

Revised Syllabus

Foundation Course for F.Y.B.A. /B. Com./ B. sc. Semester I

Unit 1

Overview of Indian Society:

Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference.

Unit 2

Concept of Disparity-1:

Understand the concept of disparity as arising out of stratification and inequality-Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media;

Appreciate the inequalities faced by people with disabilities and understand the issues of people with physical and mental disabilities.

Unit 3

Concept of Disparity-2:

Examine inequalities manifested due to the caste system and inter-group conflicts arising thereof; Understand inter-group conflicts arising out of communalism; Examine the causes and effects of conflicts arising out of regionalism and linguistic differences.

Unit 4

The Indian Constitution:

Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution.

Unit 5**Significant Aspects of Political Processes:**

The party system in Indian politics; Local self-government in urban and rural areas; the 73rd and 74th Amendments and their implications for inclusive politics;

Role and significance of women in politics.

Unit 6**Growing Social Problems in India:**

- a. Substance abuse- impact on youth & challenges for the future
- b. HIV/AIDS- awareness, prevention, treatment and services
- c. Problems of the elderly- causes, implications and response
- d. Issue of child labour- magnitude, causes, effects and response
- e. Child abuse- effects and ways to prevent
- f. Trafficking of women- causes, effects and response.

Semester II**Unit 1****Globalisation and Indian Society:**

Understanding the concepts of liberalization, privatization and globalization;

Growth of information technology and communication and its impact manifested in everyday life;

Impact of globalization on industry: changes in employment and increasing migration;

Changes in agrarian sector due to globalization; rise in corporate farming and increase in farmers' suicides.

Unit 2 Human Rights**Concept of Human Rights; origin and evolution of the concept;**

The Universal Declaration of Human Rights;

Human Rights constituents with special reference to Fundamental Rights stated in the Constitution;

Unit 3 Ecology**Concept of Ecology and Environment;**

Ecosystems- their structure and functions; food chain, food webs and ecological pyramids;

Environmental degradation- causes and impact on human life.

Sustainable Development- concept and components;

Unit 4**Understanding Stress and Conflict:**

Causes of stress and conflict in individuals and society;
Agents of socialization and the role played by them in developing the individual; Significance of values, ethics and prejudices in developing the individual; Stereotyping and prejudice as significant factors in causing conflicts in society.
Aggression and violence as the public expression of conflict;

Unit 5**Managing Stress and Conflict in Contemporary Society:**

Types of conflicts and use of coping mechanisms for managing individual stress;
Maslow's theory of self-actualisation;
Different methods of responding to conflicts in society;
Conflict-resolution and efforts towards building peace and harmony in society.

Unit 6**Contemporary Societal Challenge**

- a) Increasing urbanization, problems of housing, health and sanitation;
- b) Changing lifestyles and impact on culture.
- c) Farmers' suicides and agrarian distress.
- d) Debate regarding Genetically Modified Crops.
- e) Development projects and Human Rights violations.
- f) Increasing crime/suicides among youth.



F.Y.B.A./B.Com./B.Sc.

FOUNDATION COURSE - I

Chapter 1

OVERVIEW OF INDIAN SOCIETY

Unit structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Demographic composition of India
- 1.3 India as a multicultural and pluralistic society
 - 1.3.1 Multi-religionism
 - 1.3.2 Multi-linguism
 - 1.3.3 Caste system in India
- 1.4 Gender –a demographic analysis
- 1.5 Regional variations and its characteristics
 - 1.5.1 Characteristics and problems of tribal areas
 - 1.5.2 Characteristics and problems of rural areas
 - 1.5.3 Characteristics and problems of urban areas
- 1.6 Summary
- 1.7 Unit end questions

1.0 OBJECTIVES

- To understand the pluralistic nature of Indian society
- To understand the multi-religious, multi-lingual nature and caste dimension in Indian society
- To bring out the significance of gender as a demographic variable
- To analyze the regional variations and problems of rural, urban and tribal areas.

1.1 INTRODUCTION

India is a land of diversities and contrasts. In order to understand the nature of Indian society it is necessary to understand the multi-cultural and pluralistic characteristics of its inhabitants. The multiplicity is reflected in its language, religion, caste, race, ethnicity, climatic conditions, geographical features, historical legacies, dress and food habits etc. There are several

other additional factors and variables that further divide the society into smaller fragments. There is a vast difference in the socio-economic and political developments in rural, urban and tribal areas. India, unlike many other nations in the world is not just a 'melting pot' of various cultures where people come together and turn in to one uniform category for E.g. American culture envelopes all its inhabitants in to one uniform identity. But Indian diversity can be identified as a 'salad bowl' where in each of its citizen has a distinct identity at various levels of caste, language, religion, region etc.

1.2 DEMOGRAPHIC COMPOSITION OF INDIA

Demographic data refers to the characteristics of a human population in a particular geographical region. It can be defined as a study of size, growth, age and geographical distribution of human population with respect to birth, death, marriage and migrant population.

India being the second most populous country, after China with a population of more than 102 billion, and the seventh largest in terms of area, has a great diversity in its demographic attributes, may it be birth rate and death rate, fertility and mortality rate, literacy, sex ratio and child sex ratio, poverty, per capita income, employment levels, gender disparity and so on.

Table 1.1 Demographic variation

Demographic variable	National average	State with the Highest %	State with the lowest %
Literacy	74.04%	Kerala (93.91)	Bihar (63.82)
Poverty	26.00%	Orissa (45.00%)	Goa (4.00%)
Sex Ratio	940/1000	Kerala (1058/1000)	Haryana (861/1000)

Source: Census of India, 2011

1.3 INDIA AS A MULTICULTURAL AND PLURALISTIC SOCIETY

The term multiculturalism refers to the appreciation, acceptance or promotion of multiple cultures. Whereas Pluralism refers to the existence within a nation or a society, of groups

distinctive in ethnic origin, cultural patterns, language, religion etc. Pluralism recognizes the existence of different groups at the same time there is an element of equal opportunities or treatment to these groups.

In spite of the diversity and multiplicity, Indian civilization signifies a certain amount of continuity and confluence. This confluence of cultures also brings out a unique feature of 'Unity in diversity'. In order to comprehend this unique feature, it is necessary to understand the multiple stratum of multi-religionism, multi-linguism and caste diversities in India.

1.3.1 Multi-religionism:

India is a cradle of world religions. Its ancestors have preached and practiced almost all major religions of the world giving rise to worldly beliefs, practices, rites, rituals, ceremonies and institutions. The co existence of all the religions and variety of faiths has been a shining example of religious pluralism and tolerance. The principle of secularism in spite of several conflicts and riots has been upheld by our citizens time and again.

Indian Constitution has rightly reflected the idea of multi religionism. It states that "every citizen has a right to freely practice, preach, profess and propagate any religion or faith". Secular state has been defined as a "state in which all religions and citizens irrespective of their faith would be treated impartially". Unlike its neighboring nations India does not uphold any one religion as the state religion. Apart from the major religions there are several tribal religions co-existing in Indian society.

Following are the major religions and the percentage of population belonging to that religion.

Table 1.2

Religions	Percentage of population
Hinduism	80.45%
Islam	13.43%
Christianity	2.34%
Sikhism	1.86%
Buddhism	0.77%

Jainism	0.41%
Zorastrianism	0.09%
Others(Jews etc)	0.06%

(Source: Census of India, 2001)

- Hinduism-** Hinduism is one of the most ancient religions of India. Although followed by majority of population, its origin is not owed to any prophet or founder. Major Hindu scriptures include *Vedas* and the holy book is *Bhagwad -Gita, Ramayan, Puranas etc.* Idol-worship, theory of *Purushartha*, theory of *Karma*, doctrine of rebirth are some of the major principle of Hinduism. They believe in trinity of Brahma (creator), Vishnu (sustainer) and Mahesh or Shiva (destroyer). The theory of *Purushartha* includes four principle of Dharma (Duty), Artha (material gain), Kama (physical pleasure) and Moksha (Salvation). Hindus are further divided in to two sects i.e. shaivism and vaishism and four castes i.e. Brahmin, Kshatriyas, Vaishyas and Shudras which are discussed later in the section on caste system in India.
- Islam-** Islam originated in Arabia in around 7th century A.D. The term Islam in Arabic means surrender to God. Prophet Mohammad is the founder of this religion. It is a monotheistic religion meaning believes only in one god and that is *Allah*. Quran is the holy book of Islam. The religion is based on five pillars, they are Allah (believe in only one god), Ramzan (fast in the auspicious month), Hajj (Pilgrimage at least once in a lifetime), Namaz (praying five times a day) and Zakkat (Charity). The major two sects of Islam are Shiyahs and Sunnis.
- Christianity:** Christianity is also a monotheistic religion. Bible is the holy book of Christianity. They are further divided into Roman Catholics and Protestants. The major principles of the religion are described in the Ten Commandments. Bible includes the values of humanity, charity, mercy, repentance etc.
- Sikhism:** Guru Nanak is the founder of Sikhism. *Guru Granth sahib* is the holy book of Sikhs which includes all the hymns and the songs composed by all the ten Gurus of Sikhism. Sikhs believe in Satnaam, God as the almighty. A Sect in Sikhs who follow *Khalsa Panth* are known as Singh meaning lion or the protector of religion. They are expected to follow the 5 K's. i.e. Kesh, Kara, Kanga, Kachha and Kirpaan.

- **Jainism:** Jainism is a religion based on ethical conduct alone. The twenty-fourth tirthankara was Vardhaman Mahavira who is said to be the founder of Jainism. It is further divided into two sects, *Shwetambara* and *Digambara*. Jainism believes in Karma but do not believe in Caste inequalities. *Ahimsa* (Non-violence), non stealing, truth, non-possessiveness are some of the values preached by Jainism. Majority of the followers of this religion are found in India.
- **Buddhism:** Buddhism is termed as a universal religion. Though found in India, its followers are found all over the world. Gautam Buddha is the founder of Buddhism. They are further divided into Hinayanas and Mahayanas. They believe in eight fold path as the solution to sorrow in life.

Check your progress

1. Discuss the demographic composition of India
2. Explain India as a multi-religious nation.

1.3.2 Multi-linguism:

Language is not merely a tool of communication but a means through which cultures are transmitted and spread for generations together. Indian society has been a birth place to many languages. In fact the major ground on which India was divided into 25 states (now there are 28 states) was language and linguistic diversity. According to the Linguistic survey of India there are nearly 179 languages and more than 1652 dialects in India. However after the 1961 census, for a smooth data collection purpose only those languages or dialects which are spoken by a population of more than 10,000 were recognized and noted after which the number has now come down to 115 languages.

On the basis of the origin, languages in India can be broadly categorized into three groups. They are as follows.

a) The Indo-Aryan languages – They cover almost 72 percent of India's population. They include Hindi, Marathi, Gujarati, Bengali, Oriya, Sindhi, Punjabi, Bihari, Rajasthani, Assamese, Kashmiri and

Sanskrit. Majority of the population belonging to this group reside in northern, western, central and eastern India.

b) Dravidian languages- The population from southern India belong to this group. The major languages are Tamil, Telegu, Kannada and Malayalam. 25 percent of India's population uses these languages.

c) Indo-European languages- Owing to its colonial history English, French and Portuguese are the languages spoken in parts of India. English has been accepted widely as one of the official languages for communication and in higher education. Small parts of Goa, Diu, Daman and Pondicherry comprise of people speaking French or Portuguese.

Eighth schedule and official languages:

In the eighth schedule of Indian Constitution, 22 languages are listed. Post independence Indian Constitution had listed 15 languages. However after the 71st Amendment of 1992 and 92nd Amendment of 2003, seven more languages were added bringing the total to 22.

Table 1.3 Languages in 8th schedule of Indian Constitution

Language	% of population using it as mother tongue
Hindi.	41.03
Bengali	8.11
Telegu	7.19
Marathi	6.99
Tamil	5.91
Urdu	5.01
Gujarati	4.48
Kannada	3.69
Malayalam	3.21
Oriya	3.21
Punjabi	2.83
Assamese	1.28
Maithili	1.18
Santhali	0.63
Kashmiri	0.54
Nepali	0.28
Sindhi	0.25
Konkani	0.24
Dogri	0.22

Manipuri	0.14
Bodo	0.13
Sanskrit	N

(Source: Census of India 2001)

Bi-lingual policy and the linguistic conflicts in India:

India has adapted a bi-lingual policy at the Center with Hindi as the primary official language and English as the secondary official language. According to census records of 2001, 41.03% of the population speaks Hindi. Similarly at the state level the language of the respective state and English is accepted as means of communication.

However this decision was never an easy task taking into consideration the diversity in the languages in different geographical belts. Since there is no language defined as official language in Indian Constitution, in 1960s there were attempts to replace Hindi for English as the sole official language of India. However it witnessed several protests from southern states of Tamilnadu, Kerala, Karnataka and others resulting in amendment of Official Languages Act of 1963. It was later known as Official Languages Act (use for official purpose of the Union) Rules act 1976. Several state languages are decided as official based on the demography of that state.

Check your progress

1. List down the languages from eighth schedule of India Constitution
2. Discuss the nature of Bi-lingual policy and linguistic conflict in India.

1.3.3 Caste system India:

The social stratification (division of society) in India is peculiar in its nature. Unlike many other civilizations in the world where the society was divided in to race, ethnicity or clans Indian society is broadly divided into a hierarchy of caste. The word caste

has come from the Portuguese word '*Casta*' which means breed and intended to use for classification based on purity of blood.

As defined by E.A.G. Blunt "Caste is an endogamous group, bearing a common name, membership of which is hereditary, imposing on its members certain restrictions in the matter of social intercourse".

Caste is unique to India and especially to Hindu traditional society and its customs. It is imposed as a divine and had an extensive sanction in the society. The Sanskrit word for caste is '*varna*' which means colour. The caste stratification of the Indian society has its origin in the chaturvarna system. During the Vedic period (about 1500 B.C. to 100 B.C.) there were four Varna or castes namely Brahmins, kshatriyas, Vaishyas and Shudras. This division was based on division of labour and occupation. Along with occupation it was also denoting the endogamy (marriage within one's own caste) and the notion of purity and pollution related to food restrictions, clothing and language. Further these groups were subdivided in to number of *jatis* or sub castes based on diversity of occupation. Each group was like a water tight compartment moving out from which was impossible for any member of the society.

The notion of purity and pollution resulted in several atrocities in the hierarchy against the lowest strata. The shudra and atishudras (untouchables) faced tremendous injustice and atrocities at the hands of the higher castes especially Brahmins. It was termed as the black period of Indian history where several inhuman and heinous practices were prevalent in the society denying the basic human rights of these suppressed classes. However after independence, under the great leadership of Dr. Baba Saheb Ambedkar they got a special status in the Constitution of India as Scheduled castes. The term used for them was dalit (the depressed) or *harijan* (as coined by Mahatma Gandhi). Dr. Baba Saheb Ambedkar was a pioneer to initiate the Dalit movement in India to bring up the status of untouchables by converting to Buddhism which does not believe in caste hierarchy.

Positive Discrimination (Reservation) in India:

According to the Government of India act, 1935 and Article 17 of Indian constitution all forms of atrocities against untouchability is prohibited, at the same time there are steps taken for the upliftment of the dalits by giving them a special concession in the form of positive discrimination or reservation. According to central government policy 15% of the government jobs and 15% of the student admitted to Universities must be reserved for scheduled caste. There is also provision of reservation for scheduled tribes

(7.5%), other backward classes (27%) in the government jobs. This ensures an inclusive society with equal opportunities and access in the field of employment and education.

Check your progress

1. Define Caste. Explain the nature of Caste system in India
2. Analyse the positive discrimination with reference to caste system in India.

1.4 GENDER- A DEMOGRAPHIC ANALYSIS

Gender as a demographic variable is an important component to understand the development and social progress of the nation. As rightly pointed by experts “the development which is not engendered is considered to be endangered”. It is essential to understand the parameters of sex ratio, child sex ratio (0-6 years), health, education and work participation of women as indicators of gender development of the country.

In this section we would only limit to the phenomenon of sex ratio and child sex ratio as an indicator of women’s empowerment in the nation. (The other components will be discussed in the following unit on gender disparity). Sex ratio is defined as the number of females per thousand males in the population. The child sex ratio is defined as the number of females in the age group of 0-6 years per thousand males in the population. It is an important social indicator to measure the extent of prevailing equality between males and females in a society at a given point of time. Internationally this ratio is calculated as number of males per thousand of females including the under developed sub-Saharan Africa. It is only in some of the south Asian countries where there is a rampant incidence of female infanticide and female foeticide that it is calculated the other way.

Since the first census taken in 1901 the sex ratio has shown a declining trend which has been sharper since independence (with a rare incidence of marginal increase). With 972 in 1901 to 946 in 1951 and 927 (lowest in last 100 years) in 1991, it has been showing a declining trend. It is only in last two decades, with efforts of civil society organisation and stringent law of PCPNDT act 1994

(amended in 2003) that there has been marginal improvement and has now reached 940 in 2011 census.

The decline in the child sex ratio of 0-6 years is also alarmingly high. In 1901 the Child sex ratio (juvenile sex ratio) was 976 in 1961. It has come down to 927 in 2001. The marginal improvement in overall sex ratio from 1991 to 2001 of six points (from 927 to 933) is not complemented with any kind of improvement in corresponding child sex ratio, which has dropped from 971 in 1981, to 945 in 1991 to 927 in 2001.

Table -1.4 Sex ratio 1901-2011

Census Year	Sex ratio (Number of females per 1,000 of males)
1901	972
1911	964
1921	955
1931	950
1941	945
1951	946
1961	941
1971	930
1981	934
1991	927
2001	933
2011	940

Source: Census of India, 2011

Against all the popular beliefs and myth the progressive and economically developed states have the lowest sex ratio in the country. Along with historically female deficit states like Punjab (893 per thousand males) and Haryana (877 per thousand males), Maharashtra (925 per thousand males) and Gujarat (918 per thousand males) has also joined the list of states with sharply declining sex ratio in 2011. Even the child sex ratio in these states has been miserably low with almost 50 point decline as compared to its ratio in 2001.

Although declining child sex ratio is a socio-economic problem, the immediate cause undoubtedly lies in the improper use of medical technology in the form of pre-conception and pre-natal diagnostic technique (also known as sex determination test), which

unfortunately results in pre-birth elimination of female foetus commonly known as female foeticide. Another major reason is son preference. Son-preference is deep rooted in Indian society, reinforcing the patriarchal domination. This son preference is often justified through various socio-economic or religious reasons. The economic justification is that son inherits father's property and also becomes a source of financial security in the old age. The religious purpose is that at least one son is inevitable for performing the last rites of their parents. The social interest of carrying the family name forward and continuing the family lineage also play an important role. However the most important cause for the same is the evil of dowry, which devalues the girl child as a liability for the parents.

Several researches have shown that it is the urban, affluent, literate class of the society which is involved in sex determination and sex selective abortion. It is the small family norm and access to technology that results in the indulgence of such heinous practices by this section of society. The religion wise distribution of sex ratio reveals that Sikhs have the most gender biased sex ratio of 786 per thousand of males in 2001, followed by Jains (870) who are then industrialist community. And hence it is proven that economic prosperity varies inversely with the sex ratio.

The long term impact of this problem has already started showing with increasing crime and violence against women in form of trafficking, rape and molestation. Unavailability of brides in female deficit states like Punjab, Haryana, Rajasthan, Himachal Pradesh, Gujarat and now even Maharashtra has resulted in a trade of girls from tribal areas at a low prices resulting in further devaluation of women. With such a ratio India is ranking at the bottom half of the list of 134 countries for gender development Index.

Though there are several efforts on the part of civil society organizations, NGOs, academicians and media, government machinery and legal machinery has failed to put an end to this crisis. The welfare schemes for women's empowerment should be amalgamated with change in the attitude towards the girl child and stringent implementation of the law.

Check your progress

1) Discuss the problem of declining sex ratio in India.

1.5 REGIONAL VARIATIONS OF URBAN-RURAL AND TRIBAL AREAS ITS CHARACTERISTICS

A region can be defined as a territory, the inhabitant of which are emotionally attached to it, due to a number of forces and factors such as common language, beliefs, practices and common socio-economic-political stages of development. India with its vast geographical area and socio-cultural diversity has been divided into 28 states and 7 union territories. The formation largely has been taken place on the basis of language, however the physical features, socio-economic conditions and cultural aspects also give distinct identity to each region of India.

70% of the population belongs to rural areas 28% to urban areas and a small but important part of the population i.e. around 2% lives in remote tribal areas. Tribal population is identified by those who are original settlers or inhabitants residing in remote areas of forests or mountains also known as *adivasis* or *girijans*. Rural areas are predominantly the agricultural region with low density of population. Urban areas are all places with corporations, Municipalities, cantonment board with a minimum population of 5000, where at least 75% of the population is engaged in non-agricultural activities where the density of population is at least 4000 persons per sq.km.

There are several factors that indicate regional variations between urban and rural areas. There is a vast difference in the literacy rate, poverty and nature of poverty, nature of occupation and per capita income, type of unemployment, rate of economic and social infrastructural development, gender ratio and work participation of women, exposure to media etc. On the basis of these factors the characteristics and problems of each area are discussed below.

1.5.1 Characteristics and problems of tribal areas:

- **Isolated and nomadic settlements-** They are away from the civilized areas and keep moving in search of occupation and livelihood
- **Distinct dialects-** The tribal have their own language as well as dialect for communication very different from the neighboring areas.
- **Animism, totemism and magic-** tribal religion comprises of worship of nature and natural elements known as animism or a symbolic worship known as totemism. They believe that free spirits regulate their lives for which they also engage in white (non violent) and black (violent) forms of magic.

- **Geographical distribution-** Tribals are spread all over India with maximum concentration in North East and Central India. The states with predominant tribal population are Mizoram, Nagaland, Manipur, Arunachal Pradesh, Jharkhand, Chhattisgarh and Uttarakhand.
- **Low literacy-** With a distinct dialect and nomadic in nature tribal have very low levels of literacy or complete illiteracy in some areas.
- **Low per capita income and uneconomic land holding-** With primitive ways of earning livelihood and traditional agricultural practices like zoom cultivation large number of them are below poverty line
- **Impact of industrialization and commercial agriculture-** With increasing industrialization and encroachment of forests and hilly areas for commercial purposes resulting in loss of land and livelihood there is unrest and protests from tribal areas. E.g Naxalite movement.

1.5.2 Characteristics and problems of rural areas:

- **Caste system and joint family system-** The rigidity of the caste system and restrictions based on purity and pollution are the basic rules of rural social milieu. The status of an individual is decided by his/her birth in a particular caste and under no circumstance that individual can climb the social ladder. Similarly the joint family system reinforces the patriarchal and patrilocal social structure.
- **Literacy-** Rural literacy rate has always been lower than 50% in most of the regions owing to the traditional mind set and stronghold of customs and blind faith. This often results in unemployment and poverty.
- **Occupation-** Agriculture is backbone for rural economy. However dependence on monsoon and primitive technology restricts the growth and per hectare yield in rural areas.
- **Unemployment-** Owing to the seasonal nature of agriculture and uneconomical land holdings, there is seasonal and disguised unemployment.
- **Low media exposure-** Due to high levels of poverty and illiteracy the exposure to print and audio visual media is very low.

