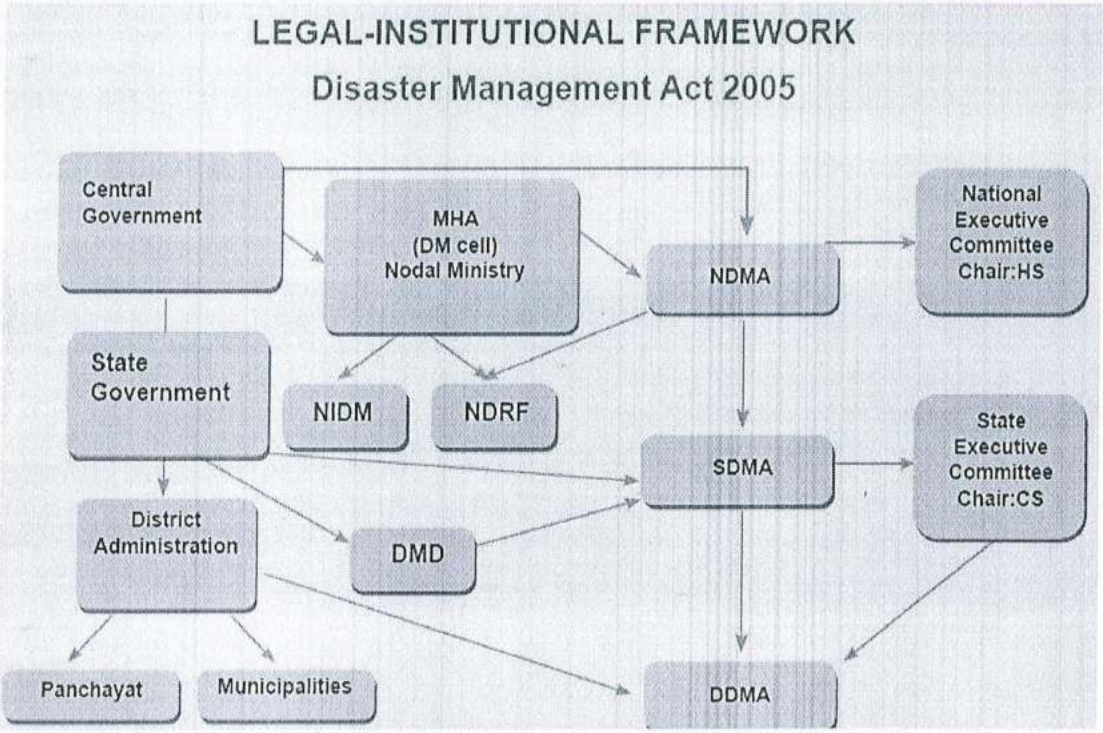
formally constituted in accordance with Section-3(1) of the Act on 27th September, 2006 with Prime Minister as its Chairperson and nine other members, and one such member to be designated as Vice-Chairperson.

Mandate of NDMA: The NDMA has been mandated with laying down policies on disaster management and guidelines which would be followed by different Ministries, Departments of the Government of India and State Government in taking measures for disaster risk reduction. It has also to laid down guidelines to be followed by the State Authorities in drawing up the State Plans and to take such measures for the management of disasters, Details of these responsibilities are given as under :-

LEGAL-INSTITUTIONAL FRAMEWORK



A. Approve the National Plan

B. Approve plans prepared by the Ministries or Departments of the Government of India in accordance with the National Plan;

C. Lay down guidelines to be followed by the State Authorities in drawing up the State Plan;

D. Lay down guidelines to be followed by the different Ministries or Departments of the Government of India for the purpose of integrating the measures for prevention of disaster or the mitigation of its effects in their development plans and projects;

E. Coordinate the enforcement and implementation of the policy and plan for disaster management;

F. Recommend provision of funds for the purpose of mitigation;

G. Provide such support to other countries affected by major disasters as may be determined by the Central Government;

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H. Take such other measures for the prevention of disaster, or the mitigation, or preparedness and capacity building for dealing with the threatening disaster situation or disaster as it may consider necessary;

I. Lay down broad policies and guidelines for the functioning of the National Institute of Disaster Management.

Composition of NDMA: Besides the nine members nominated by the Prime Minister, Chairperson of the Authority, the Organisational structure consists of a Secretary and five Joint Secretaries including one Financial Advisor. There are 10 posts of Joint Advisors and Directors, 14 Assistant Advisors, Under Secretaries and Assistant Financial Advisor and Duty Officer along with supporting staff.