1.5.3 Characteristics and problem of urban areas:

- **Density of population-** The four metro cities of Mumbai, Delhi, Kolkata and Chennai along with few other cities has the highest density of population.
- **Literacy-** Urban areas often boast of literacy rate of more than 70% which is generally higher than the national average.

- **Occupation-** The urban population is mostly involved in secondary (industrial) or service sector like banking and insurance, education, health etc
- **Unemployment-** In spite of plenty employment opportunities the high density of population, computerization of service sector and close down of industrial units result in educated unemployment and layoffs.
- **Pollution and lack of sanitation-** High density of population results in eruption of slums, lack of infrastructural facility, problem of sanitation and pollution in urban areas.

Check your progress

- 1) Discuss the characteristics and problems of urban areas
- 2) Discuss the characteristics and problems of rural areas
- 3) Discuss the characteristics and problems of tribal areas

1.6 SUMMARY

Conclusion :

Hence, from the above discussion it is quite comprehensible that Indian society is an icon of diversities, variations and paradoxes. And yet with its strong ancient history of 4000 years and faith in “Unity in Diversity”, it has always celebrated the similarities and respected the differences within.

1.7 UNIT END QUESTIONS

1. Discuss the multi lingual and multi religious nature of Indian society.
2. Discuss the concept of gender as a demographic variable.
3. What is regional variation? Discuss it with reference to urban-rural and tribal differences.

Chapter 2

CONCEPT OF DISPARITY-I

Unit Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Gender disparity- as a form of inequality
 - 2.2.1 Declining sex ratio
 - 2.2.2 Causes of declining sex ratio
 - 2.2.3 Violence against women- meaning and forms
 - 2.2.4 Measures against violence against women
 - 2.2.5 Portrayal of women in media
- 2.3 Disability - as a form of inequality
 - 2.3.1 Physical disability- visual, auditory and orthopedic
 - 2.3.2 Mental disability- Levels and types of mental disability
- 2.4 Summary
- 2.5 Unit end questions

2.0 OBJECTIVES

- To sensitize about the gender inequality in society.
- To create awareness regarding the problems and violence faced by women.
- To analyse the representation of women in media.
- To understand the difficulties and problems faced by physically and mentally challenged.

2.1 INTRODUCTION

The concepts of disparity and disability are often used interchangeably. However it is essential to understand the difference between the two. Though the origin of both the terms comes from inequality, the nature of inequality and stratification is different in both the concepts.

The term disparity means to be different. Gender disparity for that matter is the differences between the genders which are often treated as unequals. Disability is the condition of being unable, impaired to maintain equality. Disparity is often man made but disability can be natural too.

For e.g. Women are physically weak and cannot do adventurous activity (which is not true) is a statement coming from gender disparity created by social systems.

But a polio patient is unable to do adventurous activity is disability coming from physical limitations.

2.2 GENDER DISPARITY- AS A FORM OF INEQUALITY

Gender disparity as a form of inequality is a manifestation of socio-cultural discrimination against women in society. Physical difference between man and woman, which is biological in nature is regarded "Sex". However there is not hierarchy attached to the phenomenon of "sex" i.e. biologically being a man or a woman does not attach superiority or inferiority to either of them. It is the socio-cultural norms and the structure of patriarchy that converts 'sex' into 'gender' and then associating it with power and authority to one at the cost of the other. The term Patriarchy is derived from two words 'patri' and 'arch' which means father and rule respectively. It means 'rule of the father' or male domination. And it is this patriarchal structure of society in general and of family in particular that creates gender disparity or gender bias.

Gender disparity can be defined as "a situation of unequal and hierarchical relations and the socially constructed roles or stereotypes assigned to women as that of a housewife and mother are considered as 'norms' to be followed invariably across class, caste, race and culture. This bias often leads to denial of opportunities and injustice to women"

2.2.1 Declining sex ratio:

Sex ratio is calculated as the number of females per thousand of males. Sex ratio of any country is not just a demographic variable but an important indicator of country's gender development index. And an adverse sex ratio reveals a lopsided social development and violation of human rights. India is one of those female deficit countries in the world where sex ratio is calculated per thousand of males. In most of the developed nations sex ratio is always calculated as number of males

per thousand of females as there is a natural tendency of female foetus to survive longer than their male counter parts.

Sex ratio in India has seen a declining trend since the turn of the century. The sex ratio, which was 972 per 1000 of men in 1901, has declined to 933 in 2001. It has marginally increased to 940 in the year 2011. There is also a concept of child sex ratio that is calculating the sex ratio is in the age group of 0-6 years which is also declining drastically in India. From 976 in 1961 to 927 in 2001 and as per the provisional census report for 2011 it has further declined to a devastating 914. (See table 2.1)

Table 2.1
Sex ratio and child sex ratio in India (1901-2011)

Census year	Sex ratio	Child sex ratio (0-6 years)
1901	972	N.A
1911	964	N.A
1921	955	N.A
1931	950	N.A
1941	945	N.A
1951	946	N.A
1961	941	976
1971	930	964
1981	934	962
1991	927	945
2001	933	927
2011	940	914

The sharp decline in the sex ratio is not evenly distributed in the country as well. Economically affluent states and literate areas have lower sex ratio compared to tribal and illiterate areas where sex ratio is much better. Urban areas are far more behind than rural areas. States like Punjab, Haryana and Rajasthan are historically female deficit states and continue to be so. However now even states like Maharashtra and Gujarat have joined the list of female deficit states with sex ratio of as low as 925 and 918 respectively in 2011 census.

2.2.2 Causes of declining sex ratio:

- **Sex Determination (SD) and Sex Selective Abortion (SSA)** - With the introduction of new reproductive technologies in 1970s in India, amniocentesis and

ultrasound sonography was a big hit amongst the doctors and families expecting a child. Apart from knowing the abnormalities in the foetus, this technology also revealed the sex of the child which helped the parents to determine the sex and abort an unwanted female foetus. This is considered to be the major reason for declining sex ratio.

- **Female infanticide and foeticide** - Several Indian states historically were known for its practice of female infanticide. With the idea of girl child being a burden to the family, there was a rampant elimination of female infants thorough various practices like '*doodh piti*' (drowning in milk) in Gujarat, suffocating the child, consumption of opium seeds etc. After the new reproductive technologies were available the heinous practice shifted from infanticide to foeticide.
- **Son preference and patriarchal value system-** The patriarchal system reinforces certain norms form Indian religions and cultures. Son is preferred in an Indian household for social, economic and religious reasons. He is considered to be the bread winner and a support to parents in their old age. It is also believed that son continues the family name and lineage (*Vansh*). According to Hindu tradition a son is required to ignite the funeral pyre of his parents for them to attain salvation. These myths and beliefs expects to have at least one son in the family and with a small child norm or one child norm in urban educated families, daughters are eliminated to maintain the family size and structure.
- **Dowry and burden of marriage cost-** Dowry is the gifts in terms of cash or kind given by the bride's parents to the groom's family. The high demands of dowry converts girl into a liability for her parents and marrying her to a suitable groom becomes a burden. With increasing cost of marriages, which are forced to be borne by the bride's family alone and ever increasing evil of dowry practice are the root cause for considering a girl child in the family as a commodity to be disposed through infanticide or foeticide to avoid the financial burden later.
- **Lower nutritional and health status of women-** Biologically, female foetus are stronger to sustain illness, or escape miscarriages, but later the cultural inequalities end up in women of the house eating less, leftover and last, making her susceptible to low nutritional value and low health status. Early and unsafe pregnancy, lack of maternal

and post natal health care all result in high female mortality rates leading to low sex ratio.

- **Absence of stringent implementation of PCPNDT act-** In 1994 to prevent the practice of sex determination and sex selective abortion, pre-conception and pre-natal diagnostic technique (regulation and prevention of misuse) was passed in 1994 which was later amended in 2003. It prohibited the sex determination before or after conception, prohibiting advertisements and revelation of the sex by any medical practitioner in any form. Under this act several raids were conducted and sonography machines were sealed, licenses were cancelled in last decade. But so far no doctor has been convicted or imprisoned. The law is not been implemented stringently and still contains many loopholes making it weak in bringing solution to the problem.

There are dangerous consequences in the society due to declining sex ratio. It has caused a serious imbalance in the gender balance and increase in violence against women in India.

Check your progress

- 1) Explain the concept of disparity with reference to Gender differences.
- 2) What are the causes of declining sex ratio?

2.2.3 Violence against Women- Meaning and Forms:

India has always lived with a paradox with glorifying women as goddess (*Devi*) on one hand and giving a devil treatment on the other. From cradle to death (in fact much before she reaches a cradle) or from womb to tomb she is subject to discrimination and step motherly treatment. At every level of her life in all the institutions of family, marriage, religion, education, economy, law, media and politics, she faces the brutal exploitation from the pre-existing and omnipresent structure of patriarchy.

Meaning of Violence against woman (VAW):

United Nations Declaration 1993, defined violence against women as “any act of gender base violence that results in or is likely to result in physical, psychological or sexual harm or suffering to a woman, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life”. This is an all inclusive definition of VAW.

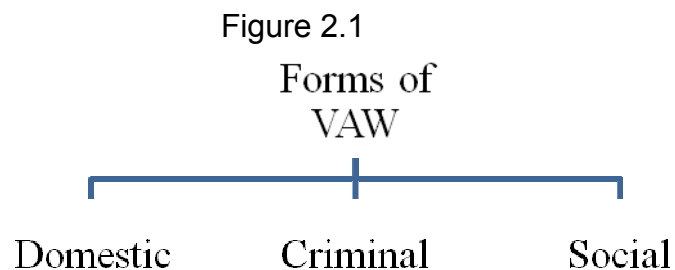
The violence of her basic human rights often takes place in various ways. It may take a form of sex determination and sex selective abortion, neglect of infant and girl child in the areas of nutrition healthcare, illiteracy and drop outs, under estimation of household work, inequality and harassment at the work place, dowry and related harassments including bride burning, sexual assault, rape, religious rituals, cultural practices, misrepresentation in media and many others.

According to the National Crime Records Bureau’s facts

- Every three minutes there is a crime against women
- Molestation happens every 15 minutes
- Sexual harassment every 53 minutes
- Rape case every 29 minutes
- 4 out of 10 women in India face violence in their homes.
- A women is killed for dowry every hour.

Form of violence against women:

Violence against women can be classified broadly into three categories....



A) Domestic violence: The violence which takes place within the household or by a known perpetrator is considered to be domestic violence. Wife beating, wife battering, dowry harassment, emotional torture by family members, sexual abuse, marital rape(sexual intercourse which is non-consensual in nature), deprivation of basic

necessities, discrimination in the family and denial of economic rights are all a part of domestic violence.

B) Criminal violence: The act which are considered to be crime and punishable under Indian Penal Code termed as criminal violence. They are Rape, molestation, trafficking of women, sexual harassment at work place, bride burning, abduction and kidnapping, eve teasing, female foeticide or infanticide are all part of Criminal Violence

C) Social violence: The violence which women face due to societal norms and religious practices are part of social violence. It includes Sati, prohibition of widow remarriage, child marriage, devdasi, denial of entering or worshipping at religious places, atrocities against woman in the name of caste, community etc.

Some of the forms of VAW are discussed as follows.

- **Wife beating and battering:** The physical torture a woman undergoes at the hands of her husband or in laws is one of the severe kind of violence against women. It often leads to physical injuries, loss of limbs and sometime even loss of life. Dowry demands and intoxication are the major reasons for the same.
- **Dowry deaths and bride burning:** Continuous and ever increasing demands for dowry by in laws or husband are a cause of great suffering for woman and a curse on Indian society. Young newlywed girls are burnt or brutally killed for the sake of dowry which is then depicted as a case of suicide. Sometimes the brides do commit suicide as an escape from the torture in the marital homes.
- **Discrimination and Sexual harassment at the work place:** As mentioned earlier 40% of the women have faced the harassment at work place. With increasing number of women going out to work and contributing to the national economy, there is an increase in the harassment at the work place. Inequality in the wages, denial of promotion or asking for favours of sexual nature by the authorities or colleagues has become a regular feature of urban economy.
- **Rape and molestation:** One of the most atrocious crimes against women is rape. In more than 60% of the cases the perpetrator is a known member to the victim. The ordeal of the victim continues even after the act where in the society and legal system continuously blame and question her for

her character and loss of virginity. Most of the cases do not get register in the court of law due to the fear of social stigma attached to the act of rape. Abduction and kidnapping are generally followed by rape and murder.

- **Eve-teasing:** One of the crimes which have not been taken seriously till date is eve-teasing. It can range from lewd comments or whistling to acid attacks or molestation. Public transport, public spaces like parks, gardens, railway stations or open spaces have become the home ground for eve-teasers. Ignorance or neglect is the general tools used by girls, which can later have serious repercussions.
- **Trafficking of woman:** Buying or selling of girls for slavery and sex trade is a serious crime that needs a mention. Women are used as slaves and tortured physically, mentally or sexually by their buyers. Sex trade and sex tourism is rampant at national and international level where woman are used as sex toys. Poor families sell their girls to repay their debts in developing nations.

2.2.4 Measures against violence against women:

There are several government and non-government organizations working towards gender equality and fighting against all forms of violence against woman. Following are some of the landmark legal measures and acts pertaining to woman's rights.

Table 2.2

YEAR	ACT/LAW
1829	Abolition of Sati act
1856	The Widow Remarriage Act
1871	The Female Infanticide Prevention Act
1929	Child Marriage Restraint Act
1934	The Devdasi(Prevention) Act
1961	The Prohibition of Dowry Act
1971	The Medical Termination of Pregnancy Act
1994	PCPNDT (Regulation and Prevention of Misuse) Act.
2005	Domestic violence Act
2007	Sexual harassment at workplace bill

There are several articles in the Indian Constitution which promise equal rights and liberties to each and every woman in India. There are special provisions for woman in terms of positive discrimination or affirmative action in terms of reservation of woman in local self government, educational institutions, job opportunities and public transport.

There are a number of government bodies, NGOs and civil society organizations helping women to gain justice and equality in the society. They work in the areas of research, sensitization, awareness, law making or amendment in the existing law, campaigns for empowerment of woman. There is a special ministry for women and child welfare at the center and state to look into the policies and programmes for woman in the nation. The National Commission for Woman (NCW) is the statutory body of Government of India at the central level that looks in to the matters pertaining to gender justice.

Check your progress:

- 1) Explain the meaning and forms of violence against women.
- 2) What are the measures taken to combat violence against women?

2.2.5 Portrayal of Women in Media:

Media is a plural form of medium. Media is a unit through which messages, information, data, thoughts and ideas are transmitted or communicated. Mass media is a form of media where transmission and communication takes place across society to large number of people at the same time. Media can be classified as print media which includes newspaper, magazines, journals, pamphlets, leaflets, printed advertisements etc. whereas audio-visual or electronic media includes television, films, radio, computers and internet etc.

Since these tools of media communicates to masses at the same time and over a period of time, its content and ideas have a great influence on society's mind set. Media has been used to change the perception of society. Hence portrayal of women in media definitely influence and shape the ideas and perception towards women in that society. Media can create awareness and

sensitize people regarding issues pertaining to women. An affirmative image portrayed in media creates a positive environment towards women and traditional stereo typed image can create a degrading status of women.

Positive role of media:

- **Awareness and sensitization-** Media especially news papers, journals and news channels help people to become aware of current scenario and status of women in the society. It can analyse problems of women and make its readers or viewers sensitive towards the same. For. e.g. recent television show Satyamev Jayate to some extent has covered several issues pertaining to women. or reporting on cases of violence against women with a great sensitivity. spreading the information regarding policies and programmes for women.
- **Highlighting achievers-** Women's achievements can be highlighted in the fields of science, technology, education, economy, industry, entertainment, art, literature, music, social work or politics. For e.g. making story of Kiran Majumdar Shaw as an industrialist or on Lata Mangeshkar as an artist create a positive image of women in the minds of people.
- **Strong woman characterization-** There can be strong women characters in television serials or films becoming ideals for its viewers.

Negative role of media:

- **Women as sex symbols-** Women in media has been misused as a sex symbol for selling products in the advertisements or providing entertainment in the TV shows or films. Woman in skimpy clothes become an object to ogle up on and her sexuality becomes the only facet of her personality.
- **Beauty pageants and western standards-** Rampant beauty pageants where woman is seen as a model with an ideal face and figure often misjudge her as a dumb character or beauty without brains. Western standards of fairness and slim figure have become a craze amongst young Indian girls thanks to media.

- **Stereotypical image-** There is a stereotypical image portrayed as either an ideal *bahu* or a daughter who is vulnerable or a vamp that is cunning or shrewd. Reinforcing conventional roles of woman confined to households and private spaces, following customs and rituals further propagates traditional mind set and attitudes towards women in society

Check your progress:

- 1) Discuss the role of media in portrayal of women.

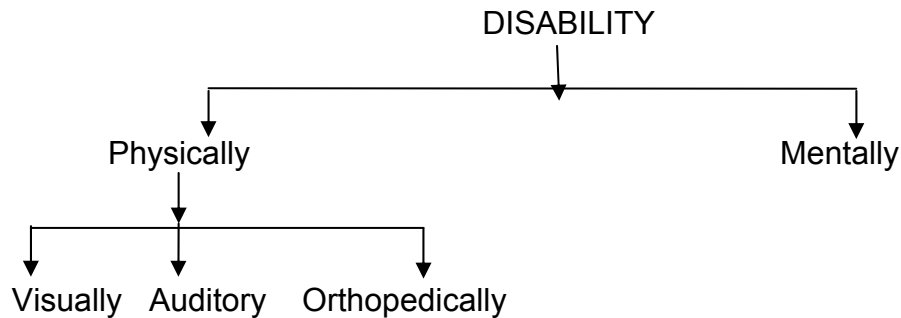
Conclusion:

World over with the advent of globalization and liberalization the status of women is changing. The disparity between men and women is decreasing with woman being economically and socially advanced. However she still faces many problems and discrimination of different kinds and which needs to be addressed with the help of legal measures and renewal of her role in media. There is a call for restructuring the patriarchal system and attitudes towards the women.

2.3 DISABILITY – AS A FORM OF INEQUALITY

An inability to efficiently cope up with the day to day activity can be referred as disability. It is impairment may it be physical, mental, cognitive, sensory or emotional restricting individual in its daily routine. Generally disability is often replaced by the use of the term handicapped or challenged. But disability has a more affirmative connotation and does not cripple individual's acceptance in the society in terms of opportunities. There are also terms used like differently able than disabled especially in terms of mental disability.

We are broadly classifying the disabled as physical and mental disability

Figure 2.2

2.3.1 Physical disability- visual, auditory and orthopedic:

A person who is unable to perform normal physical activity in the day to day life due to some impairment is called physically disabled. It is further divided into three types based on the deformity in a particular organ. Those with deformity of vision are called blind or visually disabled. Individuals with problem of speech and hearing come under the category of auditory disabled or deaf and dumb. Those with loss or deformity of limbs are called orthopedically disabled. In India, of all the disabled there are around 49% who are blind, 13% are deaf and dumb, 28% has orthopedic disability. Malnutrition, ignorance and inefficient medical faculties are major causes for physical disability in our country.

A) Visual disability:

A person whose vision is totally or partially lost or whose vision is 6/60 or less are called blind or visually disabled. Blindness is a major disability amongst all forms in India.

Causes of blindness:

- 1) **Cataract:** In spite of mass awareness programmes conducted and easy treatment for cataract, it is one of the major reason for blindness in India. It is associated with old age and can be easily cured with a simple surgery or laser treatment.
- 2) **Glaucoma:** Pressure on the cornea leads to this kind of disease which might lead to partial or complete blindness.
- 3) **Trachoma:** It's a poisonous kind of conjunctivitis that is cause by bacteria. If not treated immediately can cause spread of the disease as well as loss of eyesight.

4) Night blindness and colour blindness: Lack of vitamin A causes night blindness that is loss of vision after sun set and lack of nutrients and genetic disorder can cause colour blindness.

5) Accidents: Eyes are one of the most delicate body organs. Injury of any kind to the cornea or retina can be dangerous to the eyesight.

6) Other diseases: Hyper tension, diabetes or stroke can be the cause for partial or complete blindness.

Treatment:

Based on the causes for blindness, it can be treated accordingly. Treating the disease that has caused loss of eye sight like Hypertension, Diabetes or nutritional deficiency can be cured with medication. Timely surgery for cataract can also save the patient from blindness. Cornea transplant are also possible in case of injury or genetic disorder by birth.

B) Auditory disability:

A person who is unable to hear a sound of 30 db can be considered as deaf. The person with speech impairment and stammering are considered to be dumb. Those who are deaf by birth are dumb as well as they haven't heard the sounds required to be able to speak and converse.

Types of deafness:

a) Conduction deafness: Defect in the ear drum or middle ear causes this kind of deafness.

b) Nerve deafness: If the connecting nerves get damaged or wakened due to old age or other reasons, then nerve deafness can occur. It is caused due to damage to the basilar membrane.

Causes:

- Genetic disorder or hereditary.
- German Measles to pregnant woman.
- Over dose of antibiotics.

- Inefficient treatment in Jaundice, meningitis, viral infections can lead to deafness.
- Accidents or severe injury to inner ear, ear drum or nerves joining ear and brain.
- Continuous or sudden exposure to high decibel sounds near airports or a bomb blast or in industrial setup with high decibel sounds can also lead to partial or total deafness.
- Infection or inflammation of ear can cause deafness.

Treatment:

Depending on the root cause for deafness, deafness can be controlled or cured in some cases or in case of total loss of hearing aids are available to enable hearing. Speech therapy in case of stammering or dumbness helps the patient where the communication can take place through the use of sign language.

c) Orthopedically Disabled: Inability to use ones hands or legs for motor functioning or loss of limbs can be included into orthopedically disable. Deformity of hands, legs, spinal cord, muscles can all be included in this type of disability.

Causes:

1) Polio- The virus of polio damages the limbs and cause paralytic condition in the body. It affects the patient in the childhood. India to a great extent has overcome this problem with vaccination. However there are seldom instances of this disease.

2) Spinal Bifida- Underdeveloped spinal cord or damaged spinal cord lead to spinal bifida. Movement controlled by spinal cord becomes impossible making patient immobile and dependant.

3) Cerebral palsy- The part of the brain which takes care of motor able activity of a human being if affected adversely or not developed to its optimum level can lead to cerebral palsy.

4) Muscular dystrophy- Muscle fibers in the body gets weakened then the body gets affected with muscular dystrophy.

5) Accidents and injury- They can always result in loss of limbs or deformity of limbs.

Treatment :

Regular vaccination should be given for preventing polio. Physiotherapy and occupational therapy can also help patients to be self reliant in their daily chores. Artificial limb like Jaipur foot helps in movement for those who have lost limbs.

Check your progress

- 1) Explain the causes and treatment for visually disabled.
- 2) Explain the causes and treatment for auditory disabled.
- 3) Explain the causes and treatment for orthopedically disabled.

2.3.2 Mental disability- Levels and types of mental disability:

When a person loses the capacity to think independently and rationally, whose intellectual levels are not developed then the person is called mentally disabled. Individuals with an intelligent quotient (IQ) of less than 70 can be considered as a mentally retarded or mentally disabled.

Levels of mental retardation:

On the basis of the IQ levels of an individual the mental retardation is analyzed at four different levels.

1) Mild mental retardation- An individual whose IQ is between 50-70 is called mild mentally retarded. These children can complete their primary level of education comfortably but have problems of concentration and analytical ability is also very low.

2) Moderate mental retardation- Individual with an IQ between 35-50 is called moderate mentally retarded. They can't take up formal education and needs support of their family members to do their daily chores. They can be made independent with some basic technical skills and can be made self reliant in their own health and safety.

3) Severe mental retardation- Persons with an IQ of 20-35 are severely mentally retarded. Their learning ability is very limited and need close supervision and support of a family member in their daily lives.

4) Profound mental retardation- Individual with an IQ lower than 20 are profound mentally retarded. They can't be kept at home and need intensive treatment at an asylum or mental hospital.

Types of mental retardation- There are several types of mental retardation or mental disability.

Down's syndrome – It is a genetic disability in which there is a problem in the 21st pair of chromosomes.

Autism- The part of the brain dealing with communication is damaged then it can lead to autism. Eye to eye contact, conversation and sometimes even basic motor abilities get affected.

Psychosis and neurosis- Split personality, hallucination, and schizophrenia are all types of this disorder.

Learning disability- Dyslexia, disgraphia or discalculacia are all part of learning disability. The learning capacity of an individual in this type of disability is slow and needs special methods for learning.

Treatment:

Psychological counseling, behavioral therapy, occupational therapy can all help the patient to lead a normal like. Special schools and shelter homes provide them skills in art, handicrafts or other technical skills that enable them to be self sufficient and confident. Training in social adjustment through skills for safety, security and hygiene make them more acceptable and adaptable in the family and society.

Check your progress

- 1) Discuss the levels of mental retardation.
- 2) What are the different types of Mental disability.

2.4 SUMMARY

Conclusion:

A disabled may it be physical or mental should not be considered as a burden to the family or society. By just giving sympathy is not going to solve their problems. Helping them to be respectable and self reliant members of the society should be our aim. Providing them with educational and occupational opportunities should be at the helm of all policies and programmes by the government. NGOs can play a very constructive role in prevention and cure of disability by joining hands with medical fraternity.

2.5 UNIT END QUESTION

- 1) Write a short note on violence against women
- 2) Differentiate between sex ratio and child sex ratio. Review the problem of declining sex ratio in India
- 3) Discuss disability as a form of inequality with reference to mental disability.
- 4) Classify the category of physically disabled.

3

Chapter 3

CONCEPT OF DISPARITY PART – II

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Concept of Diversity As Difference

- 3.3 Concept of Disparity As Inequality
- 3.4 Intergroup Conflicts
- 3.5 Major Intergroup Conflicts in Indian Society
 - 3.5.1 Communalism in India
 - 3.5.2 Casteism in India
 - 3.5.3 Linguism in India
 - 3.5.4 Regionalism in India
- 3.6 Summary
- 3.7 Questions

3.0 Objectives

1. To understand diversity as difference and disparity as inequality.
2. To study intergroup conflicts among various groups in India.
3. To examine causes, consequences and measures to control communalism and casteism.
4. To bring out the causes, consequences and measures to alleviate linguistic and regional differences.

3.1 Introduction

In the previous chapters we have understood Indian society to be pluralistic and diverse in nature. i.e. there exist several groups in India that hold different identities as Indian society is multi-regional, multi-lingual, multi-ethnic, multi-religious as well as multi-cultural. Hence differences are bound to occur among these groups from time to time giving rise to conflict and strife. It is this diverse nature of our country that is responsible for creating social and economic disparities among our people.

3.2 Concept of Diversity As Difference

One of the most ancient civilization, India has always been an apt example of the concept of diversity. A collection of 28 states and 7 union territories, each having varied characteristics in terms of language, culture, attire, customs and social practices. The differences extend further to deities and forms of worship, climatic conditions, geographical characteristics and historical backgrounds. Hence 'diversity' is to be understood as 'difference'.

The true understanding of diversity however should be in a positive sense as an appreciation of differences. It recognizes

the different backgrounds that people come from and draws from the influences to create stronger bonds and achieve what is best for the society as a whole. Unfortunately in India there have been instances of these differences being exploited by groups with vested interests to promote groupism and hatred resulting into social tension and riots. The feeling of nationalism has been endangered and to preserve it, these differences need to be resolved peacefully.

3.3 CONCEPT OF DISPARITY AS INEQUALITY

In any society members always experience differences. But it is the disparities that result out of these differences, which create problems. There is always stratification on social, economic and other grounds. Value judgments are made about whether a person belongs to a majority or a minority group based on the criteria of gender, caste, religion, language, and domicile. etc. People are treated with prejudice or discriminated against because they come from a certain place or background. For ex. The urban-rural divide has led to people in cities perceiving rural people as backward and furthermore, there are definite differences in the utilities and amenities available between cities and villages that are responsible for the different levels of their development.

Thus these disparities lead to inequalities in opportunities, benefits and facilities that each member of a society should be able to avail of rightfully. However over several years these disparities have become stark and reinforced the inequalities in our society. For ex. The gap between the rich and poor has in fact increased economically. Therefore policymakers in India always have a tough job when it comes to bridging this gap or solving the problem of interstate disparities.

3.4 INTERGROUP CONFLICTS

A group plays a very important role in the development of an individual's personality. A group is formed when two or more people come together as they may possess some common characteristics, for Ex. they may speak the same language or belong to the same community. While most groups come together out of a common purpose or goal, some groups get formed coincidentally.

Given that man is a social being who cannot do without interaction and communication with his fellow human beings, it is only natural that a person belongs to several groups at any

given time. Thus formations of groups makes man realize not only his full potential but also achieve what is best for everyone and this leads to development of society.

While some groups work towards improvement and positive change for all, others engage in destructive activities. When there are many groups, they may have conflicting interests. It is when these groups attain extreme positions and are willing to sacrifice common and national good for fulfilling their own selfish interests that it culminates into social chaos. Such imbalances lead to violence and aggression for.ex. communal tension, linguistic riots, regional strife and even terrorist activities.

To mention a few causative factors for intergroup conflicts, there are the stereotypes where a person is slotted as belonging to a certain category about which there are fixed perceptions and mistaken ideas. For.ex. an urban dweller may look at a person coming from rural areas as lacking in education and sophistication. A religious person may be skeptical about ideas and practices of people belonging to other religions. Also one often distinguish between 'in-groups'('my friends', 'my family', 'my country') and the 'out-groups'('his friends', 'their family'). It is when these feelings are motivated and encouraged aggressively that it affects the harmony of society. Furthermore groups ,as a whole, may suffer from superiority or inferiority complex and be made intensively aware of inequalities through discrimination. For ex. certain positions in a business organization may be held by male candidates only. There may also be differences in political and philosophical leanings of an individual. Some or all of these become reasons for inter-group conflicts.

Check Your Progress :-

1. Explain the concept of diversity as a difference.
2. Define the concept of disparity as inequality.
3. What gives rise to inter-group conflicts in society?

3.5 MAJOR INTERGROUP CONFLICTS IN INDIAN SOCIETY

Having understood the idea of concept of inter-group conflicts and factors that cause these conflicts, let us list out the four main inter-group conflicts in Indian society. The important problems experienced in India are in the areas of ;

1. Communalism
2. Casteism
3. Linguism
4. Regionalism

These major inter-group conflicts are explained briefly as follows:

3.5.1 Communalism in India:

3.5.1.1. Meaning :-

India is a secular nation where several religions co-exist and the Constitution asks of each citizen to be tolerant of other religions. However despite the provisions of the Indian Constitution to protect the interests of people belonging to all religions, communalism has often endangered peace and harmony of our country in several instances in the past.

Communalism actually stems from religious fundamentalism that makes one believe that one's own religion is the only true faith. Communalism itself is the ideology of a social , political or a religious group that their religion and practices are superior to that of other groups. Religion is a personal and sensitive issue for most people. Therefore any hint of antagonism or a sign of disrespect towards one's religion immediately triggers hatred and violence. Communalism is divisive in that it stresses the significance of one religion over the others. While effectively the preaching and values of all religions do not differ , it is the conflict of interests and desire for dominance that provokes hostility.

It has also been observed on various occasions that religious leaders arouse fanatic behaviour among followers through fundamentalist speeches and political leaders do the same to ensure themselves of a vote bank for attaining power.

Historically communal tensions between Hindus and Muslims have occurred regularly. The seeds of this conflict lie in the

Partition and formation of Pakistan. A case in point is the Ram Mandir – Babri- Masjid issue that was responsible for violent communal clashes across the nation and resulted in loss of innocent lives and property. Religious fundamentalism and fanaticism have left such wounds on the psyche of the people that it has led to building of stereotypes. Muslims are viewed suspiciously and often experience difficulties in assimilation. The New York Twin-Tower terror event has brought in its wake other issues like racial profiling at airports which is creating a greater sense of alienation in the Islamic community.

Communal conflicts between Hindus and Sikhs, Hindus and Christians or even Muslims and Christians have been observed but sparingly. In recent times communal strife has also spread to rural areas of the country implying prejudices can exist anywhere.

3.5.1.2 Causes:

The roots of communalism are found in the ‘Divide and Rule ‘ Policy of the British rule in India. The British in order to establish their supremacy in its colonies and expand its power used divisive tactics of turning Hindu and Muslim rulers against each other. They also encouraged the setting up of communal organisations having extremist religious tendencies.

1. Vested political interests:

Certain politicians or political parties in order to further their own gains give indirect support or patronage to communal groups or activities. Some of them may have non-secular tendencies themselves and make political decisions partially encouraging communalism.

2. Flexibility in religion’s civil code:

There is a lack of a uniform civil code. To assure itself of votes and return to power the government affords special provisions to certain religious communities to follow their own code while other smaller communities are not allowed the freedom to follow their own personal laws and may feel discriminated against.

3. Rise of communal organisations:

Communal organizations established on the pretext of propagating and promoting religion socially through cultural activities have instead worsened the problem of communal politics. SIMI , RSS, Bajrang Dal .etc.have been found to instigate communal violence

4. Religious fundamentalism:

Some religious leaders followed ardently by herds of devotees use their influence through inflammatory speeches to misguide the masses. Especially the ignorant masses get caught up in religious fervor and are willing to act violently.

5. Conversions:

Religious conversions are a sensitive issue in India. It is often undertaken by religious organizations on the promise of food , shelter .etc. to the poor and viewed suspiciously by everyone.

6. Politicization of local problems:

Local issues or problems involving different communities, which can be resolved by the local authorities, are sometimes magnified and given political dimensions to arouse communalistic passions and often lead to riots. Ex. Malegaon and Bhiwandi.

7. Law and Order:

The administration may fail to take care of minor communal disputes that could flare up into a major clash. There may be several anti-social elements who in the name of religion may engage in nefarious activities such as drug-peddling, smuggling , trafficking, robberies, murder and so on. Their activities need to be curbed and they need to be brought to book to maintain social balance.

8. External threats:

There exist many foreign forces which train extremists and supply them with modern weapons to undertake terrorist activities to fuel communal unrest in the nation.

3.5.1.3 Consequences:

The consequences of communalism would be grave and could destroy the social fabric of society;

1. Communalism leads to hatred and aggression against others.
2. It creates prejudices and builds stereotypes about certain communities.
3. It encourages hostility and provokes violent behavior causing clashes and riots.

4. It does not extract the maximum potential out of each individual of each community from society.
5. Riots lead to disruption of economic and social activities and affects the smooth functioning of businesses.
6. It tarnishes the image of the country affecting the country's international trade, investments and other interests.
7. It hinders the objective of social harmony, national unity and security.
8. It alienates and isolates members of certain communities making the atmosphere suspicious and difficult.

3.5.1.4 Measures to control Communalism:

Following are some significant steps that can be taken to control communalism;

1. Role of Law and order Administration:

The police have an important role to play in intercepting and diffusing communal riots and flare-ups before it assumes huge proportions. They should act responsibly to combat violence and work with the cooperation of peace committees and members of conflicting communities to resolve tension.

2. Role of Education:

The curricula should be devoid of any communal content and partial views about particular religions. It should in fact teach secular principles, appreciation and respect for all religions. Schools and higher educational institutions should use various teaching aids promoting national values and communal harmony. Teachers should be trained to motivate students to conduct community programmes with involvement from their parents, neighbours and others to promote secularism, nationalism, cooperation and tolerance.

3. Role of Religious Leaders:

Religious leaders have an important role to play as their preaching is followed by the masses. People look up to their leaders and hence these leaders should teach the importance of communal harmony through their discourses.

4. Role of Media:

The media should act responsibly and avoid delivering news in a manner that will further encourage violence. Instead the media should identify and expose communal elements. It should create a forum for discussion where information about the ill effects of communal activities is disseminated.

5. Role of NGOs:

NGOs should go for large-scale publicity campaigns in media promoting communal harmony and national unity. They should draw public focus on more pressing national problems and educate people about the ill consequences of riots and destruction based on religious intolerance.

6. Ban on communal political parties:

The political parties having any direct or indirect connections with communal forces should be derecognized by the government .They should not be allowed to play with the religious sentiments of the public and exploit them for their political gains. This will help reinforce harmony among various communities.

7. Public Awareness:

Public awareness needs to be raised about the harmful impact of communalism. Our constitution, which labels India as a secular nation makes provisions to protect the interests of all religions and goes beyond the code of any religion. Hence one must learn to put national interests above one's religious views.

8. Security:

All communities must be treated equally. The people belonging to smaller communities should not feel isolated. Instead confidence should be instilled in them so that they feel safe and secure to uninhibitedly partake in the growth of the nation.

Check Your Progress

1. What is communalism? Explain the consequences of communalism.
2. Bring out the main causes of communalism in India.
3. Elaborate the measures to control communalism in India.

3.5.2 Casteism in India:

3.5.2.1 Meaning :-

The most oppressive system, the caste system plays a very important role in Indian society. It is a unique system that has initiated social stratification in Indian society. All the religions in India have their own caste differences. For .ex. Hinduism is divided into thousands of castes and sub-castes which find their origin in the Varna system of the ancient Rigveda. The Varna system classifies Hindus into four main castes : Brahmins, Kshatriyas, Vaishyas and Shudras. The most atrocious practice of the caste system was untouchability which though hardly found in urban areas , still exists in rural areas.

The caste system as followed in India is rigid and does not allow inter-caste marriage. The upper caste looks down upon the lower castes and this differentiation results in hatred and violence.

In India there is excessive politicization of the caste system. Organizations and political parties have formed to extract economic and social gains for themselves and the castes they support. Northern states have experienced caste related violence from time to time. Politicians in U.P., Maharashtra, Karnataka have played the caste card regularly to come to power.

The reservation policy accepted by the V.P.Singh government has brought in it's wake a lot of social unrest. There have been anti-reservation movements led by doctors and students in recent years that feel the policy has worked against their interests. The government, in order to uplift the backward castes, offers free education, reservation of jobs in the public sector, seats in the Parliament and also seats in the higher educational institutions teaching professional courses. However over the years the system has been exploited by those who are powerful and rich rather than benefitting the truly marginalized sections of society.

3.5.2.2 Consequences:

1. Casteism violates the fundamental right to equality as well as the democratic principles of our constitution.
2. It is actually a form of communalism that creates disharmony and leads to conflicts and violence.

3. It gives rise to increased corruption in politics. Selfish politicians with vested interests get voted into the parliament on false promises of promoting their loyalties to their castes.
4. Casteism is responsible for promoting groupism and importance of certain castes over national interests.
5. Casteism has intensified the majority-minority caste divide. The upper caste especially in villages still enjoys certain entitlements and privileges whereas the lower caste is still discriminated against.
6. The social status and education of the backward castes is still an issue due to the narrow-minded approach of the upper castes.
7. Many members of the backward castes migrate to cities to escape the shackles of the inhumane caste system in villages but end up suffering for lack of opportunities.
8. There are several instances of ill treatment meted out to lower castes : marginal farmers being denied loans by upper caste loan officials, molestation and gang-rape of women, exploitation of children and social boycotting.

3.5.2.3 Measures to control casteism:

While the caste system has become an integral part of the Indian society originating in ancient mythology, in keeping with the modern era a scientific approach should be taken in understanding the relevance of this system today.

1. Casteism just like communalism is an obstacle in achieving national good and hence awareness must be raised among people about it's peril. One should promote the notions of secularism and nationalism as principle higher than casteism.
2. Both print and electronic media should conduct programmes and arrange for discussions among scholars widely emphasizing the divisive influence of casteism on society.
3. Scholars from different castes should enable better understanding among the masses about the concept of reservation as a positive discrimination for creating equality in opportunities for the downtrodden that have been oppressed for centuries.
4. Policymakers must work towards a more equitable distribution of wealth to overcome economic disparities among castes.
5. Intercaste-marriages and increased social interactions among people of different caste should be encouraged and accepted. The youth can take the responsibility to raise social awareness about how a well-assimilated society is a better off society.
6. Casteist forces adhered to political parties or any other groups fuelling tension should be identified and banned immediately.
7. The scars left on the hitherto 'untouchables' or backward castes can only be healed with humane and compassionate treatment being meted out.

8. Access to a well-rounded education and equal entitlement to all the fundamental rights so also cultural development are the only way to give social justice to members of the lower castes.

The caste system needs to be gradually phased out for the creation of a more equal and just society but serves far too many vested interests in our country to be removed completely.

Check Your Progress :-

1. Define casteism. What are its consequences on society?
2. Analyse the measures to control casteism.

3.5.3 Linguism in India:

3.5.3.1: As we have already seen earlier, India is a multi-lingual country. It is a nation of 28 states and 7 union territories where as many as 1652 languages are spoken and of these 18 languages are recognized as official languages in the 8th schedule of the Constitution. The states in India were created based on linguistic barriers and hence an integral part of the state's identity.

The First Official Language Commission was appointed by the Government of India under the chairmanship of Mr. B.G.Kher on 7th June 1955. On its recommendation English, the principal official language, was to be replaced by Hindi, the subsidiary official language after 1965. However when the Commission's report was published in 1958, it created disappointment and unrest among the southern states of the country. They were opposed to Hindi being imposed on them as the official language and preferred the use of English. To contain possible outbreak of riots, the then Prime minister Pandit. J. Nehru, pacified the angered states in the Lok Sabha saying Hindi would not be imposed on the non-Hindi speaking states and that English would continue to be an associate language for an indefinite period.

Later when the Official Language Bill was passed in the Parliament in 1963 and Hindi adopted as the principal official language of the union in 1965, anti-Hindi riots erupted in South

India and W. Bengal against the Hindi speaking. The agitation became strong with Tamil Nadu asking for statehood and several of these states threatening withdrawal of political support to the Congress in the Parliament. Finally to control the situation from going out of hand, the Central Government agreed to reform the Act and made a statutory guarantee to the non-Hindi speaking states that English would not be replaced by Hindi for any official purposes.

However as a reaction to this move, anti-English riots broke out in Delhi and other parts of North India and turned violent against the English speaking. It spurred retaliation in the south. Besides the Hindi vs English riots, other states have also experienced linguistic conflicts .for.ex. U.P., Maharashtra had disputes with Goa and Belgaum. Goa wished to assume two official languages .viz. Konkani and Marathi, whereas the Belgaum Municipal Corporation clashed with the Karnataka government when it wanted to adopt Marathi and not Kannada as it's official state language.

3.5.3.2 Methods to resolve linguistic conflicts:

As of today the Union of India has adopted a Bi-lingual policy, where English and Hindi are both adopted by the government for official purposes and for use in Parliament. The Official Language Amendment Act 1968 has made provisions to control linguistic riots in the future.

The Act allows optional use of Hindi or the State Official Language in addition to English.

1. States, which have not adopted Hindi as their official language, can continue with the use of English for communication between the Union and the State. Between States where either State may not accept Hindi, any communication has to be accompanied with it's translation in English.
2. States may adopt their regional language as their official language and use it as a medium of instruction in higher education. Candidates appearing for competitive examinations of the U.P.S.C. are given the freedom to write in their own regional language.
3. Efforts are taken to promote use of Hindi among non-Hindi speaking people.

Check Your Progress :-

1. Explain the meaning of linguism.
2. Bring out ways to resolve linguistic conflicts.

3.5.4 Regionalism in India:

3.5.4.1 Meaning :-

There are various aspects that unite the people living in a particular region. A region is characterized by a common language, culture, demographic composition, geographical features, social, historical and political backgrounds. Hence a person tends to be very loyal to a distinct region more than to the country. Regionalism implies excessive loyalty to one's region or state that tends to pose a danger to national unity. There are differences between the natural resources, endowments and even the levels of development of various regions. These inequalities are actually intensified by politicians who for their vested interests have directed resources for development of certain states and not others. Within states certain regions are favoured while others are neglected. These regional imbalances fuelled by political motivations are responsible for regional conflicts in India.

Regional conflicts have assumed extreme forms from time to time whether it be the demand for autonomy, river disputes or boundary disputes;

- Separatist agitations – The Kashmir debate has been raging for several decades now. The people of Kashmir always live in a state of fear as internal fundamentalist threats and cross border terrorism seems to have become a daily reality for them. Telangana's demands in Andhra Pradesh, anti- Hindi stance as well as demand for statehood by Tamil Nadu have done irreparable damage to the national identity. Jharkhand , Chhattisgarh and Uttaranchal were states created because of the inter-state disparities.
- Inter-state river water disputes – the Cauvery and Krishna river water issue between Karnataka, Tamil Nadu and Kerala have led to bloodshed in the recent past. Punjab and Haryana have clashed over the issue of Ravi- Beas waters.
- Border disputes - For ex. Belgaum which lies on the border of Karnataka and Maharashtra has a large Marathi speaking population and was caught in a linguistic conflict with Karnataka.

3.5.4.2 Causes:

The causes of regional disputes basically lie in the interstate disparities and are briefly explained as follows:

1. There are interstate disparities in the per capita incomes of various states. Certain states like Maharashtra , Punjab, Gujarat enjoy higher levels of Per Capita Income while the BIMARU states i.e. Bihar, Madhya Pradesh and Orissa have low levels of PCI. The gap in purchasing power creates discontent.
2. There are disparities in degree of urbanization of states. A higher level of urbanization implies higher industrial development and therefore greater economic, social and political progress.
3. Disparities in Agricultural production brought about by erratic rainfall in some and heavy monsoons as well as sufficient irrigation facilities in other regions imply a huge gap in their annual produce and hence farmers in Punjab are richer to those in Rajasthan.
4. The industrial growth across states differs widely leading to better employment opportunities and greater economic progress of certain states over others.
5. The cities and townships in developed states have far more and sophisticated infrastructural facilities compared to states lagging in development.
6. The states with a rich historical background may look down upon other states which tends to stir regional conflicts. Furthermore there are prejudices and stereotypes that increase the interstate divide.