Further, Recruitment Rules have been notified as

a) National Disaster Management Authority, Group-'C' posts Recruitment Rules, 2009.

b) National Disaster Management Authority (Group 'A') Recruitment Rules, 2009. Under Section 7 (1) of DM Act an Advisory Committee with 12 Members has been constituted during 2007.

National Executive Committee (NEC)

A National Executive Committee is constituted under Section 8 of DM Act, 2005 to assist the National Authority in the performance of its functions. NEC consists of Home Secretary as its Chairperson, *ex-officio*, with other Secretaries to the Government of India in the Ministries or Departments having administrative control of the agriculture, atomic energy, defence, drinking water supply, environment and forest, finance (expenditure), health, power, rural development science and technology, space, telecommunication, urban development, water resources. The Chief of Integrated Defence Staff of the Chiefs of Staff Committee, *ex-officio,* is also its Members. NEC may as and when it considers necessary constitute one or more sub-committees for the efficient discharge of its functions. For the conduct of NEC, Disaster Management National Executive Committee (Procedure and Allowances) Rules, 2006 has been issued which may be visited at www.mha.nic.in. NEC has been given the responsibility to act as the coordinating and monitoring body for disaster management, to prepare a National Plan, monitor the implementation of National Policy etc. vide section 10 of the DM Act.

State level Institutions

State Disaster Management Authority (SDMA)

The DM Act, 2005 provides for constitution of SDMAs and DDMAs in all the states and UTs. As per the information received from the states and UTs, except Gujarat and Daman & Diu, all the rest have constituted SDMAs under the DM Act, 2005. Gujarat has constituted its SDMA under its Gujarat State Disaster Management Act, 2003. Daman & Diu have also established SDMAs prior to enactment of DM Act 2005.

State Executive Committee (SEC)

The Act envisages establishment of State Executive Committee under Section 20 of the Act, to be headed by Chief Secretary of the state Government with four other Secretaries of such departments as the state Government may think fit. It has the responsibility for coordinating and monitoring the implementation of the National Policy, the National Plan and the State Plan as provided under section 22 of the Act.

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District level Institutions

District Disaster Management Authority (DDMA)

Section 25 of the DM Act provides for constitution of DDMA for every district of a state. The District Magistrate/ District Collector/Deputy Commissioner heads the Authority as Chairperson besides an elected representative of the local authority as Co-Chairperson except in the tribal areas where the Chief Executive Member of the District Council of Autonomous District is designated as Co-Chairperson. Further in district, where Zila Parishad exist, its Chairperson shall be the Co-Chairperson of DDMA. Other members of this authority include the CEO of the District Authority, Superintendant of Police, Chief Medical Officer of the District and other two district level officers are designated by the state Government.

The District Authority is responsible for planning, coordination and implementation of disaster management and to take such measures for disaster management as provided in the guidelines. The District Authority also has the power to examine the construction in any area in the district to enforce the safety standards and also to arrange for relief measures and respond to the disaster at the district level.

Institutional Framework for Metropolitan Cities

In the larger cities (say, with population exceeding 2.5 million), the recommendation of the second Administrative Reforms Commission has suggested that the Mayor, assisted by the Commissioner of the Municipal Corporation and the Police Commissioner to be directly responsible for Crisis Management. It has now been accepted by the Government.

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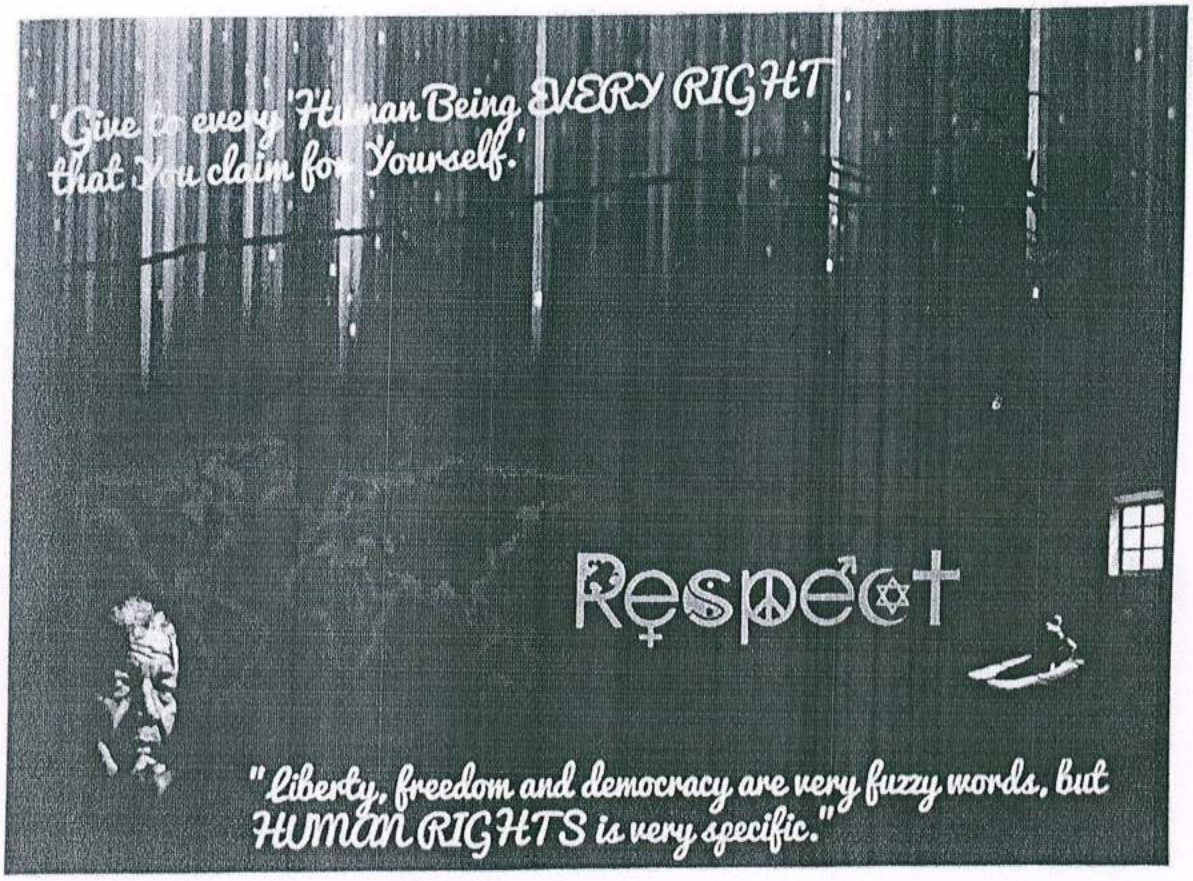

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Role of GO & NGO's in Disaster Management