3.5.4.3 Measures to curb regionalism:

1. Efforts should be made by the Central and State governments to promote national unity and solidarity.
2. States should be willing to cooperate with each other to resolve their disputes in the larger interest of the nation. Cultural, Sports and literary exchanges between states should be encouraged to foster regional cooperation.
3. Fiscal and other incentives must be given to industrialists and businesses for setting up their plants and operations in backward areas to further their development. Ex. Subsidies and tax exemptions.
4. Special Area Development programmes should be undertaken in tribal, hilly and desert regions for their growth.
5. There should be well coordinated planning between the Centre and states for fair allocation of funds for regional development. There should be just and equitable distribution of natural resources.

Check Your Progress :-

1. Elaborate the meaning of regionalism.
2. Enlist various causes of regionalism. What measures can be taken to solve the problem of regionalism?

3.6 Summary

Thus with this unit we have read and understood diversity as a difference, disparity as an inequality and distinguished between the two concepts. We have gained a sound understanding of intergroup conflicts of four kinds namely communalism, casteism, linguism and regionalism, what factors give rise to such conflicts in society with reference to India and analyzed their ill consequences so also the measures to resolve these conflicts for the betterment of society.

3.7 Questions

1. What is Inter group conflict? Explain in detail.
2. Give causes of communalism and suggest measures to overcome it.
3. What is casteism? state the consequences of casteism.
4. What measures can be taken to eradicate caste conflict.
5. Write short note on
 - a. Linguism in India
 - b. Regionalism in India.

Chapter 4

The Indian Constitution

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Making of Indian Constitution
- 4.3 Philosophy of the Constitution
- 4.4 The Structure of the Constitution-the Preamble, Main Body and Schedules
- 4.5 Fundamental Duties of the Indian Citizen
- 4.6 Values of Tolerance, Peace and Communal Harmony
- 4.7 Basic Features of the Constituion
- 4.8 Summary
- 4.9 Questions

4.0 OBJECTIVES

- 1) To understand the philosophy of the Constitution of India
- 2) To study the structure of the Constitution of India.
- 3) To know the Fundamental Duties of Indian Citizen.
- 4) To understand the basic features of Indian Constitution.

4.1 INTRODUCTION

Though the Indian society is pluralistic but it is united at the time of any foreign threat. In India the person from any religion can become Prime Minister and President. At the time of any natural calamity the people of India help each other. The people enjoys their human right freely. These is only possible because of our great Constitution. Otherwise in our neighboring countries we see that Prime-Ministers, Presidents are imprisoned, governments are overthrown by militaries and political powers are captured by anti-social elements. In India, due to Constitution we as Indians remain united, follow patriotism and maintain national unity and integration Hence, Indian constitution as a Unifying factor in Indian Society must be studied properly.

4.2 MAKING OF INDIAN CONSTITUTION

We have the history available about the Constitutional developments in India, e.g. Morley Minto Reforms, 1909, Montague Chelmsford reforms 1919 Indian independence Act, 1935, etc. In 1946, there came the Cabinet Mission Plan which provided for the formation of Constituent Assembly to prepare a Constitution for India. The members for the Constituent Assembly were elected from the Provincial Legislative Assemblies. These members were selected from three groups i.e. i) General ii) Muslims and iii) Sikhs. They were selected by the proportionate representation. There was also the representation given to the Minority and Depressed Classes communities like SCs (Scheduled Castes), Parsees, Indian Christians, Anglo-Indians tribals and even women too. The members were the persons with talent and ability. The Congress (Indian National Congress) won 208 seats, Muslim league 73 and remaining from other categories. The Constituent Assembly consisted of 389 members out of which 296 were from British India and 93 from Princely States. Muslim League refused to join the Constituent Assembly.

The first session of the Constituent Assembly was held on 9th December 1946 under the provisional Chairmanship of Sachidanand Sinha. There were 207 members present at the session. On 11th December 1946 Dr. Rajendra Prasad was elected as the permanent President of Constitutional Committee or Constitutional Assembly.

Constituent Assembly passed certain rules about the formation of the Drafting of the Constitution. Therefore, to prepare the draft Constitution 'Drafting Committee' was formulated and on August 29, 1947 Dr. B. R. Ambedkar, a legal luminary and a constitutional expert was appointed as its Chairman. Dr. B.R.Ambedkar put all his energy and efforts to prepare the constitution.

The draft was completed on 26th January 1949. This draft was kept for discussion and suggestions for eight months (from 21st Feb 1948) before the public and the Constituent Assembly. It took 2 years, 11 months and 18 days (including 9th.December and upto 26th November 1946) to complete the Constitution. From 26th January 1950 the Constitution came into force.

Check your progress.:

- 1 . When was the first meeting of Constituent Assembly held?
2. Who was the chairman of Drafting Committee?

3. How many articles in the beginning the constitution had?

4.3 PHILOSOPHY OF THE CONSTITUTION

4.3.1 The Objective Resolution:

The Preamble of Indian Constitution is the most important part which incorporates together the Fundamental Rights and Directive Principles as well as the aims and ideals of the constitution. The philosophy of the constitution is nothing but the values, ideals, aims, objectives etc as the foundation on which it stands up. The first Session of the Constituent Assembly was held in New Delhi on 9th December 1946 under the provisional chairmanship of Dr. Sachindanand Sinha. On 11th December 1946 Dr. Rajendra Prasad was unanimously elected as the President of Constituent Assembly. On 9th December 1946, Pt. Jawaharlal Nehru moved the "Objective Resolution" which was unanimously acclaimed and adopted on 22nd January 1947 by the Constituent Assembly. The Objective Resolution reflected high ideals and philosophy which inspired the shaping of the constitution of India through all its subsequent stages. These ideals and philosophy embodied in the Objective Resolution are truly reflected in the Preamble to the constitution of India. This objective Resolution was based on the concept of an India emerging as a sovereign Republic with its power and authority derived from the people wherein social, economic and political justice was to be guaranteed and secured to every individual as also equality of status and opportunity to everyone. It was a firm resolve and a pledge to build a sovereign Democratic Republic in India.

4.3.2 Content of Preamble:

The Preamble means Preface, Preliminary statement or an introduction to any literary work or scholarly work. It is the beginning remarks which takes the readers and the executors of the instructions towards guidance to performance. The Preamble to the Indian Constitution reveals the minds of the Indian Society though a divergent in nature. It reflects the sustaining goals of the

Indian polity and the ideals are sought to be achieved through the medium of the Constitution.

The Preamble begins as follows:

“WE THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST*, SECULAR*, DEMOCRATIC REPUBLIC and to secure to all its citizens,

JUSTICE: Social, Economic and Political;

LIBERTY: of thought, expression, belief, faith and worship;

EQUALITY: of status and of opportunity; and to promote among them all

FRATERNITY: assuring the dignity of the Individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this Twenty sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION”. Added by 42nd Constitutional Amendment Act, 1976.

Now we have to elaborate the Preamble word to word as per its concealed values, ideals, objectives and philosophy.

WE THE PEOPLE OF INDIA means it is the people of this country adopt and enact the constitution, a legal body for themselves. On behalf of the people, the founding fathers and chief architect of the Constitution Dr. B. R. Ambedkar prepared this document of Constitution. They are not themselves adopting and enacting but the people are the major body to frame the constitution. They are the representatives of the people and its people who are resolving to constitute India.

4.3.3 SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC:

The people of India constitute India into sovereign nation. The term ‘SOVEREIGN’ means free from any internal or outside control. It suggests that the constitution is not the gift of the British Parliament and the people of India are capable of framing the legal body of their own for them. For this purpose they have sent their representatives to the parliament i.e the Constituent Assembly. There is no any limit or any restrictions on the people of India to frame the constitution for themselves.

The term 'SOCIALIST' was not the part of the Preamble in 1950 but was inserted in it by 42nd Constitutional Amendment Act, 1976. Socialist means that the Indian masses aim to build an egalitarian society in India, prevent concentration of wealth bring about social control over means of production and ensure equitable and fair distribution of necessities in life. This term is related to the Socialism of Marx but in partial ways. Every citizen will have the right to earn his livelihood and also improve his standard of living.

The term 'SECULAR' also was not the part of the Preamble in 1950. By the 42nd Constitutional Amendment Act, 1976 it was inserted in the preamble. The term secular emphasizes the fact that the Indian State does not have any State religion and grants complete freedom of worship and faith to all its citizens. It does not encourage or discourage or discriminate against any particular religion. It indicates the fact that the state is neutral in all religions matters and the right of citizens are independent of the faith they profess. The spirit of secularism is fully reflected in Article 25 of the constitution which ensures freedom of conscience and right to freely profess, practice and propogate one's own religion. According to former President of India R.Venkanta Raman, Secular India means "India is not pro-religious, non-religious and anti-religious".

The term 'DEMOCRATIC' in the narrow sense refers to the form of Government which is elected by the people on the basis of Universal Adult Franchise. In a broader sense, it refers to a way of life of the people and numerous social organizations. Indian Government is based on a representative Parliamentary democracy in which the Government is responsible to the sovereign Legislative Body. There are various forms of democratic government such as Presidential(USA), Kingship(England, Australia, New Zealand) and Parliamentary democracy of which India has adopted parliamentary form of government.

The term 'REPUBLIC' stands for that the Head of the Indian State will be elected head and not the hereditary ruler by Kingship. It also means that the Supreme Powers of the State are vested in people and in the authority of the elected representatives of the people. The term 'Republic' also implies that all public offices are open to all citizen without any discrimination.

4.3.4 JUSTICE, LIBERTY, EQUALITY AND FRATERNITY:

Further, the preamble lays emphasis that the Indian citizens should get justice in three forms such as Social Justice, Economic Justice and Political Justice. The architects of the Constitution has

made this arrangement of justice very intelligently. There can not be economic justice and political justice without social justice. Indian Society composed of castes, classes religion, race. There happened the discrimination among Indians themselves on these basis. Therefore, the constitution is bound to cultivate healthy, social attitude among people and the state must be welfare state accordingly. The social justice can be realized only when 'equals to be treated equally and unequals unequally' according to Aristotle.

The next step of justice which preamble secure for the Indian people is Economic Justice. Every citizen of India has right to live and earn his livelihood. They must be made available, employment opportunities taking in view social justice. The Directive Principles of State Policy make it clear that no discrimination would be made between persons on the basis of their economic status. The state is expected to enact laws and translate the concept of social and economic justice into reality.

Political Justice is only possible when there is realization of social and economic justice. Previously in India and many countries of the world were giving voting rights to only those who are rich by wealth and the high in social status. But the Indian constitution has conferred on all the Indian adult citizens the Universal Adult Suffrage without any discrimination of caste, race, religion, sex, wealth, status, etc. The Indian citizens have got one vote and one vote one value which is very significant for political justice.

Thus the concept of social, economic and political justice contained in the preamble aim at furthering the goal of social revolution and attempting to foster this revolution by establishing the conditions necessary for its achievement.

The preamble contains that liberty is secured for the Indians, which is of thought, expression, belief, faith and worship. The constitution of India secure for its citizens the liberty that everyone without any bias will have the right to think and express his own views which will not harm other's liberty. They can convert to any religion, can worship any god and goddess or believe in any kind of philosophy they want. That is how the six kinds of freedoms are provided in the article no 19 of the Constitution.

The preamble makes mention of the equality for all the citizens of India without any kind of discrimination. There is two kind of equalities such as equality of status and equality of opportunity. Every citizen of India would be treated equal before law irrespective of his caste, religion, race, sex, language etc. As well as he shall get equal opportunity to make his economic progress. It also made clear as per the Article 16-(4) that state shall have right to enact

laws and make provision for reservation of jobs or posts in favour of any backward class of citizens. This provision also promotes the cause of justice by providing protective discrimination to those class of peoples who have suffered due to historical circumstances of casteism. This is what unequals to be treated unequally that is justice.

The preamble also provides that the Constitution is bound to promote among the Indians the fraternity which assures the dignity of the individual and the unity and integrity of the nation. In the words of Chief architect of Constitution Dr. B.R.Ambedkar, "Fraternity is a sense of common brotherhood and the principle which gives unity and solidarity to social life. He further says "Without fraternity equality and liberty will be no deeper than coats of paints". Therefore, one has to take liberty, equality and fraternity not as separate objectives but as forming 'a union of trinity' in the sense that to diverse one from the other was to defeat the very purpose of Democracy.

All the above provisions further the people of India to adopt, enact and provide in the Constitution which is approved by Constituent Assembly on 26th November, 1949.

Check your progress.:

1. When did India adopt Constitution.
2. What kind of justice Indians should get?

4.4 THE STRUCTURE OF THE CONSTITUTION- THE PREAMBLE, MAIN BODY AND SCHEDULES

The structure of the Constitution is divided into the Preamble, the Main Body and the Schedules. The main structure of the constitution can not be changed totally as there are provision of Amendment to it. The Indian Constitution contained XXII parts, 395 Articles and 12 Schedules. In this structure the each and every provision has been discussed thoroughly and then got it passed in the Constituent Assembly.

4.4.1 The Preamble:

The preamble is the mirror of the aspirations of the people to themselves which reflects into it. The preamble is not the part of the Articles but it is the gist of all the provisions elaborated in all the Articles. It is the philosophical commitment which would be realized into practice by the government & its state. It is the sum total of the Constitution. We already have discussed the philosophical component of the preamble.

4.4.2 Main Body of the Constitution:

The main body of the Constitution of India consists of 22 parts, 395 articles and 12 schedules and they have been elaborated thoroughly in these provisions.

4.4.2.1 PARTS OF THE CONSTITUTION

PART I- THE UNION AND ITS TERRITORY:

The part I consists of Articles nos.1-4. Article No.2 deals with Name and Territors of the Union and establishment of new states. Article 3 mentions about the provisions of formation of new states and alteration of areas, boundaries or names of new states. Article 4 provides the amendment of the First and the Fourth schedules and supplemental, incidental and consequential matter pertaining to Articles nos.1&3.

PART II- CITIZENSHIP:

The part II consists of Article nos. 5 to 11 in regard to citizenship. Article 5 relate with the citizenship at the commencement of the constitution. Articles 6-11 provides for rights of citizenship for migrants to and from Pakistan, or outside India and the right of the Parliament to continue and regulate it.

PART III- FUNDAMENTAL RIGHTS:

Part III deals with Fundamental Rights for Indian Citizen elaborated in the Article nos12 to 35. The Fundamental Rights are the Right to Equality, Right to Freedom, Right against Exploitation, Right to Religion, Cultural and Educational Rights and Right to Constitutional Remedies. The Right to Property was deleted by the 44th Constitutional Amendment Act,1978.

PART IV- DIRECTIVE PRINCIPLES OF STATE POLICY:

It includes Articles from 36 to 51 wherein the constitution has directed the state to be Welfare State and execute the values, principles of equality, liberty, justice, social justice, health, industrialization, education in general and of weaker sections, etc. Though the government can not be pulled in the court for the violation of the Directive Principles but it is also taken as a duty of the government as to become the welfare state. Due to fear of not getting elected again, the government has to do the public works continuously and is elaborated in their part.

PART IV –FUNDAMENTAL DUTIES:

In the 1950's originally the constitution did not contain separate Fundamental Duties for the citizens of India as it was natural that everybody respect everybody's Fundamental Rights. But by the 42nd Constitutional Amendment Act, 1976 it was separately provided for the 11 fundamental duties for the Indian citizens.

PART V- THE UNION:

The Part V contains 5 chapters related to individual subject. Chapter I is titled as 'THE EXECUTIVE' and contains Articles from 52 to 78. Articles 52 to 73 deals with the powers and functions of the President and Vice President. Articles 74 & 75 provides for the formations of Council of Ministers and its functions. Article 76 makes provisions of appointment and powers, functions of Attorney General of India. Articles 77 & 78 pertain to conduct of Government Business and functions and duties of Prime Minister.

Chapter II is titled as 'Parliament' and contain Articles from 79 to 122. Articles 79 to 88 deals with formation and constitution of Parliament. Articles 89 to 98 provides for the officers of the Parliament. Article 99 to 100 deals with the conduct of Business of the Parliament. Articles 101 to 104 makes mention of disqualification of members and the vacant seats. Articles 105 and 106 deals with the Powers, Privileges and Immunities of Parliament and its Members. Articles 107 to 111 provides for the Legislative Procedures of the Parliament Articles 112 to 117 are related to Procedure of Parliament in Financial Matters. Articles 118 to 122 provides for the procedure Generally of the Parliament.

Chapter III is titled as 'LEGISLATIVE POWERS OF THE PRESIDENT'.

In this chapter Article 123 explains the powers of the President during recess of the Parliament to promulgate ordinances.

Chapter IV is titled as 'THE UNION JUDICIARY' and contain Articles 124 to 147. These Articles provide for the composition, powers and jurisdiction of Supreme Court of India. Article 143 mentions the powers of the President to consult Supreme Court.

Chapter V- titled as 'COMTROLLER AND AUDITOR GENERAL OF INDIA'. This chapter contain Articles 148 to 151 and elaborates the appointment, duties, powers of (CAG) Comtroller and Auditor General of India.

4.4.2.2 PART VI THE STATES:

This part contain VI chapters and Articles from 152 to 237 regarding the State Level provisions. Chapter I is pertaining to General wherein Article 152 defines the State and its limits. Chapter II is titled as 'THE EXECUTIVE' and lies in the Articles from 153 to 167. Article nos.153 to 162 elaborates the Governor, its appointment, powers and functions so far Articles nos.163 and 164 details about Council of Ministers. Article no.165 provides for 'The Advocate General of State'. Articles 166 to 167 deals with 'Conduct of Government Business' in states, duties of Chief Ministers etc.

Chapter III is titled as 'THE STATE LEGISLATURE' and contain Articles from 168 to 212. Articles 168 to 177 explain in General the constitution of Legislature in States, Legislative Assembly and Legislative Council. Articles 178 to 187 talks of officers of the State Legislature such as the Speaker, Deputy Speaker of Assembly, Chairman and Deputy Chairman of Council, Secretariat etc. Articles 188 to 189 mentions of 'Conduct of Business of Legislature'. Articles 190 to 193 elaborates the disqualification of members (MLA's and MLC's) due to vacation of seat or any other reason. Articles 194 and 195 provides for the powers, privileges etc. of the Houses of Legislatures and their members. Articles 196 to 201 explains the Legislative Procedure such as passing the Bills etc. where as Articles 202 to 207 provide for the Procedure of Legislature in regard to Financial Matters. Articles 208 to 212 deals with procedure generally wherein rules are explained.

Chapter IV titled as 'LEGISLATIVE POWERS OF THE GOVERNOR' which have been explained by the Article no.213. e.g power of Governor to promulgate Ordinances during recess of Legislature.

Chapter V titled as 'THE HIGH COURTS IN THE STATES' contain Articles 214 to 231 which provides for the appointment, powers and jurisdiction of the High Courts in the States.

Chapter VI titled as 'SUBORDINATE COURTS' and contain Articles 233 to 237 and detail about the appointment, powers and jurisdiction of district and subordinate judges. Article 232 has been repealed from the constitution.

PART VII also have been repealed as per Article no.238 & seventh Constitutional Amendment Act,1956.

PART VIII- THE UNION TERRITORIES:

This part contains Article 239 to 242 and elaborates the administration of Union Territories, special status to Delhi, the powers and functions of President and the High Courts etc.

PART IX- THE PANCHAYATS:

This consists of Article 243 and explains the constitution of Panchayat Raj & Local Self Government. It also provides for the constitution of Municipalities its powers and functions. In the same sub-article there is provision of Finance Commission.

PART X:

This contain Article 244 where in we find the provisions of the administration of Scheduled Areas and Tribal Areas such as in Assam.

PART XI:

This is titled as 'Relations Between the Union and the States' and contain two chapters. Chapter I states as 'Legislative Relations' and consists of Articles 245 to 255. They provides for the powers of parliament and State Legislature. Chapter II elaborates Administrative Relations between Union Government and the State Government Between Articles 256 and 263 it has detailed about disputes relating to water and co-ordination between states and the role of the Union.

4.4.2.3 PART XII- FINANCE, PROPERTY, CONTRACTS AND SUITS:

This part has four chapters and contain Articles 264 to 300. Chapter I is related to Finance and from Articles 264 to 267 is

provides with General such as taxes imposed, consolidated funds, contingency fund and public accounts. Articles 268 to 281 makes mention of distribution of Revenues between the Union and the States. Again Article 280 provides for Finance Commission. Articles 282 to 290 are related with miscellaneous financial provisions.

Chapter II titled as 'Borrowing' and consists of Articles 292 and 293 and mentions of Borrowing by the Government of India and the State.

Chapter III titled as 'Property, Contracts, Rights, Liabilities, Obligations and Suits and contain Articles between 294 and 300. It provides for the succession. A property assets, rights, liabilities and obligations as well contracts and suits and proceedings.

Chapter IV is titled as 'Right to Property' where Articles no.300 A provides that persons not to be deprived of property save by authority of law.

PART XIII titled as 'Trade, Commerce and Intercourse within the Territory of India'. This part contain Articles 301 to 307 wherein provisions are made for freedom of trade, commerce, powers of parliament to impose restrictions etc.

PART XIV is titled as 'Services' under the Union and the States' and is divided into two chapters. It consists of Articles 308 to 323. Chapters I in the Articles 308 to 314 provides for the Recruitment and Conditions of Services of persons serving the Union or a State.

Chapter II is titled as 'Public Service Commission' where between the Articles 315 to 323 it makes provision for the UPSC and State Public Service Commission, its functions etc.

PART XIV A and its articles 323A & 323B are provisions of Administrative and other Tribunals.

PART XV is titled as 'Elections' and lies between Articles 324 and 329 wherein the provisions of Election Commission, its head its powers and functions have been made.

PART XVI- titled as 'Special Provisions Relating to Certain Classes'. This part contain Articles 330 to 342 and provides for the Reservation of Seats for SCs and STs, Anglo-Indians in Union and State Legislature and services. Articles 338 and 338 A provides for the National Commission for SC's & ST's respectively. Articles 340 makes provisions for the appointment of a Commission to

investigate the condition of backward classes such as OBC's, NTs, SBCs etc.

PART XVII titled as 'Official Language' and has four chapters. It has articles from 343 to 351. Chapter I (Art -343-344) mentions of Official language of the Union and its Commission, Committees of Parliament would be as Hindi.

Chapter II provides for the Regional languages elaborated in the articles 345 to 347. Chapter III mentions of the language of the Supreme Court, High Courts etc. in English and then can be translated by the State into the regional language of the State.

Chapter IV provides the Special Directives in the articles 350 to 351 wherein facilities for mother tongue at primary stage and Special Officer for Linguistic Minorities as also the Directives for development of the Hindi language.

PART XVIII titled as 'Emergency Provisions' contain articles 352 to 360. In this part article nos.352, 356 and 360 provide for the proclamation of Emergency such as National Emergency, Emergency due to Constitutional failure in State and financial Emergency respectively.

PART XIX titled as 'Miscellaneous' contain articles 361 to 367 in which provisions of protection of President and Governors and vice-versa have been made.