***Dr. Chandrashekhar S. Malviya**

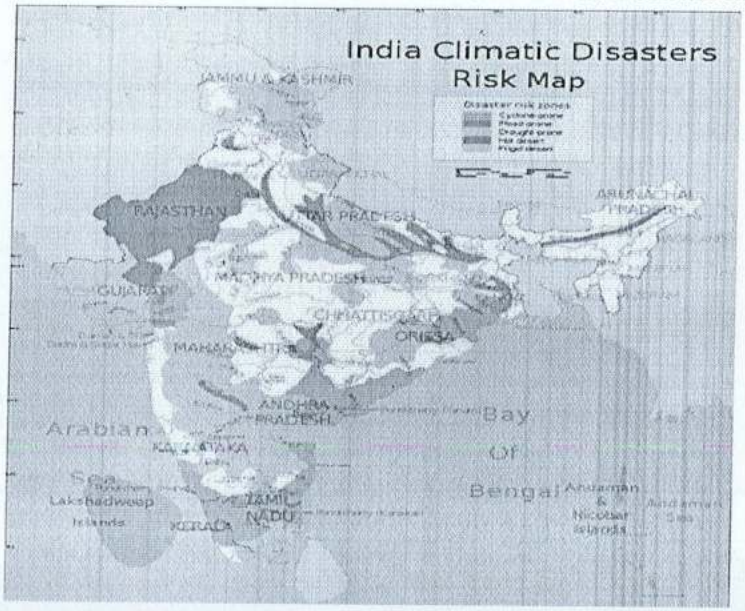
Abstract

India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. Floods, droughts, cyclone, earthquakes, and landslides have been a recurrent phenomenon. The vulnerability in India is more compared to developed countries. This is resulting in huge loss in terms of human, financial, environmental and livelihood. At global level, there has been considerable concern over natural disasters. After Orissa super cyclone and Bhuj earthquake we realized the need to adopt multi-disciplinary and multi sectoral approach and incorporation of risk reduction in the development plans and strategies. The new approach of Government of India proceeds from the conviction that development cannot be sustainable unless disaster mitigation is built into the development process. Disaster Management occupies an important place in this country's policy framework. This paper is to highlight Disaster Management in India. This paper will provide important information in three mutually reinforcing areas viz. disaster preparedness, response, and rehabilitation management. The case studies for disaster management will be discussed.

Introduction:

A disaster is defined as a disruption on a massive scale, either natural or man-made, occurring in short or long periods. Disasters can lead to human, material, economic or environmental hardships, which can be beyond the bearable capacity of the affected society. As per statistics, India is vulnerable to 30 different types of disasters that will affect the economic, social, and human development potential to such an extent that it will have long-term effects on productivity and macro-economic performance.

The various disaster-prone zones in India can be inferred from the map below:



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What is Disaster Management?

The Disaster Management Act of 2005 defines Disaster Management as an integrated process of planning, organizing, coordinating, and implementing measures which are necessary for-

1. Prevention of threat of any disaster
2. Reduction of risk of any disaster or its consequences
3. Readiness to deal with any disaster
4. Promptness in dealing with a disaster
5. Assessing the severity of the effects of any disaster
6. Rescue and relief
7. Rehabilitation and Reconstruction

Objectives

To study Disaster Management in India

Disaster Management

High Power Committee Disaster was constituted in 1999 by Government of India for drawing a systematic, comprehensive, and holistic approach towards disaster. The Committee has
classified disaster in to five groups as

Subgroup I	Water & Climate Related Disasters	Floods & Drainage Mgt., Tornadoes & Hurricanes, Cyclones Hailstorm, Cloud burst, Heat Wave & Cold wave, Snow Avalanches, Droughts, Sea Erosion and Thunder & Lightning
Subgroup II	Geologically related Disasters	Landslides, Mudflows, Earthquakes, Dam Failures / Dam bursts and Mine Fires.
Subgroup III	Chemical, Indus., & Nuclear	The Chemical and Industrial & Nuclear Disasters have been included
Subgroup IV	Accident-related Disasters	Forest / Urban Fires, Mine Flooding, Oil spill, major bldg. Collapse, Serial Bomb blasts, Festival related Disasters, Elec. Disasters & fires, Air, Road & Rail Accidents, Boat Capsizing
Subgroup V	Biologically related Disasters	Biological Disaster & Epidemics, Pest Attacks, Cattle epidemics & Food

Agencies involved in Disaster Management

• **National Disaster Management Authority (NDMA):-** The National Disaster Management Authority, or the NDMA, is an apex body for disaster management, headed by the Prime Minister of India. It is responsible for the supervision, direction, and control of the National Disaster Response Force (NDRF).

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- **National Executive Committee (NEC):** - The NEC is composed of high-profile ministerial members from the government of India that include the Union Home Secretary as Chairperson, and the Secretaries to the Government of India (GOI)like Ministries/Departments of Agriculture, Atomic Energy, Defense, Drinking Water Supply, Environment and Forests, etc. The NEC prepares the National Plan for Disaster Management as per the National Policy on Disaster Management.
- **State Disaster Management Authority (SDMA):** - The Chief Minister of the respective state is the head of the SDMA. The State Government has a State Executive Committee (SEC) which assists the State Disaster Management Authority (SDMA) on Disaster Management.
- **District Disaster Management Authority (DDMA):** - The DDMA is headed by the District Collector, Deputy Commissioner or District Magistrate depending on the situation, with the elected representatives of the local authority as the Co-Chairperson. The DDMA ensures that the guidelines framed by the NDMA and the SDMA are followed by all the departments of the State Government at the District level and the local authorities in the district.
- **Local Authorities:-** Local authorities would include Panchayati Raj Institutions (PRI), Municipalities, District and Cantonment 11 Institutional and Legal Arrangements Boards, and Town Planning Authorities which control and manage civic services.