PART XX is titled as 'Amendment of the Constitution wherein only article 368 is provided for the power of Parliament to amend the constitution and procedure. Therefore

PART XXI titled as 'Temporary Transitional and Special provisions' lies between articles 369 to 392. In these articles the provisions are made where new states have been created, special provisions for judges of high courts, CAG, UPSC, etc.

PART XXII is titled as ' Short Title, Commencement, Authoritative Text in Hindi and Repeals such as 'Indian Constitution' as a title to this document and authoritative text in the Hindi language. Article 395 is repealed.

4.4.3 Schedules:

There are 12 Schedules which mentions of various provisions.

1. First Schedule

I-The States-List of all States
 II-The Union Territories.

2. Second Schedule:

Part A- Provisions as to the President and the Governors of States. Part B(Repealed) and Part C mentions of Speakers of Lok Sabha, Rajya Sabha, State Assemblies and Councils.
 Part D- Provisions as to the Judges of the Supreme Court and of the High Courts.

Part E- Provisions as to the Comptroller and Auditor General of India.

3. Third Schedule- Former of Oaths or Affirmations

4. Fourth Schedule- Allocation of seats in the Council of States

5. Fifth Schedule- Provisions as to the Administration and control of Scheduled Areas and Scheduled Tribes.

Part A- General.

Part B- Administration and Control of Scheduled Areas and Scheduled Tribes.

Part C- Scheduled Areas.

Part D- Amendment of the Schedule.

6. Sixth Scheduled- Provisions as to the Administration of Tribal Areas in the States of Assam, Meghalaya, Tripura and Mizoram.

7. Seventh Schedule

List I – Union List

List II-State List

List III- Concurrent List

8. Eight Schedule- Languages.

9. Ninth Schedule- Validation of certain Acts and Regulations.

10. Tenth Schedules- Provisions as to disqualification on ground of defection.

11. Eleventh Schedule- Powers, authority and responsibilities of Panchayats.

- 12 Twelfth Schedule-Powers, authority and responsibilities of Municipalities, etc.

Check your progress.:

1. How many parts articles and the Constitution of India has?
2. What does seventh schedule contain?

4.5 FUNDAMENTAL DUTIES OF THE INDIAN CITIZEN

Basically, Fundamental Rights always corresponds to the fundamental duties of each citizen, therefore, the founding fathers of the constitution must had not specified them. When one individual knows or enjoys his fundamental rights at the same time others also do and show respect for them i.e. duty.

In 1976, there was 42nd Constitutional Amendment Act which is called as the 'Mini Constitution'¹ by some experts. Article 51-A provided the Fundamental duties of Indian citizen which are as follows:- [Effective from 3rd Jan. 1977]

1. To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
2. To cherish and follow the noble ideals which inspired our national struggle for freedom;
3. To uphold and protect the sovereignty, unity and integrity of India;
4. To defend the country and render national service when called upon to do so;
5. To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;
6. To value and preserve the rich heritage of our composite culture;
7. To protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
8. To develop the scientific temper, humanism and the spirit of inquiry and reform;

9. To safeguard public property and to abjure violence;
10. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
11. Who is a parent or guardian, to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years. (This was provided in 2002 by the 86th Constitutional Amendment Act with reference to article 45).

These fundamental duties are sometimes criticised and sometimes favoured by the various constitutional experts.

Check your progress

1. State any five fundamental duties of Indian Citizen.

4.6 VALUES OF TOLERANCE, PEACE AND COMMUNAL HARMONY

Indian Society is a pluralistic in nature and therefore it faces always differences and divergences of opinion in matters pertaining to religion, caste, race, colour, sex, region, languages etc. But our Indian Constitution is the only fabric that weaves all these differences together and strengthens it. Apart from this there are some values to be inculcated among the children and youth and the Indian citizens in to such as tolerance, peace and communal harmony. Therefore, we will discuss these values as follows.

4.6.1 The Value of Tolerance:

Tolerance can be defined as the sense of understanding for other's feelings and having respect for others. In India as a multiplicity of religions, castes, creeds, regions, languages. Tolerance is the very significant value which all the Indians must cultivate among themselves. In this composite society one must bear with other's opinion. One has to have the understanding that divergent opinions are the common phenomenon in the country like India and hence though the opposite views expressed by any person has to be listened carefully and countered it by peaceful ways.

Importance of Tolerance:

- i. Tolerance is necessary value to understand the nature (human nature) of the individual.
- ii. Tolerance lead the person to behave in the society with compromise and adjustment.
- iii. Tolerance can stop quarrels and conflicts among the people and establish peace.
- iv. The composite society like India, it is the prime requirement to strive for harmonious relationships and hence, only tolerance can maintain it.
- v. Tolerance helps the democratic society to flower and flourish.
- vi. It also inculcates liberal thinking in the person about the differences of opinion.
- vii. Person can have respect for other's viewpoints though they are opposing to his own beliefs.
- viii. If we want India to prosper economically and become World power, tolerance is the important value to be attained.
- ix. Tolerance can establish equality between human beings and allow to enforce Constitutional Provisions.
- x. Tolerance can help reduce the inter-group conflicts like Communalism, Casteism, Linguism and Regionalism and lay communal harmony as possible goal of the Indian Constitution.

Therefore, tolerance can promote National Integration, establish national unity and inculcate patriotism among the citizens.

4.6.2 Value of Peace:

To strengthen the social fabric of Indian Society there should be the peaceful co-operation among several members. The co-operation and mutual help leads the peoples towards peace. The peace is essence of progress. In a community life, we must lift equal share of responsibility and carry it as willingly. We should help each other in the natural calamity or in the difficulties created by human being or circumstances irrespective of their caste, creed, religion, sex, region, language, costume etc. When everyone is co-operative, the social and group activities will always bring best possible results and can subserve the interest of every member. Therefore, proper understanding and mutual co-operation is the soul of any successful group activity though it is pluralistic.

Peace is essentially a moral and human value and requisite of Indian Society. Whenever any thing goes against one's interest or desire one should not resort to physical violence but should follow constitutional ways. 'Survival of the Fittest' or 'Might is Right' are the phenomenon applied to animals and not to the human beings. If the violence and force have their way every time then the weaker, old, sick, handicapped and other sections of the society will find their survival impossible. When you are following peaceful life so will others. In Indian composite culture peaceful co-existence is very significant. By the virtue of peace we can avoid communal riots, violence and lead a harmonious life.

4.7 BASIC FEATURES OF INDIAN CONSTITUTION

The founding fathers of our constitution studied the various constitutions available in the various countries of the World and picked up the selected principles which would be suitable to Indian social-political, economic, cultural, religious conditions. The Constitution of India have provided the Indian citizen the best of the things for leading a happy and peaceful life. Therefore, the basic features of it are as follows:-

4.7.1 Preamble: (Refer to 4.3.2)

4.7.2 The Longest Written Constitution in the World:

When Indian Constitution was prepared, it had 395 articles 9 schedules and 12 parts. It is most detailed written document. The USA constitution has only 7 articles, the Australian constitution has 128 articles and the Constitution of Canada has 147 articles. Indian Constitution gives the details of administrative machinery, execution, legislation and implementation details of the judiciary. The country like England has no written Constitution at all.

According to the Constitutional Amendment no 92 in the year, 2003, the Indian constitution is consisted of 447 Articles, 12 schedules and 26 parts.

4.7.3 Popular Sovereignty:

It is clearly stated in the preamble that India is not under any outside control. It is a sovereign nation under the people. The people will have right to elect their representatives to rule for themselves to the government. Hence, India has a democratic system of government. Any citizen who is above 18 years of age irrespective of religion, creed, caste, region, property, rich or poor, man or woman can execute adult franchise and have his representative for his/her welfare. It is very of significant provision in

the constitution that the person may be from dire poverty or from an Industrialist will have right to one vote and one vote will have one value. Therefore, popular sovereignty is very important feature of the Constitution of India.

4.7.4 Partly Rigid and Partly Flexible:

When we read our constitutional document then we come to know that sometime, somewhere the articles of the constitution are very rigid to make any amendment and somewhere some articles are easily amended according to the situation exists. The article 368 of the Constitution provides for the amendment. At the same time, in case of Jammu & Kashmir, the parliament has got limited rights to intervene in the affairs of this state. As against this, during 57 yrs. there are 92 amendments have been made in the constitution and states like Nagaland , Sikkim, Jharkhand, Chattisgarh etc. have been newly created. Many articles are added according to the present context.

4.7.5 Provision of Fundamental Rights:

The constitution of India guarantees the Fundamental Rights to every individual irrespective of birth, caste, creed, sex, religion, race, language, region, age, education, rich, poor etc: Articles from 12 upto 35 mentions of Fundamental Rights.

The Fundamental Rights are as follows:- .

- 1) Right to Equality (equality before law for everyone).
- 2) Right to Liberty (includes freedoms).
 - i) Freedom of speech and expression;
 - ii) freedom of assembly;
 - iii) freedom of practice any profession or occupation ;
 - iv) freedom of union or professional organization;
 - v) freedom of staying anywhere in India;
 - vi) freedom of move anywhere in India;
- 3) Right to freedom of Religion.
- 4) Right against Exploitation.
- 5) Cultural and Educational Rights.
- 6) Right to Constitutional Remedies.
 - i) Habeas Corpus
 - ii) Mandamas
 - iii) Prohibition
 - iv) Co-Warranto and
 - v) Certiorari

- * The Right to Property have been deleted from the Constitution in 1979 by 44th amendment.
- * Article 17 of the constitution have abolished the practice of Untouchability and it is regarded as an offence cognizable.
- * Article 23 prohibits forced labour.

Thus by the provision of Fundamental Rights the constitution have woven the thread of unity of the Indians.

4.7.6 Fundamental Duties:

The Constitution have also provided for the fundamental duties of each citizen/Nonetheless, when Fundamental Rights were specified, it was obvious that one should not violate other's rights is the duty of everybody to be understood. But by the 42nd constitutional amendment in 1976, government clearly specified the Fundamental Duties.

4.7.7 Federal System with Unitary Bias:

The Constitution has its supremacy over all the political governments. The powers have been divided among the various provinces and states between the Union Government It also provides for the single Citizenship. The Central and State governments must discharge their powers-and duties according to their subjects of legislation and execution. The Constitution have divided the subjects into three lists i.e. Central list, State list and concurrent list. Central list have 99 subjects, State list have 61 and Concurrent list 52 subjects as of now. It means that centre state can pass acts, make legislations only on the subjects listed in their list. So far subjects listed in the Concurrent list, both the Centre and State can make legislation on these subjects. But due to unitary biasness the legislation of Central government will be supreme over the state. It means we can experience the equal powershare between State and Federal government but regarding Emergency (due to Constitutional Breakdown) Centra! government can dissolve the State government may be with bias attitude.

4.7.8 Parliamentary Democracy:

We have adopted the Parliamentary Democracy with President as its Constitutional and Executive head. It means that Prime Minister and his Council of Ministers is the representative of President. Therefore, it is said that President is the nominal head and real power of the Union Government is lying in Prime Minister.

Parliament is bicameral and consists of i) Lok Sabha and ii) Rajya Sabha. These houses pass various laws, acts, with majority of the members of the Parliament.

4.7.9 Directive Principles of the State Policy:

We find that these Principles are provided in the articles from 36 to 51. They are the extra legal instructions and guidelines to the political governments. The government is supposed to take note of those principles for the welfare of the people and achieve necessary conditions within the concept of welfare state. One can not go against the violation of these principles in the court of law. Despite governments must follow these instructions for succeeding the next tenure of power. Otherwise people will not get such political parties elected in future by ballot boxes, e.g. Article 45 of the constitution provides for the free and compulsory education to the children between the age 6 to 14. Then to provide education to them is the moral responsibility of that state government. Hence government starts schools, appoints teachers, pays their salaries construct school buildings etc. Therefore this one of the feature has got very significant role to play.

4.7.10 Principle of Secularism:

The word 'Secular' is adopted in the Preamble of the Constitution 1976 by 42nd amendment. This means that state has no 'State Religion'. At the same time government will not favour anybody religion and also not disfavor the religion of others. State will not interfere the religious affairs of the individual and will be neutral about it. Religion is the private affairs. According to former President of India R. Venkata Raman "India is not pro-religious, non-religious and anti-religious" i.e. India is secular.

The religion will have no influence over any government. The citizens have got right to any religion, worship any God & Goddesses. It is only because of this constitutional secular nature of the state that led to become the President, Prime Minister from any religion or community.

4.7.11 Single Citizenship:

The American Constitution has given its citizens the 'Dual Citizenship', one for the country and other from the representing state. Contrary to this Indian constitution provides only Single Citizenship i.e. only for the country and not for the state. It is due to multiplicity of the nature of Indian society that states should not

have loyalties only to their States. Therefore, any person can inhabit in any part of the country, take education, join profession or occupation. We also introduce ourselves as 'I am an Indian first.' Single citizenship bounds the Indians into oneness and unity.

4.7.12 The Independent Judiciary:

The Indian Constitution, among its three major bodies of Legislature, Executive and Judiciary; more rights and freedoms are given to the Judiciary. The rules and laws and regulations regarding the appointments and rights and powers of the Judiciary i.e. Supreme Court, High Court and Subsequent courts and their judges having been clearly stated in the constitution. The judiciary have been kept tally out of the purview of the legislation and executive body. The Judgement given by the judiciary becomes the law.

4.7.13 The Judicial Review:

The Supreme Court and the High Courts are the guardians of the Constitution. They have also got right to interpret the provision of the constitution. Therefore, government before passing any act or law undergoes investigation into the constitution and takes care that there would not be violation of the constitutional provisions. It happens sometimes that Parliament Councils & Assemblies may be wrong in passing any act against which one can ask the Courts of law to review the decisions taken by the governments. The Supreme court and the High Court can declare such law null and void or unconstitutional if it goes against constitutional provisions.

4.7.14 End of Old Order and Rise of New Order:

Our Indian constitution is revolutionary in true sense of the term. Since ancient times & for thousands of years, the power was administered by the provision in Manusmriti, instead, now it runs with provisions of Constitution. The Constitution guarantees equality, liberty, fraternity, justice, equal opportunity etc. which were denied to certain section of the society. Now, there is no discrimination based on sex, caste, creed, religion language, region, rich, poor etc. The Constitution has abolished untouchability and termed it as an offence punishable. It also protects women, children and historically deprived or depressed classes. Hence the Old Order of Mansmirti have gone and the New Order of the constitution has risen.

4.7.15 Adoption of Good Principles from others:

The architects of the constitutions knew the constitutional provision of the many countries. Hence, after lots of study they adopted certain good principles from the constitutions of other nations of the world. They are as follows:-

Table No. 5.1 Certain Provision adopted from others

Sr. No.	Country	Provision
1.	England	Parliamentary democracy and democracy and election process.
2.	America	Judicial Review.
3.	Canada and US	Federal Nature of the State.
4.	Ireland	Guiding Principles of State policy.
5.	England France	President and his powers.
6.	US and France	Fundamental Rights.
7.	South Africa	Amendment & Flexibility.
8.	German Wymer Republic	Emergency.

Check your progress:-

1. What is the content of our Preamble?
2. Enlist the Fundamental Rights embodied in our Constitution?
3. Explain any three features of our constitution?
4. What is Judicial Review?

4.8 SUMMARY

The constitution of India is very important document. It guides the administrators continuously about the legal advice. It

provides for the liberty, equality and fraternity with social economic justice and opportunity. The Constitution also guarantees fundamental rights, as well as provides for the fundamental duties. It is our constitution that is helpful in maintaining communal harmony, peace and law and order. The implementation of 'Democracy' and 'Guiding Principles' is only possible due to Constitution. Therefore, we have to regard the constitution as a 'Sacred Document' of India.

4.9 QUESTIONS

1. Describe the process of making of Indian constitution.
2. Explain the structure of Indian Constitution.
3. Elaborate the fundamental duties of Indian Citizen?
4. Review the basic features of our constitution.

5

Chapter 5 **SIGNIFICANT ASPECTS OF POLITICAL PROCESSES**

Unit Structure

- 5.0 Objectives
- 5.1 The Indian Political Structure
- 5.2 The Party System in India
- 5.3 Classification of Political Parties in India
- 5.4 Party System in India
- 5.5 Local Self Government
- 5.6 The Urban Local Self Government
- 5.7 The Rural Local Self Government

- 5.8 The 73rd and 74th Amendments and their implications for inclusive politics
- 5.9 Role and Significance of Women in Politics.
- 5.10 Unit End Questions

5.0 OBJECTIVES

1. To understand the party system and the changes occurred in it since independence.
2. To study the structure and functioning of Local Self Government in India.
3. To know the role played by women in Indian politics.

5.1 THE INDIAN POLITICAL STRUCTURE

The Constitution of Independent India came into effect on 26 January, 1950. With its adoption India officially became a Sovereign Socialist Secular Democratic Republic. The Indian Constitution has established a parliamentary form of government both at the Centre and the State.

Though the President is the head of the executive, the real powers are vested with the Cabinet and the Prime Minister who are responsible to the Loksabha. Similarly Governor is the executive head of the States, but the real powers are exercised through Chief Minister and his Council of Ministers, who are responsible to the Legislative Assembly. The members of Loksabha and State legislative assemblies are elected through elections by citizens of the country. Hence elections are the base for the formation of governments. Therefore the political parties who contest the elections become part and parcel of political system of the country. In India we have multi party system to ensure the representation of varied variety of people who reside in it. We shall now broadly discuss the party system in India.

5.2 THE PARTY SYSTEM IN INDIA

The party system is the base of democracy. It is a link between people and the government. A political party serves as a platform for people with common ideologies. Every political party aims to contest elections to be a part of legislative and executive organs of the government. Through representation in the

parliament the party members function as agents of people and voice the grievances and challenges of the society.

India has a multi-party system with the existence of parties at the national and State level. In order to contest elections every party must register itself to the Election Commission of India. The party that wins majority seats in elections forms the government and implements the policies designed by its election manifesto. The party with second majority votes plays the role of opposition in the parliament and keeps a close eye on the functioning of the government.

5.3 CLASSIFICATION OF POLITICAL PARTIES IN INDIA

The types of political parties can be broadly classified into following categories:

5.3.1. National Parties :

Any party to be called as national level political party must fulfill following conditions:

- a. It must have had its candidates stood for last elections in at least four or more States for Loksabha or for Legislative Assembly and secured not less than 6 % of total valid votes in those elections. In addition win at least four seats in Loksabha from any State or States.
- b. It must have won at least 2 % seats in Loksabha from at least three different States.

Some of the present national parties are; Indian National Congress, Bharatiya Janata Party, Bahujan Samaj Party, Communist Party of India etc.

5.3.2. State Parties:

The State parties promote regional languages, culture and interest of people of that region. To be recognized as a State party, it must fulfill following conditions:

In the last general elections to legislative assembly, the party candidates must have secured not less than 6% of total valid votes

and must retain at least 2 members to State Legislative Assembly. Some of the well known State political parties are; Shiv Sena (Maharashtra), AIADMK and DMK (Tamilnadu), Telgu Desam (Andhra Pradesh), Rashtriya Janata Dal (Bihar), the National Conference (Jammu and Kashmir) etc.

5.4 FEATURES OF PARTY SYSTEM IN INDIA

5.4.1 Dominance of Single Party:

The party system was introduced in India as an influence of western education. The Indian leaders had realized the importance of united efforts to achieve independence. The political parties, thus, were established to demand for reforms from the British government and eventually complete self government. Various political parties had emerged before independence as well but it was Indian National Congress (INC) that remained one of the most popular and dominant political party. After independence except for a brief period in the late 1970s the congress dominated the political scene till late 1980s. Congress leaders like J. Nehru, Indira Gandhi, Rajiv Gandhi had dominated the Indian politics for decades. Though many other political parties emerged during that period, Congress was regarded as the largest representative party of the country.

5.4.2 Emergence of multi- party system:

Internal factions led to the split in the Congress and by 1970s many new parties had emerged. In 1977, Janata party was formed which was a coalition of at least five parties. This new party formed the first non-Congress government after independence. The rise of BJP and many regional parties in States reduced the dominance of Congress over Indian politics to a greater extent.

5.4.3 Coalition Party System:

From 1990s an era of coalition started. Failure of big national parties like Congress and BJP to win majority seats in elections has brought numerous small parties to the forefront. The large parties

came to be dependent upon smaller parties for the formation of governments. In 1996 the elections led to the formation of 'United Front', a coalition of as many as 13 political parties. Similarly in 1999 a coalition party government of 'National Democratic Alliance' (NDA) was formed with BJP as a largest member of coalition.

5.4.4 Based on Personalities:

Instead of emphasizing on the strong organizational structure, the leaders or powerful personalities of the party are given more importance. Many people join the party because of the charisma of a party leader for ex; Balasaheb Thackery, Mamta Banerjee, Mayawati, Jayalalitha, Lalu Prasad Yadav etc.

5.4.5 Absence of loyalty to ideology:

Every party is based on some ideology and when people join the party they are committed to its ideology. But the situation is changing fast. Most of the parties are interested in capturing power. Many candidates shuffle between parties to grab position in the government keeping aside the ideological commitment of the party.

5.4.6 Emergence of Regional Parties:

One of the reasons for the decline in the strength of national parties is the emergence of numerous regional level parties. As selfish motives and desire to grab power has prompted many politicians to form independent parties. Each state has almost 2 to 3 strong regional parties. Tamilnadu has become stronghold of DMK and AIADMK; Punjab is dominated by Shiromani Akali Dal; Shivsena is a powerful party in Maharashtra; National Conference is popular in Jammu and Kashmir etc.

5.4.7 Factions within the party:

Personality clashes, race to acquire power, intrigues against each other has led to the weakness of the party. Frequent changing of party has increased factions within the party. Caste and regional loyalties also play a role in dividing the party further.

5.4.8 Emergence of Bi-polar party System:

By 1990s the one party dominance ended giving rise to coalition party government. The politics of alliances led to the polarization of parties. It reflects the diverse political interests. The regional parties are playing important role in the formation of government at the Centre. The non-Congress national as well as regional parties acquired popularity and became viable alternatives. The rise of BJP and BJP led United Front dominated the Centre by creating the second 'pole' in the Indian politics. However, Sonia Gandhi's entry into active politics brought Congress back into the suitable alternatives. The formation of United Progressive Alliance (UPA) and the control over central government by this Congress led coalition government in recent years has transformed Indian politics into bipolar party system.

5.4.9 Conclusion:

The recent trend of offering support to the government from outside is causing a serious concern to the stability of the government both at the centre and state level. As the parties get to enjoy all the powers without participating in the government and sharing any responsibility. They dominate the government and influence the decision making by giving threat of withdrawal of support in case of failing to comply with their demands.

Check your progress:-

Write short notes on the Following:

- a. Political Structure of India
- b. Classification of political parties
- c. Features of party system in India.

5.5 LOCAL SELF GOVERNMENT

The concept of local self government is known to Indian since ancient times. During the vedic age, there existed village assemblies known as 'Sabha' and 'Samiti'. Gradually cities and towns came into prominence. They also enjoyed greater level of autonomy in administration as witnessed during the Mauryan and Gupta period.

The system of local self government in its modern sense was revived during the British period.

In a democratic country power is decentralized and shared at different levels. Apart from the Central and State Government, the administration at the local level is handled by the local government in urban as well as rural areas. The local Self-Government ensures effective people's participation and ensures overall development. These small units of government enable people to feel a sense of responsibility and understand values of democracy.

In India the Local Self Government is broadly classified into two categories that is Rural and Urban.

The Urban local bodies include Municipal Corporations, Municipal Councils and Nagar Panchayat. The rural local bodies incorporate Zilla Parishad, Panchayat Samiti and Gram Panchayat.

We shall first study the Urban Local Self Government in detail.

5.6. THE URBAN LOCAL SELF GOVERNMENT

In urban areas a variety of local self-government institutions are found. They are as follows;

5.6.1. The Municipal Corporation:

The system was introduced by the Britishers first in Madras in 1688 and then in Bombay and Calcutta by 1762. The current structure of Municipal administration is largely based on Lord Ripon's reforms on local self government introduced in 1882.

The 1992 Act brought uniformity in municipal bodies. The Municipal Corporations were set up for highly urbanized areas, Municipal Councils for smaller urban areas and Nagar Panchayat for areas in transition phase from rural to urban. The State legislature is empowered to make laws related to functioning and powers of the local government.

The Municipal Corporation consists of the **Council**, wherein representatives from every ward are elected by the people known as **Councillors** for the term of five years.

The **Mayor** and **Deputy Mayor** are elected by the Councillors for a period of two and half years. They enjoy great honour in the city. Mayor is regarded as the first citizen of the city.

The **MPs, MLAs** are the ex-officio members of the corporation.

The Chief Executive Officer is appointed through the Indian Administrative Services (IAS) known as the **Municipal Commissioner**. The entire administrative staff is also appointed by the State.

The corporation also nominates some selected citizens as its members.

Functions of the Municipal Corporation:

It includes wide variety of duties to be performed by the corporations to ensure overall development of the city i.e. economic, social, health and sanitation, infrastructure etc. The functions of Municipal Corporations are classified as obligatory and voluntary. Some of them are listed as follows;

Obligatory Functions:

1. Sanitation of hospitals, roads, maintenance of drainage of city,
2. Water supply for public and private purposes,
3. Providing healthcare facilities, public vaccination and prevention of diseases,
4. Establishing hospitals, child and maternity welfare centres,
5. Providing street lights, cleaning of garbages from the city roads,
6. Registration of birth and death,
7. Maintenance of bridges and public buildings,
8. Providing primary education by setting up schools,
9. Naming of streets and numbering of streets and houses,
10. Maintaining and managing electricity supply,
11. Providing transport facilities to the city.

Voluntary Functions:

1. Constructing and maintaining public parks, gardens, libraries, museums, swimming pools, recreation centers etc.,
2. Providing shelter to old, street children, destitute, orphans etc.,

3. Survey of buildings, lands etc.

5.6.2 Municipal Council:

The smaller cities are looked after by Municipal Councils. When the cities grow in size of population it is transformed under the administration of Municipal Corporations. The Council consists of;

- i. The Council members are elected by the people for the term of five years.
- ii. President and Vice-President are elected by the members of the Council for the term of two and half years. The President is honoured as the first citizen of the town.
- iii. Each Council has among its appointed Staff, one Executive Officer and its subordinate staff and nominated selected citizens of the town.

Functions of the Municipal Council:

The functions of the Municipal Council are similar to that of Municipal Corporations which includes some obligatory functions and some voluntary functions. To perform these functions various committees are created, namely, Public Works Committee, Education Committee, Sanitation Committee, Water Supply Committee, Planning and Development Committee, Women and Child Welfare Committee.

5.6.3 Nagar Panchayat:

The composition and functions of the Nagar Panchyat are similar to Municipal Councils. Nagar Panchayats are established in those rural areas to be soon transformed into urban. Nagar Panchyat is formed according to the 74th constitutional amendment.

Check your progress

Write Short notes on the following:

- a. Municipal Corporation
 - b. Municipal Council
 - c. Nagar Panchayat
-
-
-
-

5.7 THE RURAL LOCAL SELF GOVERNMENT

The rural local self government in India is also described as 'Panchayat Raj'. It was a major step taken for the upliftment of rural areas and to ensure rural development. On the basis of Balwant Rai Mehta Committee, Rajasthan was the first state to establish Panchayat Raj in India.. Thereafter entire rural India came under this system. The main aims of the Panchayat Raj system was to promote social and economic development of rural areas, to make villages self reliant and to provide with political education and training to rural people. Under the committee's recommendation a three tier system of local government was established which is as follows:

5.7.1 Zilla Parishad:

It is a local government body at the district level. It looks after the administration of rural areas in a district. The members to the Parishad are elected by the people for the term of five years. Some seats are reserved for SC, ST, OBC and women. The President and Vice- President are elected for the term of two and half years. The Chief Executive Officer is appointed by the State government through Indian Administrative Services.

The main functions of the Zilla Parishad include providing of facilities and initiating development programmes for the rural people. It houses various committees like Finance, Education,

Health, Agriculture, Child Welfare, Animal Husbandry, Public works, Water supply and irrigation etc.

5.7.2 Panchayat Samiti:

The Panchayat Samiti is formed at the taluka level. Every Panchayat Samiti is headed by the Chairperson. In the absence of Chairperson, the Deputy Chairperson performs his functions.

The Block Development Officer (BDO) is the executive head of the Panchayat Samiti. He is appointed by the State government and belongs to Indian Administrative Services.

5.7.3 Gram Panchayat:

It works at the village level. It is formed in a village which has minimum 300 population or else two or more villages are clubbed together.

Sarpanch is the head of the Gram Panchayat who enjoys the term of five years. He supervises and implements the resolutions passed by the Gram Panchayat. In his absence Deputy Sarpanch looks after the affairs of the village.

The functions of the Gram Panchayat includes looking after the basic amenities of the village.

Gramsevak is appointed by Zilla Parishad to carry out the routine work of the Gram Panchayat.

Check your progress**Write short notes on the following:**

- a. Zilla Parishad
- b. Panchayat Samiti
- c. Gram Panchayat.

5.8 THE 73RD AND 74TH AMENDMENTS AND THEIR IMPLICATIONS FOR INCLUSIVE POLITICS

5.8.1 Introduction:

The 73rd constitutional amendment provided more powers to local self governments and created a three tier system for the rural areas. It empowered and brought about better functioning of the Panchayat Raj

The 74th constitutional amendment provided similar guidelines for the urban areas.

Both the amendments provided guidelines to the States to form the local governments at the rural and urban level. It provided decentralization and democratization of power with greater participation of the people.

5.8.2 The Constitution (73rd Amendment) Act, 1992:

This amendment was passed in 1992 to provide constitutional status to the Panchayat Raj institutions. Following are its salient features:

- A uniform three-tier structure of Panchayat Raj was created, namely, Zilla Parishad at district level, Panchayat Samiti at intermediate level and Gram Panchayat at village level.
- All the seats at the panchayat level are elected by elections for the term of five years.
- Reservation of seats for Scheduled Castes, Scheduled Tribes.
- 33% reservations of seats for women in these local self governments.
- To hold and control the smooth elections to panchayats, a State Election Commission has to be formed in every State.
- Appointment of State Finance Commission to make recommendations regarding financial powers of the Panchayats.
- To set up District Planning Commission to plan for the development of the district.
- Formation of 'Gram Sabha' to bring necessary changes in the village.

5.8.3 The Constitution (74th Amendment) Act, 1992:

The 74th amendment act brought stability and efficiency to the urban local self government. Following are its main provisions:

- Formation of three types of Municipalities namely; Municipal Corporation, Municipal Council and Nagar Panchayat.
- Adequate representation to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Women.
- It also introduces schedule 12th in the Constitution, which lists 18 subjects that comes under the jurisdiction of municipalities.
- Greater financial and functional responsibilities to the municipalities.
- Constitution of State Finance Commission to review financial position of the municipalities and suggest measures to improve their financial condition.
- Regular and fair conduct of elections.
- Creation of Ward Committees, District Planning Committees, Metropolitan Planning Committees for the preparation of development plans.

All the above provisions aimed at making the municipal bodies an effective instrument of local administration. According to the 74th amendment several State governments amended their legislations to bring uniformity with the constitutional provisions. However the State governments are entrusted with the final decision making authority.

Check your progress

Write short notes on the following:

- a. 73rd Amendment Act
- b. 74th Amendment Act.

5.9 ROLE AND SIGNIFICANCE OF WOMEN IN POLITICS

5.9.1. Introduction:

The participation of women in politics is not a new phenomenon. In ancient times during early Vedic period women could become members of Sabha and Samiti. However her position declined considerably after the end of Vedic age as she was not only denied the political rights but was confined to the four walls of the house. She faced many inequalities and was regarded inferior to men. Attempts were made to improve her condition during the 19th century by many social reformers. Gradual improvement was seen thereafter. Many women participated in the struggle for independence as well. However their participation remained less in number.

5.9.2. Enactment of Laws after Independence:

After independence various laws have been enacted and various provisions have been made to empower women. To bring about more of women's participation in politics provisions are made for the reservation of seats in the legislature. In spite of this the participation of women in politics is not satisfactory. As per the UN survey the parliamentary representation of women in the 15th

Loksabha is 10.7%. This is much less as compared to other countries (South Africa- 44.5%, Britain- 17.12%)

The representation of women at the Panchayat Raj is nearly 50% after passing of the 73rd Amendment Act, 1992. The women's reservation bill is passed in Rajyasabha which provides 33% seats to women in parliament, however, the bill is yet to be passed in Loksabha.

5.9.3. Participation of women at the Centre:

The 15th Loksabha so far had the largest women members as compared to the earlier ones. The 14th Loksabha had 45 women and 15th Loksabha have a record of 59 women as Members of Parliament. Gradually younger women are entering the Loksabha. The 14th Loksabha had only 17% of women under 40, while 15th Loksabha has 29% of women below the age of 40.

Today three of the prestigious positions are in the hands of women. Meira Kumar is the speaker of Loksabha, Sonia Gandhi is the Chairperson of ruling UPA coalition party, Sushma Swaraj is the leader of opposition in the Loksabha.

5.9.4. Role of women in the States:

State Assembly elections were held in May 2011 for four States and it gave us two female Chief Ministers i.e. Mamta Banerjee became Chief Minister of West Bengal, Jayalalitha became Chief Minister of Tamilnadu. Mayawati is another strong woman leader of Uttar Pradesh. At the age of 39, in 1995 Mayawati became the youngest politician to be elected as Chief Minister of Uttar Pradesh and the first Dalit woman Chief Minister of any State in India. In addition Sheila Dixit became the Chief Minister of Union Territory of Delhi for the third consecutive term in 2009.

5.9.5. Role of women in Local Self Government Bodies:

After the passing of the 73rd Constitutional Amendment Act, 1992, the representation of women at the grass root level has increased by nearly 50%. Pioneering efforts in this direction were taken by the State of Karnataka in 1983 by offering reservations for women at the Panchayat level. Several States like Madhya Pradesh, Himachal Pradesh, Bihar, Jharkhand have increased women's participation in panchayats to 50%. Women members of Panchayats have done remarkable work in improving the conditions of villagers in matters of healthcare, education, sanitation etc.

5.9.6. Obstacles faced by women in the participation of Politics:

5.9.6.1. Male Domination:

Male domination mindset is one of the major obstacle for women as politics is regarded as man's area of interest and caliber. There is a lack of family support or co operation because the political participation is time consuming as one has to attend party meetings, organize workers, gathering mass support for the party by undertaking different activities to promote party requires women to stay out of the house for a long time. In such scenario women face opposition from her family.

5.9.6.2. Role of Political Parties:

Many political parties have failed to offer enough representation to women. They are less likely to involve them in party's organizational bodies. Men are preferred while giving party tickets for contesting elections. At times those tickets are offered to them where party has less chances of victory. After elections, the parties are also not willing to offer key portfolios to women Members of Parliament. Thus political parties also act like a hurdle in women's active participation in politics.

5.9.6.3. Corruption and Criminalization of Politics:

Politics and contesting elections has been a costly affair in recent times. Corruption in elections and sabotaging of electoral booths are the methods adopted by many. Many criminal minded people are entering politics as they have huge chunk of black money. Women are regarded as misfit in such changing trends in politics.

5.9.6.4. Approach of Government officials:

The elected members need to meet government officials in order to fulfill the promises to the electorate. However women representatives often face non cooperation from the government officers due to their biased approaches towards women which causes hurdle in their work and reduces their efficiency.

5.9.6.5. Poverty, Unemployment and Illiteracy:

Poverty is the major problem faced by India and women's condition is even more bad as the unemployment rate is high among women. Many women work in unorganized sector and hence are paid low wages. Literacy rate is also low in case of

women as compared to men. Such issues are the major obstacles in her political growth.

5.9.6.6. Psychological Barrier:

In general it has been observed that due to all above factors they have low self esteem and lack confidence in themselves. Many women accept that politics is man's world and they have no role to play in it. The traditional approach of family members as well as their own beliefs stops them from participating in active politics.

Check Your Progress

Write short notes on

- a) Women Empowerment
- b) Role of women in Politics
- c) Hurdles in the participation of women in Politics
- d) Prominent women leaders in India.

5.10 UNIT END QUESTIONS

1. Write Short Notes on political parties in India.
2. State the features of party system in India
3. What are the functions of Municipal Corporation and Municipal Council?
4. Classify and explain the three tier system of Local Self Government at rural level.
5. What are the obstacles faced by women un the field of Politics?

Chapter 6

GROWING SOCIAL PROBLEMS IN INDIA

- A) Substance Abuse - Impact on Youth and Challenges for the future
- B) Drug Addiction

Unit structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Definition
- 6.3 Substance Abuse - Impact on Youth and Challenges for the future
- 6.4 Smoking
 - 6.4.1 Causes of Smoking
 - 6.4.2 Effects of Smoking
 - 6.4.3 Measures to solve the problem of Smoking
- 6.5 Alcoholism
 - 6.4.2 Causes of Alcoholism
 - 6.4.3 Effects of Alcoholism
 - 6.4.4 Measures to solve the problem of Alcoholism
- 6.6 Drug Addiction
- 6.7 Different types. Signs and symptoms of Drug Dependence
- 6.8 Measures to solve the problem of Drug Addiction
- 6.9 Curative Treatment
- 6.10 Summary
- 6.11 Unit end questions

6.0 OBJECTIVES

1. To create awareness about growing social problems in India.
2. To understand the problems of smoking and alcoholism.

6.1 INTRODUCTION

The wants and needs of human life are unlimited. After satisfying one need another need emerges. The satisfaction of each need has its own problem as each need is fulfilled only when the human being goes through certain hurdles and these creates a chain of various problems.

6.2 DEFINITION

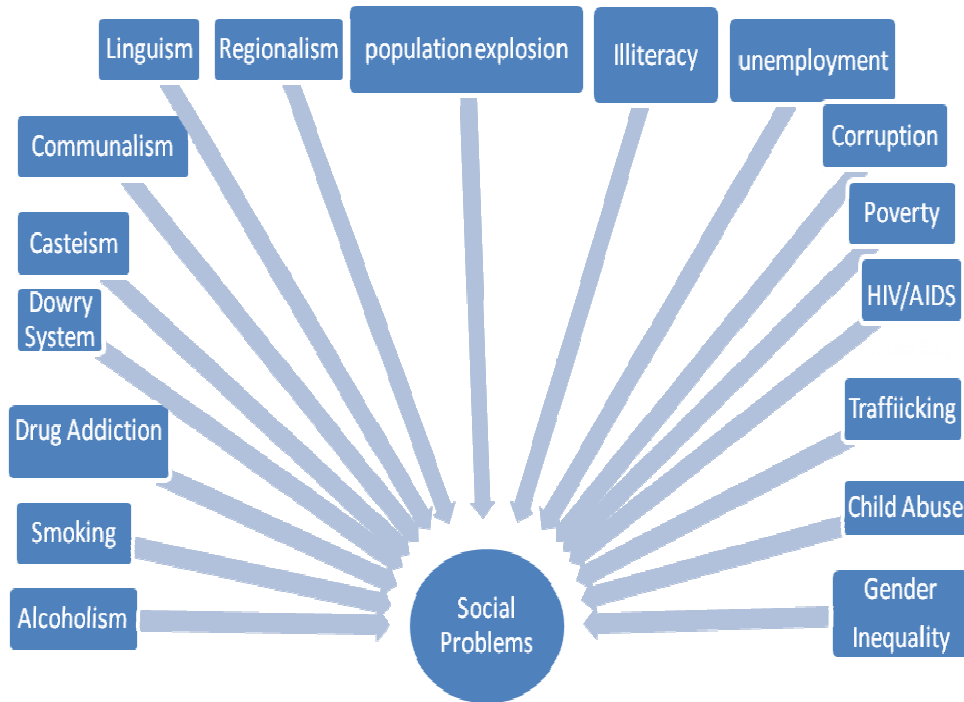
Wallace Weiver defines Social Problem as a particular incident or a condition or an action which gives rise to feelings of tension, pressure, conflict or frustration.

For certain people in the society the problems are obvious. For example, if a certain section of population is drug addict or alcoholic then they have to face all the physical and mental problems associated with it. Hence drug addiction and alcoholism are called as Social Problems.

We can say that the social problems are salient features of our society. This is because for some people of the society a certain social problem is not a social problem at all. They feel that it is normal and is needed for the benefit of an individual. For example, the western society and the high class Indian society do not consider alcoholism as a social problem at all. They call alcoholics as "Social Drinkers". The "Social Drinking" is carried out without any shame during marriages, functions or parties. Even we find that in many families the parents themselves encourage their children to start "Social Drinking". So when the children start the so called social drinking it soon becomes an habit which ultimately leads to social abuse of alcohol. Thus "Glorification of Wrongs" by the family itself leads to the growth of social problems.

Thus we can say that social problems depends on the outlook of the family, on the upbringing of children, on the degree of modernization of a society and on a particular situation at a given time.

The major social problems facing the Indian Society are as follows:



Check Your Progress :

1. Why Problems are created for an individual?
2. What is a Social Problem?
3. How Social Drinking leads to Alcoholism?
4. The Social Problems depends on what?
5. Which are the various social problems in India?

Let us take a brief overview of the growing social problems in the country:

1. **Alcoholism , Smoking and Drug Addiction** : This social problems are witnessed on a large scale amongst the Highest Income group and the lowest income group. Along with this, they are popular substance abuse amongst the teenagers.

The teenage is called as a period of “Storm and Stress” where the individual is affected by many physical and mental changes. Hence in order to relieve themselves from various tensions and frustration, the youths start substance abuse like smoking cigarettes, drinking alcohol and using drugs like Charas, Ganja, Cocaine etc. This ultimately creates problems in the personal and social life of the individual as well as disturbs the peace of the society.

2. **Dowry System** : It is a part and parcel of the traditional Indian society. Almost in every caste and religion of India, the dowry system is found on a large scale. The women are burnt alive and harassed by their in-laws for dowry.
3. **Casteism** : The Caste System is a blot on the traditional hindu society. The low caste people are harassed and tortured by the high caste. Incidences like Khairlanje in Maharashtra occurs even in today’s highly modernized world.
4. **Communalism** : Since the Indian society is a multi-religious society, conflicts based on religion are quite natural. The Hindus, the Muslims, the Christians et al ., exhibit communalistic tendencies. The Ram-Janma Bhoomi Babri Masjid issue, the Godhra Railway incident, the Mumbai riots of 1993 present a bloody picture of communal violence in the country.
5. **Linguism** : Since the Government started the re-organization of States on the basis of language, Linguism became a cause of conflict in the country. Hindi was given the status of national language in 1961 and since that time lingual conflicts occurred in the country.
6. **Regionalism** : The politicians for their own benefit have created regionalism. They try to ignite the flame of regionalistic fervor amongst the people and later on they utilize people for political power.
7. **Population Explosion** : From 1901 till today the population of the country is on rise. It gives rise to problems like poverty, hunger, malnutrition, unemployment, illiteracy, corruption etc.
8. **Illiteracy**: One of the reason for the backwardness of the country is illiteracy. From 1951 to 2001 the literacy rate of India was just 65%. On the top of it, the rates of drop-out students, female illiteracy are also very high. This again is concern for the government of the country.

9. **Unemployment:** The main reason for unemployment is population explosion. The government is finding it difficult to create jobs for its literate citizens. If this problem continues then it would lead the educated youth towards criminalization.
10. **Corruption:** Almost in every walk of life whether it is social, political or economical ,we find corruption. It has affected the social and economic development of the people. According to the former Commissioner of the Chief Vigilance Commissioner, there are five players of corruption in India. They are Neta(politician), Lala(Businessmen), Jhola(Non-Governmental Organizations), Babu(Civil Servants) and Data(Criminals).
11. **Poverty:** The social problem of poverty is inter-related with hunger and malnutrition. The main causes of poverty are population explosion and unemployment. The government has plans like Garibi Hatao Yojana., however, many of such plans are only on paper.
12. **HIV/AIDS:** It is a cause of concern for many countries of the world. India hosts about 5.2 million HIV infected persons. There is a need to create awareness amongst the masses about the menace of the deadly disease of AIDS.
13. **Trafficking:** India faces the proble of in-country and cross-border trafficking. Commercial sexual exploitation, organ transplant, begging, circus and forced marriage of women and children are common in the country.
14. **Child Abuse:** The exploitation of children is a universal problem and one of the major problems in india. The childrens are forced to work in factories and industries for free and they are physically and mentally exploited by the businessmen and the high class society. Many childrens are kidnapped for ransom and sexually abused by sadistic people.
15. **Gender Inequality :** Since the traditional Indian society is male dominated society, the women have secondary status as compared to men. In many families birth of a baby girl is considered as a bad omen and as a liability. Women are exploited , ill-treated, burnt alive, sold in an open market, assaulted and harassed in all the stages of their life and at any age.

Now let us take a brief review of measures taken by the Government and the NGO's to solve these social problems:

1. Measures undertaken by the Government :

The Government has several plans and programmes for problems like poverty, unemployment and illiteracy. The Poverty Alleviation Programme, the Jawaharlal Nehru Rozgar Yojana, the Population Policy, Family Planning Programmes etc, speaks volumes of the government's efforts to reduce the intensity of these problems. Several laws like the Dowry Prohibition Act, 1961, Domestic Violence Act, 2005, Indian Divorce Act, etc, have been passed by the judiciary so as to provide protection to women from domestic and social violence.

2. Measures undertaken by the NGO's :

There are many Charity and Welfare organizations to provide help to the poor and needy people of the society. Many Relief organization provide help and support during emergency situations like earthquake, floods, drought etc. The Rehabilitation organizations provide medical and psychological help and support to people affected by alcoholism, drug addiction and smoking. Many NGO's are providing education and training to the weaker sections of the society like women, children, senior citizens, addicts and the physically and mentally challenged people.

For the development of the youths many NGO's like The Youth Hostel Association of India, the Young Womens etc organize youth welfare programmes and workshops for youth empowerment. NGO's like Bharatiya Agro-Industries Foundation work for rural development. Likewise many NGO's are working in the field of environmental protection and consumer protection.