Case studies

The pre- and post-disaster management strategies adopted for two annually recurrent disasters in India are explained below with case studies.to overcome the challenges

Cyclones:

Due to more awareness and monitoring of cyclones in the last several years, the track and magnitude are known beforehand, and evacuation and relief measures are taken up on a large scale whenever a cyclone is set for landfall along the Indian coast. The deaths due to cyclones have decreased as a result. Cyclone Hudhud that made landfall near Visakhapatnam in Andhra Pradesh (AP) in October 2014 was a very severe cyclonic storm. It impacted AP, Odisha, and Chhattisgarh. Around 7 lakh people were evacuated prior to landfall, and this minimized the death toll to around 100. The NDRF was massively deployed for rescue and relief operations. The cyclone caused extensive damage to Visakhapatnam city and the neighboring districts, and the total damage is estimated at Rs. 70,000 crores, the highest till date in India. After Cyclone Phailin hit Odisha in 2013, there were reports of looting of relief materials and absence of relief measures. Thus, even though human fatalities have been reduced because of advance information and the steps taken by the government and the people, the destruction of infrastructure in the aftermath of a cyclone has still not been reduced. This leads to the weaker sections of society suffering in the post-disaster scenario. One of the shocks for India in 2016, especially Chennai, was the Vardah Cyclone. A low-pressure area created in Malay Peninsula and the Sumatra region moved towards southeast Bay of Bengal and created the tropical disturbance and then evolved into a cyclone with a maximum wind speed of 192 kmph and impacted AP and TN. Chennai was in the eye of the cyclone. Due to the warning given by the Cyclone Warning Division of India Meteorological Department, over 15 teams of NDRF had been already deployed to the coastal areas of Tamil Nadu and Andhra Pradesh. The cyclone uprooted more than 12,000 trees and disrupted telecommunication in TN and made a landfall in Chennai. Around 20,000 people were evacuated, and this minimized the death toll to around 16. The total damage was estimated at Rs. 6,749 crores to the state. The people who were

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affected by Vardah were also helped by the Indian Armed Forces. The losses were huge, but people helped each other to bring up the situation to a normal state.

Floods

In the first week of September 2014, the Srinagar weather station in J&K recorded more than 500 mm of rainfall leading to disastrous floods, which killed more than 215 people and displaced tens of thousands more in the state. The state emergency forces were ineffective and people in responsible positions were prominent by their absence. Around 2.5 lakh people were rescued by 30,000 troops of armed forces, the NDRF and the locals. The Central Water Commission (CWC) had no flood forecasts for the state. Infrastructure losses are pegged at Rs.6000 crores. Deforestation in the catchment areas of rivers – especially Jhelum, Chenab and Indus – and streams is a big problem in the Kashmir valley. The loss of trees has caused more erosion from catchment areas and raised the riverbeds; consequently, the water carrying capacity of the streams and rivers is much reduced leading to breaching of river banks and inundation. Illegal and unplanned construction in the floodplains has altered the natural flow as the existing contour drainage is cutoff. Unplanned road construction in the Himalayas destabilizes the upstream slope and chokes the riverbed with debris. More importantly, failure to preserve wetlands and lakes has played a major role in ecological degradation as their sponge action is cut off. Wular lake, which was 20,200 ha has been reduced to 2,400 ha and the Dal Lake in Srinagar has been shrunk to almost half its size. Almost half of Srinagar's lakes, ponds and wetlands have been encroached over the years and untreated sewage and sullage are being discharged into it. This has led to eutrophication of water bodies leading to further reduction in storage capacity. Excessive usage of chemical fertilizers in the fruit orchards throughout Kashmir has compounded this problem. Relief measures have been implemented slowly and there is now a fear that the problems will only increase because of the harsh winter. The imminent danger to Srinagar was highlighted in 2010 itself but no action was taken.