Check Your Progress

1. What is Social Problem? Discuss the various social problems in India?
2. Examine the measures taken by the government and the non-governmental organizations to deal with the social problems of the country?

6.3 SUBSTANCE ABUSE- IMPACT ON YOUTH AND CHALLENGES FOR THE FUTURE

6.3.1 INTRODUCTION :

Substance Abuse involves maladaptive drug use that has not progressed to Substance dependence. The term Substance Abuse is used widely by many psychologists and psychiatrists for 'drug abuse' and 'drug dependence'.

A drug is any chemical substance which affects bodily function, mood, perception or consciousness, which can be misused and which may be harmful to the individual or to the society. When people are habituated to drugs, the problem of drug dependence and drug abuse arises.

6.3.2 Dependence is of two types :

1. Physiological dependence : Here the body of the person becomes hungry for the drug. Hence the word 'Drug Addiction' is used to show physical inclination for drugs.
2. Psychological dependence : Here the person feels the psychological need to take drugs. Hence the word 'Drug Dependence' is used to show mental inclination for drugs.

Since ancient times drugs like alcohol, opium(Afu), marijuana(Ganja) and Cocaine(Hashish/Charas) were used by a limited group of people and their use was condemned by the society. Today a large section of the society especially the teenagers are using and misusing the drugs which in turn is affecting their personal and social growth as well as it has become a major social problem in many societies of the world.

Substance Abuse involves the problems of smoking, alcoholism and drug addiction.

6.4 SMOKING

"A Cigarette in my hand,I felt like a Man" goes a popular awareness video song on the Television about Smoking. It speaks volumes about the macho man symbolism of a paper rolled with tobacco i.e., a Cigarette.

Generally Smokers are of two types :

1. Active Smokers : They are actual people who are addicted to smoking.
2. Passive Smokers : These unfortunate innocent people are those who do not smoke but who are around the smokers. They are also called as 'Silent Smokers'.

Smoking is the biggest preventable cause of death in the world. According to Dr. Fagerstrom, in 1950, there were 75 million deaths related to smoking. In 2050, the figure will reach upto 520 million people. According to WHO Report of 2008, many teenage girls are prone to smoking than boys. From 1988 onwards the WHO is celebrating 31st May as International 'Anti-Tobacco Day'

The major culprit in Smoking is Nicotine. The Nicotine is a stimulant in tobacco(Tambakhu) from which the Cigarettes are made. It increases the activity of the central nervous system and releases a hormone named as Epinephrine into the blood stream which feels a person with energy. Hence for sometime the Smokers feel more alert and active.

Nicotine is the highly addictive substance known to man. Smoking delivers nicotine to brain in eight seconds. Addiction to nicotine is quick and the person himself does not know when he became a smoke addict i.e, a Smoker.

There are a variety of ways of tobacco-intake. Either you can chew the tobacco directly or you can roll the tobacco and use it as a bidi, cigarette, gudgudi, hookah, chirut, chillum etc. Not only this you can use it by inhaling as a masherri or mishri.

A bidi or a cigarette is a 'social offering'. In villages, Hookah or Chillum is passed on from one person to another. In urban areas, especially in the malls, there are separate Hookah parlours for the addicts. Many folk songs and movie songs are dedicated to smoking.

The Government feels satisfied just by writing in small font that "CIGARETTE SMOKING IS INJURIOUS TO HEALTH" on the packets. One feels that Cigarettes will never be completely banned by the government as it is a great source of income. On an average, any smoker uses five to eight packets of cigarettes daily to satisfy his craving. So much money a smoker pays to the businessmen and the government just to satisfy his craving and feel like a man.

Check Your Progress

1. What is Nicotine? What are its effects?

2. What are the types of Smoking?
 3. When is international day of smoking celebrated?
-

6.4.1 Causes of Smoking:

The following are the major causes of smoking :

1. **Curiosity:** Many teenagers have the curiosity to smoke at least one cigarette in their life. They start with one and ultimately they end with being a chain smoker.
2. **Sense of relaxation :** The smokers claim that smoking gives them a sense of relaxation, helps them to concentrate and gives them relief when they suffer from tension or when they are in acute pressure.
3. **Advertising:** The advertisings on television presents smoking as glamorous, sophisticated and symbol of a macho man. It appeals to the young people's need to be adventurous and independent.
4. **Movies and Serials :** The movies and the television serials have a considerable impact on the teenagers. Many movie and television actors are shown smoking cigarette in style. This style is copied by the teenagers and this leads to addiction.
5. **Parental Influence :** Parents are like a role model for children. Parents who smoke motivate their children to smoke. Childrens of smokers, due to passive smoking are exposed to so much nicotine over the years that it makes them an addict.
6. **Peer Pressure:** The Peers of a person means friends of the same age group. The pressure exerted by the peers who smoke is too hard to ignore for any person. If the friends of a person have the habit of smoking then naturally that person will succumb to it to become one with the group.
7. **Social Factors:** Social use of cigarettes at parties, functions and other such gatherings, easy accessibility of cigarettes and social approval of the habit of smoking are all responsible for addiction to smoking.
8. **Increase creativity:** The smokers feel that they are able to think in a better way if they smoke. Their creativity reaches a

new high if they smoke. Hence many writers, artists start smoking just to make their mood.

Check Your Progress

1. How relaxation and curiosity leads to smoking?
2. What kind of image of a smoker is generated by the advertisements, movies and television serials?
3. What is Peer Pressure?
4. What are the social factors responsible for smoking?
5. Why smoking is a must for writers and artists?

6.4.2 Effects of Smoking :

There are short term and long term effects of smoking. Along with this smoking also has a great deal of impact on the family of an individual.

❖ Short-Term Effects of Smoking:

When the smoke from cigarette goes in the body of the person, at that time, the nicotine in tobacco mixes within seconds with the blood and reaches the brain. Due to this for sometime the smoker feels activeness but after some time the smoker feels sadness and gets tired.

Earlier the smoker experiences physical problems like increased acidity, weakness of liver, vomiting, palpitation of heart etc. The smoker becomes prone to regular Cold and Cough as the smoke fills up his respiratory organs and damages the internal layer of the respiratory tract.

❖ Long Term Effects of Smoking :

- Cigarette smoking causes Angina Pectoralis (Heart Burn). The nicotine creates lumps in blood which results in severe pain in the heart as well as in the left hand. This leads to Angina.

- Continuous use of bidis, cigarettes affects the lungs, respiratory tract, Food pipe, mouth , throat which ultimately leads to lung cancer, mouth cancer, throat cancer and bronchitis.
- Many people use Masherī to clean their teeths but the nicotine present in this masherī proves harmful and gives rise to tooth decay and other dental problems.
- Smoking also causes blindness.
- Smokers have the loss of taste and smell.
- It leads to duodenal ulcers.
- It contributes in the development of pulmonary tuberculosis, especially among the middle-aged and elderly.
- It leads to impotency in man and sterility in women. Thus it able the ability to reproduce.
- It causes thrombosis obliterates, a disease in which blood flow is impaired, chiefly in the vessels of the legs.
- It leads to insomnia (loss of sleep).
- It leads to premature death of the addict.
- Children, whose parents smoke are prone to Cough, Cold and Ear infections than children who grow up in smoke-free environment.
- Women smokers are at a greater risk of having strokes, heart attacks, and blood clots in their veins.
- Women who smoke during pregnancy may have miscarriages, stillbirths and premature delivery. Their babies may face problems like being undersize, low birth weight and premature death.
- The person may get into other evil habits along with smoking like gambling, drinking and undesirable social contacts. Hence, the dignity, personal respect can be lost in a society due to such habits.

❖ **Social Effects of Smoking :**

- Many times the smokers forget to put off their match sticks after lighting bidi or cigarette. This has lead to outbreak of severe fire resulting in loss of people and property.
- It leads to air pollution.
- It creates the problem of sanitation at public places as the smokers throw away used bidis or cigarette packets and sticks wherever they want.

❖ Effects of Smoking on Family :

- Due to addiction, the addict faces economic problems. They spend huge amount of money on buying cigarettes which leads to loss of savings and poverty.
- Many times the addict have to take loans to satisfy their addiction. This leads to indebttness and the family of the addict has to take the responsibility of repaying the loan.
- The addict may become jobless. He has to take leave every now and then for his deteriorating health. One day ultimately he resigns or is fired from his service.
- Quarrels occur every now and then in his family due to his addiction. His family life gets disturbed and he may also face divorce from his or her spouse.

Check Your Progress

1. Which are the short term effects of smoking?
2. Which type of cancer are caused by smoking?
3. What kind of sensory diseases are caused by smoking?
4. What kind of stomach related diseases are caused by smoking?
5. What is Angina Pectoralis?
6. What is insomnia?
7. Which problems are faced by women smokers?
8. What is the impact of smoking on the children?
9. What is the impact of smoking on new born babies?
10. How smoking affects the child in the womb?
11. Why smokers suffer from indebttness?
12. How the addict may become unemployed?

6.4.3 Measures to solve the problem of Smoking:

There are certain social and individual measures to solve the problem of smoking.

❖ **Social Measures :**

- **Education and Awareness :** Since the teenagers are more prone to the habit of smoking, the school and college syllabus should contain lessons on the harmful effects of smoking. Programmes of awareness like 'Quit Smoking' should be held in schools and colleges. Apart from this the shops who sale bids and cigarettes nearby schools and colleges should be closed down immediately.
- **Ban on smoking at Public Places :** Smoking at public places is banned but is not strictly implemented. Hence strict implementation of such a rule is the need of the hour.
- **High taxation on smoking items:** Bidis, Cigarettes, chillum, hookah etc should be taxed on large scale. This will make the people to think twice before buying such items.
- **Strict control on advertisements :** The mass media like radio, television, internet, newspapers should not publish advertisements related to smoking which glorifies the habit. Such advertisements should be banned and condemned by the public. Court Case should be filed against those mass medias which publishes such kind of advertisements.
- **Statutory Warning:** Generally the statutory warning printed on the packet of cigarette is in small and light font. This warning is to in large and bold font. The one-fourth of the cigarette packet should contain this warning. It should be in Hindi, English and regional language of the state. For example, in Maharashtra it should be in Hindi, English and Marathi.
- **Responsibility of the Elites :** The High Class Elite society should shoulder the responsibility of spreading awareness about the harmful effects of cigarettes. The doctors, professors, teachers, advocates, police, movie actors, sportsperson etc should propogate the harmful effects of smoking in the society as they have a very good influence on the society
- **Role of NGO's :** The NGO's should carry out programmes of welfare for the addicts. Such NGO's should receive proper funding from the government.

Personal Measures :

- If the smoker himself decides to quit smoking once for all, then with this confidence and trust in himself, he will be able to give up smoking.
- The smoker can slowly and steadily reduce the habit of smoking. One by one he can decrease the use of cigarettes.
- The smoker can use those cigarettes which contains lesser amount of nicotine.
- If the smoker takes counseling from doctors and psychologists then this will help them to have a control over their addiction.
- Yoga, meditation, reading of good books, social service will keep the smoker engaged in good things and this will distract his attention from smoking.
- The smoker should not wait for any particular day i.e., a muhurat, to quit smoking because such day never comes. The moment he decides he should begin his efforts to quit.

Check Your Progress

1. Discuss the various causes of smoking?
2. Explain the various ill effects of smoking?
3. Analyze the measures to solve the problem of smoking?

6.5 ALCOHOLISM

6.5.1 Introduction:

The use of alcohol is a salient feature of almost every society in the world. In ancient India, alcohol was called as Somarasa, Sura and was prominently used right from the vedic times. The use of alcohol at initial stage is just for entertainment and later on it turns into an addiction. It is said that alcohol is bitter and the sorrows of a person's life are also bitter. So the bitterness of sorrow is reduced to a considerable extent by drinking alcohol.

The **National Institute on Alcohol Abuse and Alcoholism** defines Alcoholism as “A disease that includes alcohol craving and continued drinking despite repeated alcohol-related problems, such as losing a job or into trouble with the law”.

The **World Health Organization** defines alcoholics as “those excessive drinkers whose dependence upon alcohol has attained such a level that they show a noticeable degree of mental disturbance or an interference with their bodily and mental health, interference with their interpersonal relations and their smooth social and economic function, or the prodromal signs of such developments.”

In the above definition, **dependence** means a need to continue taking alcohol to avoid the feelings of discomfort. The **prodromal signs** means the recurrence of one symptom after another.

The symptoms of alcoholism are

1. A strong craving to drink.
2. The development of tolerance to alcohol which creates the need for increasing the amount of alcohol in order to feel its impact all over the body.
3. The withdrawal symptoms like shakiness of the body, slurred speech, nausea, sweating, fever, measles, rashes occur after a bout of heavy drinking.

Along with this, the definition of WHO contains terms like Alcohol Abuse and Alcohol Withdrawal which are explained as follows :

1. **Alcohol Abuse** : It is the harmful use of alcohol. Alcohol abusers are those who drink despite recurrent social, interpersonal and legal problems as a result of alcohol use. Harmful use implies alcohol use that causes either physical or mental damage.
2. **Alcohol Withdrawal** : It refers to a group of symptoms that may occur from suddenly stopping the use of alcohol after chronic or prolonged ingestion.

The withdrawal symptoms are classified as follows :

❖ **Physical Symptoms** :

Severe Headache, excessive sweating on palms and face, nausea, vomiting, loss of appetite, insomnia, tremor of hands, rapid heart rate etc.

❖ **Psychological Symptoms :**

Nervousness, shakiness, anxiety, irritability, depression, fatigue, nightmares and confusion.
Certain severe symptoms are hallucinations, black-outs and convulsions.

Types of alcohol:

There is various type of alcohol such as beer, vodka, toddy, whisky, rum, wine, brandy, gin; even it is made at the villages which are popularly known as country liquor.

Stages of Alcoholism:

- Pre-alcoholic stage – The beginning stage of occasional relief drinking.
- Pro-abnormal stage – This stage is characterized by the sudden appearance of blackout.
- Crucial stage – Drinking alcohol is become physical need
- Chronic stage – The beginning of regular morning drinking marks the beginnings of the chronic stage.

Classification of Alcoholics

Social Drinkers	Occasional Drinkers	Regular Drinkers
<ul style="list-style-type: none"> • They drink only in family gatherings, parties and functions. • They dont faint. • Their family, social and personal life is not affected by their drinking. 	<ul style="list-style-type: none"> • They decide a particular day for drinking. • They always find excuses to drink. • Many times they drink heavily and soon they become regular drinkers. 	<ul style="list-style-type: none"> • Daily they require alcohol. • They become slaves of alcohol. • They suffer from loss of job and they become indebted. • Their end is death.

Check Your Progress

1. What is NIAAA?
2. Define Alcoholism.
3. Explain the various types of alcohol?
4. Who is an Alcoholic?
5. What are the prodormal signs?

6. Explain Alcohol Abuse.
7. Which are the various withdrawal symptoms of alcoholism?
8. Explain the various stages of alcoholism and types of alcoholics.

6.5.2 Causes of Alcoholism:

There are many factor and forces responsible for alcoholism like:-

1. Psychological Factors:-

- **Emotional immaturity** : The people who are under continous mental pressure, who cannot deal with conflicts and stress in life, find substitute in alcohol to reduce their mental pain.
- **Defence mechanism** : Alcoholism is seen as a defence mechanism to hide the sense of guilt and poor self image of an alcoholic.
- **Poor childhood experience**: The experiences in childhood like poor parent-child relationship, quarreling of parents, divorced parents etc leads to alcoholism.
- **Tranquillizing Effects**: Alcohol is like a potential tranquilizer for many addicts. They involve in heavy drinking only to get tranquilized and sleep under its effect.
- **Feelings of Inferiority**: Individuals who suffer from low self esteem and inferiority complex enjoy drinking to boost their self confidence.
- **Frustration**: Frustrated people resort to alcoholism to achieve a sense of self satisfaction and achievement and to relieve tensions.
- **Social reinforcement**: Peer pressure, role model of alcoholic parents or favourite alcoholic movie star leads to alcoholism.
- **Stress** : Marital disharmony, unemployment, poverty, death of a spouse or relative generates stress which leads to alcoholism.

2. Biological Factors:- They include the following withdrawal sypmtoms which themselves provide stimulus to alcoholism.

- Craving for alcohol
- Tremors
- Nausea
- Convulsions and hallucinogens.

3. Occupational Factors:- They include the following events at professional level which are responsible for developing addiction to alcohol.

- Business get-togethers
- Working in the drink trade itself
- Availability of cheap or free alcohol
- Strong peer pressure to drink
- Lack of supervision at work

4. Family factors:- Some children start drinking alcohol due to:

- Conflicts between parents
- Nervous parents
- A father despising the mother
- Sexual deviations by the parents

Many times it is found that the childrens drink due to parental consent which makes them less guilty.

In some families ,the mother herself glorify the drinking habit of her son by saying that it adds to his masculinity. She feels proud when he acquires his drinking license and when he drinks on her birthday and marriage anniversary.

Some of the senior citizens is the family become alcoholic due to :

- Social isolation
- Reduced income
- Depression
- Poor health
- Loneliness

1. Ethnic Factors :

The proper and controlled use of alcoholic beverages depends upon the attitude of the nation towards alcohol and its regulations.

The countries like Spain, Italy and Portugal have permissive cultures, where attitude towards alcohol is good and favourable. Here the problem of alcoholism is found at a very high level.

In some countries social sanctions are imposed against intoxications and drunkenness. Here the problem of alcoholism is almost negligible.

Check Your Progress

1. Which are the various psychological causes of alcoholism?
2. What is social reinforcement?
3. Explain the physiological problems causing alcoholism?
4. Which occupational factors are responsible for alcoholism?
5. How ethnic factors are responsible for alcoholism?

6.5.3 Effects of Alcoholism:

1. **Physiological Effects:** It includes the following :
 - Increase in risk for certain cancers, especially those of the liver, throat, and larynx (voice box).
 - Immune system problems, brain damage, and harm to the fetus during pregnancy.
 - Damage to unborn children, birth defects, mental retardation, learning problems and fetal alcohol syndrome.
 - Problems in cardiovascular system and endocrine system.
 - Overdose, suicide, homicide, car accidents, and other traumas.
2. **Psychological Effects :** It includes the following :
 - Loss of self control.
 - Loss of memory.
 - Decrease in concentration level.
 - Impaired thinking and judgement.
 - Increase in anxiety and depression.
 - Decrease in patience. alcoholicc

3. **Social Effects** : Alcoholics creates tensions for themselves as well as for their family members. The family members suffer in the following ways :

- Social isolation of the family.
- Marital breakdown leading to divorce.
- High level of distress.
- Family disorganization.
- The development and growth of the personality of the children of the addict is affected a lot. Their children may show signs of hyperactivity, aggressive behavior, temper tantrums, destructive behavior, lower self esteem and they are at the higher risk of becoming an alcoholic themselves.

Apart from this, alcoholism leads to increase of crime rate in the society. It also increases violence against women like rape, molestation, acid throwing, murder etc.

Alcoholism also causes many deaths and injuries due to accidents.

4. **Economic Effects** : The alcoholic have to face the loss of earning power due to excessive drinking, loss of job, poor work habits, highly undependable nature, frequent absenteeism from work and indebttness.

Check Your Progress

1. Which are the physiological and social effects of smoking?
2. Explain the social and economic effects of smoking?

6.5.4 Measures to solve the problem of Alcoholism:

It includes curative and preventive treatment for the alcoholics.

Curative treatment for alcoholism:-

1. Medical treatment:-

Doctors take care of the alcoholic patient about his mental, physical, and emotional requirements. They treat the patient with

tranquilisers or drugs like antabuse, naltrexone, acamprostate, heminevrin.

2. Individual treatment:-

In it various forms of psychotherapy and counseling includes.

3. Aversion therapy:-

In this type of various therapies are applied on the alcoholic patient. He may be given electric shock. e.g. group therapy, environmental intervention, behavioural therapy and the approach used by Alcoholics Anonymous.

Prevention from Alcoholism:-

- Traditionally, prevention is divided into three kinds, primary, secondary and tertiary prevention.
 - ✓ Primary prevention aims at stopping people to take alcohol.
 - ✓ Secondary prevention aims to identify the problem through screening mechanisms and through the application of knowledge to particular vulnerable groups, where there may be greater alcohol related problems.
 - ✓ Tertiary prevention aims to provide medical treatment of alcoholics.
- Education and public information play an effective role to prevent alcoholism.
- Societal controls like, restriction on alcohol advertising, warning labels.
- Directive principles of Sate Policy:-

The article 47 of the Indian Constitution says, “The state shall endeavour to bring about prohibition of the consumption; except for medical purposes of intoxicating drinks and of drugs, which are injurious to health”. State can take preventing measures by imposing ban of manufacture of liquor like products.

6.6 DRUG ADDICTION

6.6.1 Objectives:

1. To generate awareness about Drug addiction.
2. To suggest measures to solve problems of Drug Addiction.

6.6.2 Introduction:

A drug is a chemical substance, that affects physiological or bodily functions, mood, consciousness or perception, behavior and which, if misused or abused, may prove to be detrimental to the individual and to the community at large.

According to World Health Organization “drug addiction is a state of periodic or chronic intoxication, detrimental to the individual and to the society, produced by repeated consumption of a drug, either natural or synthetic.”

The common terms in drug addiction are drug abuse, drug tolerance and drug dependence.

Drug Abuse is a disorder that is characterized by a destructive pattern of using a substance that leads to significant problems or distress; it is a kind of disease which leads to significant problems involving tolerance or withdrawal from the substance cause for sufferer.

Drug Tolerance is the use of increasing amounts of a drug upon repeated exposure, to experience its original effect. If a person has high drug tolerance and if he increases his dose of the drug; then this may prove to be costly and harmful in the long run.

6.7 DIFFERENT TYPES, SIGNS AND SYMPTONS OF DRUG DEPENDENCE

6.7.1 Drug Dependence is of two types :

- **Physical Dependence** : It refers to the body’s need for a drug. It exists when the use of a drug is stopped and may result in withdrawal symptoms such as vomiting, fever, hypertension etc.
- **Psychological Dependence** : It refers to the mind’s need for a drug. It is a craving or a strong psychological need for pleasurable mental effects produced by a drug.

Check Your Progress

1. What do you mean by a drug?
2. Define Drug Addiction.
3. What is drug abuse and drug dependence?
4. Give the meaning of drug tolerance.