The Nov-Dec 2015 floods of Chennai is described as the worst in a century. According to Skymet data, Chennai recorded a whopping rainfall of about 1218.6mm in November 2015.The ensuing flood affected the Coromandel coast of TN and the Union Territory of Puducherry, with the city of Chennai and surroundings particularly hard hit. Urban development that cares little for natural processes has led to many wetlands being built over. In addition, old, underdeveloped civic infrastructure and drainage systems have led to increased flooding in major cities. Earlier, numerous lakes and tanks were built by the rulers, which ensured that excess water from one lake entered the next lake and so on, thus ensuring a good distribution of the excess water and minimum wastage of precious rainwater. As per a CSE report, there were over 600 lakes in Chennai the 1980s, but by 2008 only a few were still in good condition. More than 500 people lost their lives and over 1.8 million people were evacuated with the help of NDRF and Indian Armed Forces during the Chennai floods. The total damage was estimated in the range of Rs. 200 billion to over Rs. 1 trillion. The insurance losses due to the floods were the maximum encountered so far in Chennai.

Lapses:

The Comptroller and Auditor General's report on the audit of disaster management found several shortcomings. As can also be seen from the case studies above, the management of disasters must be thoroughly strengthened from all angles.

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The following are the major lapses:

- SDMAs not fully functional; state disaster response funds mismanaged in many states;
- state disaster response forces raised only in seven states.
- Interference among agencies leading to duplication of same works.
- No actionable plan for flood management in the Ministry of Water Resources.
- Emergency action plans for only 25% of dams; inflow data for only 0.006% of barrages and reservoirs as of Sep 2011.
- No data till date for many rivers; no information on water bodies; no proper monitoring mechanisms in place.
- FMP not properly implemented; more than 50% of flood prone areas not protected.
- No cyclone-related programs initiated by Ministry of Earth Sciences even though it was identified as the nodal ministry.
- Management and mitigation plan not prepared for cyclones.

Suggestions for improvement

While it is true that whatever preparation we undertake will not be enough in a catastrophe, we cannot take that as an excuse and not have basic protection measures in place. Most India's natural disasters are annual occurrences – floods, droughts, and cyclones – for which, even after so many years after Independence, we do not have enough planning, protection and relief and rehabilitation. In Chennai, for example, there was excess water in 2015, which not only incapacitated the city but also emptied into the sea. Whereas in 2016, even Cyclone Vardah was not enough to make up for the deficit in the northeast monsoon and the city is staring at one of the worst droughts even before summer has started. The agencies that deal with disaster are found wanting in implementing their responsibilities; there is no coordination among various sectors and agencies; there is no proper control structure; there is lack of communication and information at critical moments. All these and more need to be addressed and steps taken so that when any part of the country encounters a disaster, the suffering of the people is minimized through a strong infrastructure and timely relief and rehabilitation. While there are calls for the railway minister to step down owning responsibility for a single accident, no one is held responsible in the aftermath of a disaster. What can we do to change this?

- Technically capable people with a set term should be allowed to head NDMA and implement its policies.
- The hazards database of the country should be updated as soon as possible with inputs from district and state levels and from field experts and civil society organizations (CSOs).
- A chain of command during disasters should exist with powers of implementation.
- The agencies at the district and state levels should be trained for effective response measures.
- The projects undertaken should be finished within deadlines and with strict quality.
- A nationwide and statewide database of CSOs and individuals experienced with handling disasters should be maintained and their help sought during crises.
- Private sector should be roped in for implementing pre- and post-disaster measures.
- Reputed CSOs must be involved from the planning stage itself and provided with necessary wherewithal for their involvement during and after a disaster.

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Conclusions

Disasters are inevitable. The fact lies in stating "we must all be prepared to try to survive the current and the forthcoming disasters." We cannot rule the nature but we can at least be watchful and vigilant. The structured and preplanned preparedness and the healthy response to the disaster will help save the lives.

With the second highest population, increasing urbanization and added high risk for extreme events, India is in a vulnerable situation of facing disasters year after year. The unplanned and substandard infrastructure combined with poor implementation of planning, relief and rehabilitation measures increases the human, physical and economic losses sustained during and after a disaster. It is high time that we wake up to reality and enforce strict measures to reduce losses on all fronts. Accountability at all levels is the need of the hour. While the economically stronger sections of society will have more resilience in bouncing back to near normalcy from a disaster as a community, it is the economically weaker and vulnerable (elderly people, women, children, and the differently abled) sections that are hit the most during and even many years after a disaster occurs. Care should be taken to see that the weaker sections are also able to recover fast from disasters.

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