6.7.2 Types of Drugs:

1. **Narcotics:** - This drug type produced from “opium poppy seeds”, this group includes: opium, heroin, morphine, codeine, methadone, and meperidine. All these drugs act as depressants upon the central nervous system.
2. **Heroin:** - This kind of drugs obtained from “morphine” by a simple chemical process. The informally this can be known as horse, smack, shit, junk, or Mexican Mud etc. It can be inhaled, smoked or injected. The user experience “rush” or “flash”.
3. **Barbiturates:** - Informally known as barbs, reds, yellow jackets, and goofballs etc. it can be either swallowed or injected. All these drugs act as depressants upon the central nervous system.
4. **Tranquillizers:** - It is in form of capsules and tablets. They are prescribed by the Psychiatrists and Psychologists themselves. They help to reduce mental tension and is effective for people suffering from insomnia.
5. **Amphetamines:** - it affects on central nervous system. Informally known as speed, bennies, defies, and, uppers etc.
6. **Cocaine:** - This is also known as coke, snow, flake etc. Strong psychological affect on individual.
7. **Marijuana:** - It either smoke or swallowed. Other types of it are bhang, ganja, marijuana tobacco, hashish, and hashish oil. Locally known as grass, pot, Acapulco gold, Mary Jones, weed, harsh, and harsh oil.
8. **Hallucinogens:** - They are also known as acid, big D, mesc, button, and peace pills etc. One of it s powerful form is LSD.
9. **LSD (Lysergic acid Diethylamide):**- LSD is found in three forms- tablet, powder, liquid. Once the LSD is kept on the tongue it leads to convulsions and the person gets a different kind of experience that they are in a different world and the

person loses his mental balance. Many times people commit suicide under the influence of LSD.

10. **Brown Sugar** : It is an impure form of Heroin which is popularly known as 'Gard'. The fashionable and High Class teenagers call it as 'Smock'. It is taken by 'Chasing' or in the form of a cigarette. Chasing means inhaling by creating a smoke.

Check Your Progress

1. What are the different types of Drugs?
2. What are the effects of tranquillizers and LSD?

6.7.3 Signs and Symptoms of Drug Addiction:-

- Repeated health complaint
- Depression
- Fatigue
- Increase or decrease in appetite
- Needle marks or bruises on lower arm, legs or bottom of feet.
- Extreme hyperactivity
- Sudden mood changes
- Irritability
- Secretive or suspicious behaviour
- Explained need for money
- Increased use of toilets and remaining in toilet for long hours.
- Change of personality.
- Increase in demand for money.
- Acute pain in the abdomen.
- Withdrawal from family etc.

Check Your Progress

Explain the various signs and symptoms of a Drug Addict.

6.7.4 Cause of Drug Addiction:-

- **Availability of Drugs:** If the drugs are readily available, the people are bound to use them and those who have already experienced it may use them regularly. Even if the drugs are not easily available, potential abusers are ready to go to any extent to obtain them. Hence many times drugs are smuggled in the country.
- **Peer pressure:** The teenagers take drugs to be accepted by the group or else they may feel isolated. Drug abusers seek approval for their behavior from their peers so they often try to convince others to join their habit.
- **Personality traits:** Many drug abusers are immature and hence they are not able to cope with problems, anxieties and frustrations in a mature and rational way. For them drug provides a temporary source of adequacy and a feeling of being able to cope with the pressures in life. In short, drugs are used as a means of escapism from reality.
- **Curiosity:** Many people have a temptation for drugs. Just for the sake of curiosity they experience with a drug and this later on develops into addiction. The teenagers, generally belong to this category. The first taste and its effects on the user will influence the user's decision to use it again or not.
- **Alienation:** People want a family, peer group, a community and a country. Many people feel isolated in the rush of people and those who are not able to sustain themselves in the competitive world do feel the pressure. They become alienated from the society and if they find drugs, they get addicted to it.
- **Hedonism:** It means the idea that pleasure is the most important thing in life. Some people are hedonistic and they simply want good experiences every time. This is provided only by the drugs.

- **Psychological dependence:** There are some drugs that have the power to affect or change the mood. It directly affects the central nervous system of the body and creates a psychological dependence for its use.
- **Physical dependence:** When the drug abuser stops the use of drug he experiences withdrawal symptoms such as vomiting, fever, hypertension etc. This leads to physical dependence.
- **Parental influence:** The children of the addict are at a high risk of drug addiction because the children are bound to imitate the parents. Hence if the parents take drugs, their children may also become drug addicts.
- **Socio-cultural factors:** In certain societies of the world taking drugs like bhang, charas etc is a normal practice. People in such a society do this only for the feeling of unity and fatigue.

6.7.5 Effects of Drug Addiction:-

Physiological Effects:- The drug addicts develop the following physical signs and symptoms which proves life threatening for them.

- Brain cell damage
- Cardio-vascular problem
- Loss of muscular coordination
- Sensory and perceptual disturbance
- Vomiting
- Nausea
- Hand tremors
- Shivering
- Weight loss
- Muscular weakness
- Chest pain
- Coma and Death
- Reduced immunity
- Hepatitis and HIV infection occurs in a state of addiction

Psychological Effects:- The drug addicts suffers from the following mental disturbances :

- Frustration
- Anxiety

- Aggressive behavior
- Violent
- Reduced sensibility
- Develop psychological dependence on drugs
- Stereotypes behavior
- Emotional distress
- Excitement and impulsive behavior
- Withdrawal symptoms where his body demands drugs
- Develop tolerance

Social Effects:- The drug addicts harm the society in many ways. Some of them are as follows:

- Immoral judgments
- Reduced sociability
- Commit suicide
- Disturbance to family and society
- Increase in violence
- Criminalization increases in the society. Gambling, prostitution, murders, rape, molestation, kidnapping etc are some types of crimes committed by the addicts.

Economic Effects: The drug addict naturally has defective personality and lacks concentration. So many of them suffer joblessness. They face the following economic problems :

- Economic loss as drugs are very costly
- Lethargy in work which affect daily work
- Poor work performances or dismissal
- Increase health care costs

6.8 MEASURES TO SOLVE THE PROBLEM OF DRUG ADDICTION

❖ Preventive Measures against Drug Addiction:

- **Education:** The general public should be made aware about the causes and ill effects of the drug addiction. Also provide the education related preventive measures and curative treatment in public as well as school and colleges.

- **Organizing Youth Centers:** Social service organization and NGOs should establish Youth Centers and youngsters should be enlightened about the danger of this drug addiction
- **Stringent Action Against Drug Pushers:** The government should initiate stringent action against drug pushers such as imprisonment and death sentence because they are destroying the lives of lakhs and cores of young lives. The country like U.A.E. and Saudi Arabia has provided death penalty of drug pushers.
- **Watching for early signs of possible Drug Addiction:** Loss of appetite, behavioural changes, withdrawal from family, poor academic/ work performance these are common signs and symptoms usually observed in drug addicts. It should be observed by the addict himself as well as family, friends, well-wishers etc and as soon as possible get the person rid of this worst addiction.
- **International Help :** The UN (United Nation) war against Narcotics:-

On Feb. 24, 1990, UN declared an open war against production, sale, smuggling, and use of narcotics with financial and human resources. It also declared the decade 1990-2000 as a decade against 'drug pushers'. They also organize many international programmes to intensify war against narcotics.
- **Counselling Centres:** They help to reduce drug abuse, improve the person's ability to perform better and cope with problems in life. Such centres should be established by educational institutes, community centres and NGOs for those people who are at a risk of drug abuse and who are already drug abusers.

6.9 CURATIVE TREATMENT

Hospitalization: Drug addicts must be hospitalized and go through medical examination which helps to know which drug addict using accordingly medical treatment given in primary level on withdrawal symptoms.

- **Behavioural Therapies:** Psychotherapy, counseling, support group, family therapy etc, this kind of therapies help addicts to come out from addiction.

- **Occupational Therapy:** This therapy is required for the addict when he is undergoing through medication and psychotherapy because of it he will not get isolation, loneliness, and boredom like feelings and keep him away from drugs.
- **Approach of Narcotics anonymous:** The group of former addicts can share their ideas, experiences about their dreaded conditions and educate them why they should quit from their abuse.

6.10 SUMMARY

The chapter traces the number of social problems which affect Indian society. It is the need of the hour to educate our youth towards the problems and to see that the problems associated with smoking and alcoholism are addressed to awareness is created and help be rendered to those people who want to come out of this habit.

Drugs destroy not only the individual addicted to it but the family and society as well. It is essential to understand the signs and symptoms of drug addiction.

6.11 UNIT END QUESTIONS

1. Discuss the various causes of Alcoholism.
2. Explain the effects of alcoholism.
3. Examine the measures to solve the problem of Alcoholism.
4. Define Drug Addiction. Discuss its various causes.
5. Examine the impact of drug addiction.
6. Explain the measures to be undertaken to solve the problem of drug addiction.

Chapter 7

GROWING SOCIAL PROBLEMS IN INDIA

- b) **HIV/AIDS - Awareness, Prevention, Treatment and Services.**
- c) **Problems of the elderly causes, implications and response.**

Unit structure

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Causes of Transmission of AIDS
- 7.3 Signs and Symptoms of Aids
- 7.4 Prevention of HIV/AIDS
- 7.5 Treatment and Services
- 7.6 Awareness related to HIV/AIDS
- 7.7 Problems of the Elderly
- 7.8 Causes of the Problems of the Elderly
- 7.9 Implications of the Problems of Elderly
- 7.10 Responses towards the Problems of the Elderly
- 7.11 Summary
- 7.12 Unit end questions

7.0 OBJECTIVES

- 1. To know the causes, signs and symptoms of AIDS.
- 2. To know the preventive, treatment and services related to HIV/AIDS.

7.1 INTRODUCTION

The biggest health problem confronting humanity today is HIV/AIDS. Human Immuno Deficiency Virus(HIV) destroys the immune system. Due to this the ability of a person to fight with

diseases is lost and the person becomes vulnerable to lots of diseases within six to twenty-four months. This HIV causes AIDS which is the end stage of HIV infection.

The HIV infected population falls into two categories namely Symptomatic Patients and Asymptomatic Patients. Those people whose symptoms are emerging are called as Symptomatic and those whose symptoms are non-emerging i.e., who are in good health are called as Asymptomatic.

When the immune system is unable to protect the body even against common diseases, AIDS is diagnosed. There are three stages of HIV infection which are discussed as follows :

Primary HIV infection	Secondary HIV infection	Clinical HIV infection
<ul style="list-style-type: none"> • Begins at the time of infection • Within few weeks of experience the person experiences flu-like symptoms • Here the body tries to gain some control over infection. 	<ul style="list-style-type: none"> • It determines AIDS in a patient. • Anti-bodies to HIV becomes detectable in the blood. • The immune system tries to fight back the Virus. 	<ul style="list-style-type: none"> • This is the final stage. • Common infections like sinusitis and pneumonia become hard to control. • The patient is put on a high dose of antibiotics.

Check Your Progress

1. What is HIV?
2. What is AIDS?
3. Explain the stages of AIDS infection.
4. Give the types of HIV infected population.

7.2 CAUSES OF TRANSMISSION OF AIDS

1. **Sexual Intercourse:** - This is the first cause of spread or transmission of the HIV. It occurs through sexual intercourse.
2. **Reuse of Contaminated Syringes and Needles:-** The unsterilized needles and syringes can transmit HIV. People who use illegal drugs are also vulnerable to HIV infection. Drug users mostly share the injected syringes.
3. **Infection through birth or nursing from mother to child:-** HIV is transmitted from infected mother to her child. Even the breast feeding mothers also can transmit HIV to the baby. Child could be cure from infection if mother is taking any treatment for HIV during her pregnancy.
4. **Blood Transfusion:-**The transfusion of infected blood and blood products such as, whole blood, packed red cells, fresh-frozen plasma and platelets can transmit HIV into normal person.

7.3 SIGNS AND SYMPTOMS OF AIDS

It includes the following :

- Loss of weight
- Fever for more than a month
- Tiredness or fatigue with little work
- Shortness of breathing
- Body loss more than 10% in about two months
- Night sweating
- Prolong dry cough
- Enlarged lymph glands
- Loss of appetite
- Diarrhoea for more than a week
- Severe dehydration and loss of essential fluids from the body

Check Your Progress :

1. How HIV is transmitted?
 2. Explain the signs and symptoms of an AIDs patient.
-
-

7.4 PREVENTION OF HIV/AIDS

1. **Avoid multiple partners:** - One should avoid visiting prostitutes, sex workers etc. It calls for a check or control on infidelity of spouses. The married partners should avoid multiple partners, otherwise they may contract AIDS.
2. **Safe sex:** - It refers to sexual activities which do not involve any blood or sexual fluid from one person getting into another person's body. It emphasizes on the use of condoms while having sexual intercourse with an infected partner.
3. **Immediate Treatment for STDs:** - In case of sexually transmitted diseases, without hesitation immediate and adequate treatment to be sought from special doctor.
4. **Use of Sterilized Needles and Syringes:** It involves the following :
 - Give up drug addiction and stop injecting drug use.
 - Use sterile needles, syringes and other equipment every time.
 - Never share injecting equipment.
 - Clean equipment before use.
5. **Prevention of Mother-to-Child Transmission (MTCT):-** The provision of anti-retroviral treatment to HIV- positive women and their infants around the time of delivery has shown to reduce MTCT. It also involves the following :
 - Prevention of HIV among prospective parents.
 - Prevention of unwanted pregnancies among HIV-positive women.
 - The care and treatment of HIV-positive pregnant women.
 - Preventing the transmission of HIV positive mothers to their infants during pregnancy, labour, delivery and breast feeding.
6. **Early Detection:** An early detection of infected people in the population may prevent the occurrence of the disease. ELISA and Western Blot tests provide screening tools to identify the infected people in the population. ELISA is the enzyme-linked

immunosorbent assay test for antibody and western blot is a confirmatory test for anti-body.

7. **School based Education Programme:** Most countries are seeking to develop school-based AIDS education as a part of their AIDS Prevention Programme. Knowledge about how HIV/AIDS is transmitted can be given through school curriculum. Programmes based on HIV/AIDS prevention should be organized by the schools.
8. **Peer Education :** Peer Education has been a component of HIV/AIDS prevention efforts for the last decade. The teenagers are comfortable discussing matters such as HIV/AIDS and sex amongst themselves only. A recent survey of HIV/AIDS highlights the need to integrate peer education programmes with other interventions such as condom distribution, medical care, voluntary counseling and HIV testing.
9. **Role of Governments :** The role of government includes the following :
 - Collecting and spreading information about HIV/AIDS.
 - Promoting safer behavior among people who are most likely to contract and spread the virus.
 - Ensuring that the most destitute are not denied access to the means to protect themselves from HIV.
 - The government along with the collaboration of the corporate sector has implemented many worthwhile HIV/AIDS prevention programmes.
 - Provide education about HIV/AIDS to the people in vernacular language.
 - Government have launched National Aids Control Programme (NACP) to cure and prevent HIV in 1987
 - National AIDS Control Organization (NACO) in 1992 which provides funds to state AIDS control in society.
 - Mumbai District AIDS Control Society (MDACS), in 1999 which runs the mobile clinic.
10. **Role of World Bank:** The World Bank has been a long standing partner to developing countries to finance for education and for HIV/AIDS programs and activities worldwide.

The World Bank plays an important role by :

- Strengthening political commitment for Anti-AIDS efforts.

- Building awareness at government levels about the importance of education in the fight against HIV/AIDS.
- Working in partnership to help countries implement HIV/AIDS prevention in schools.

Ultimately what we can say that, Prevention is the only cure for AIDS.

7.5 TREATMENT AND SERVICES

- Highly Active Antiretroviral Therapy which is known as HAART.
- HAART tries to reduce the virus level from the blood with three important drugs they are as follows:
 1. Anti-retroviral Drugs
 2. Fusion Inhibitors:- T-20
 3. New Treatments

7.6 AWARENESS RELATED TO HIV/AIDS

- **Exhibition on AIDS:** The government and NGO's must organize exhibitions on regular basis to create awareness among the masses of the menace of HIV/AIDS. These exhibitions must be held in the HIV sensitive areas and also at the railway station, especially in metro cities.
- **Publicity:** A wide publicity must be given in the mass media, especially in television and radio. Effective posters can be displayed inside and outside public transport vehicles such as trains, buses etc.
- **In-built Serials/Programmes:** There should be certain serials or programmes with in-built AIDS awareness campaigns. Such programmes would provide entertainment and at the same time enrichment of knowledge regarding HIV infections and myth surrounding it.
- **Street Plays:** Street plays should be organized by the youth organizations. NGOs and others, especially in AIDS sensitive areas. The causes, prevention and effects of the AIDS can be dramatized in such plays.

- **Curriculum:** The school and the college curriculum should carry a chapter on AIDS. This will help to create knowledge about AIDS amongst the young generation.
- **Health Camps:** Regular health camps must be conducted at work places, schools, colleges etc. The health campaigns should be organized not only to provide health check but also to create awareness about AIDS.

7.7 PROBLEMS OF THE ELDERLY

7.7.1 Objectives

- The chapter helps to identify the problems of the elderly.
- It throws light on the causes of the problems faced by the elderly in day to day life.
- It tries to understand the effects of these problems on the elderly person's life.

7.7.2 Introduction

The Elderly or the Senior Citizens are the persons who are above 60 years of age. Due to decreasing mortality rate in India, the population of Senior Citizens is increasing. Some of the Senior Citizens are healthy and fit. People who are of 80 years of age are found to be still working in movies, dramas, offices and other such arenas of life.

However many Senior Citizens are retired from their service and they suffer from various major and minor health issues. Many of them are not looked after properly by their families. The materialistic nature of the society is getting it more and more alienated towards the problems of the Senior Citizens.

Check Your Progress

1. What is the other name for the Elderly?
2. Who are the Elderly?

7.7.3 Problems of the Elderly

1. **Decline in physical abilities:** Back pain, Knee pain, decline in vision, hearing problem etc are common physical problems of the elderly. It affects their routine life very much.
2. **Decline in mental abilities:** The Elderly lack self-confidence and they develop a sense of fear in the mind. They face the problems related to the lack of short term memories while their long term memories are intact.
3. **Financial Burden:** During the old age expenses are likely to increase due to medical treatment for their health. Hospitalization and medical expenses are costly and for this the Elderly have to depend on their children.
4. **Loneliness:** The children of the elderly are busy with their own life. They do not have time for their parents. Moreover, the death of spouse or change of residence makes the Elderly more and more lonely.
5. **Generation Gap:** The values of the elderly and that of the young children at home do not match. The Elderly try to dominate the youngsters and many times they directly interfere in the matters of their children at home. This is not liked by the young generation at all. The children may either revolt against their parents or they may simply ignore their parents. Thus generation gap develops between them.
6. **Crimes in Urban areas:** Many elderly in urban areas live alone in flats. After their children are out of home they are alone and advantage of this fact is taken by the criminals. They make excuses and enter the premises of the building and they find out in which flat only elders stay and by making excuses they will enter the flat and kill the elderly for ransom.
7. **Limited mobility:** The elders find it difficult to cope with the fast life of the cities. They are not able to catch a bus or a train nor are they comfortable in walking on the road. Thus their mobility is limited.
8. **Inability to adjust with retired life:** After retirement a sudden decline comes in income as the salary is stopped and the elderly feels that he is a burden on his family. The elderly have to depend upon their children for their well being. If they have a good pension or if they had good investments then it is not difficult for them to handle the pressure of retired life.
9. **Housing problem:** The housing problem arises if they are bed ridden for various diseases. In a metro city like Mumbai the housing problem are acute and the sick elderly have to face the brunt of it. They have to stay in one corner of a room

without adequate ventilation. Even they are not allowed to meet with the guests or visitors.

10. **Health Problems:** Naturally if you are old then you have to face several health problems associated with old age. Heart palpitation, hypertension, asthma, knee pain, joint pain, poor vision, poor hearing, paralysis etc make the elderly a burden on the family.
11. **Death of Spouse:** In many societies marriage is considered as a boon to companionship and love. What a person needs to live is the unbounded friendship and love of spouse. However if one of the spouse dies living the other in the middle of life, then it creates a space in the life of a person. Death of spouse increases the loneliness of the elderly.

Check Your Progress

1. Which are the physical problems faced by the elderly?
2. What kind of emotional problems are faced by the elderly?
3. Why do the elderly find it difficult to adjust with the retired life?
4. Why the death of spouse matters in old age?
5. Throw light on the concept of limited mobility with reference to the old age.
6. What are the economic problems of the elderly.
7. Explain the relation between old age and increasing incidences of crimes in the cities.
8. What kind of housing problems are faced by the elderly?

7.8 CAUSES OF THE PROBLEMS OF THE ELDERLY

1. **Old Age:** Ageing is a natural process. However it has its own disadvantages. Old age effects the physical and mental strengths of a person. The weakness of the elders makes them soft targets of robbers and also of unfaithful family member and servants at home.

2. **Health Factor:** Health problems are a part and parcel of old age. The problems like heart attack, respiratory problems, cough, paralysis etc., are more common among the elders. When the body becomes weak, resistance power becomes low and the body becomes a homw for several deceases.
3. **Psychological Factor:** The psychological problems are generally connected with retirement. A sudden change from a respectable powerful official life to a retired life free of daily tensions makes the people mentally weak. Frustration, neuroticism, psychosis, schizophrenia, hallucinations, etc psychological problems are developed in the elderly.
4. **Neglect by family members:** The family of a person matters in old age. If the family is ready to look after them willingly then the old age becomes easy. But if the family members think that the elderly are a beast of burden then it affects the elderly very severely. The prolonged illness will make the family members think of the elderly as a burden especially when the elderly is bedridden.
5. **Generation Gap:** The elderly find it difficult to accept the values and standards of new generation. For example, the son, daughter-in –law and grand children like pizzas, burgers and pastas, they listen to pop music instead of classical Indian music, they wear capris and jeans which is totally condemned by the elderly. The elderly may express their disgust either verbally or being completely silent over the issues. They may even interfere in the activities of their grand children which is often not liked by the grand child.
6. **Financial Factor:** Money is the root cause of the problems of the elderly. Retirement brings with it financial burden. Health problems make it more worse as a considerable amount of money is spent on the medicines and treatment. These affects the relationship with the family members.

Check Your Progress

1. What is generation gap?
2. Why family members neglect the elderly?

7.9 IMPLICATIONS OF THE PROBLEMS OF ELDERLY

The following is the implication or effects of the Problems of the elderly

1. **Effects on Self:** The old age brings with it several physical and psychological problems. They are not able to sleep properly ,their memory power gets affected and every now and then they keep on nagging at the family members.
2. **Effects on Family Members:** Nowadays there is a system of a nuclear family consisting of husband, wife and their children and most of the time both the partners are working. As long as the old look after their children everything is OK. But once the elderly falls ill and gets bedridden then it affects the entire set up of the family.

Regular illness collapses the budget of the family. It makes the children to take leave from the office which are mostly without pay and this increases the financial burden of the family.

3. **Effects on Social Life:** The elderly are not allowed to go outside. They are confined in the four walls of their home because of lack of physical mobility. They are not able to travel because of shivering and illness. So the family members fear that they will get lost as most of the elderly suffer from high degree of memory loss. This affects the social life of the elderly.
4. **Effects on Society :** Every now and then we read in the newspaper about how an elderly person was tortured and killed by robbers. This increases incidences of crime in the society.

Another most important and less talked issue about elderly is related with their sexual life. A finding suggests most of the criminals involved in rape and child abuse are the elderly. Nowadays the problem of rape, molestation, sexual harassment is on the rise in the country for which somewhere the lack of sexual mobility of the old people is also responsible. The elderly make the innocent children and women fulfill their uncontrolled physical demands. Since in our country sex is a taboo and old age is respected a lot, this issue is neglected purposely.

Check Your Progress

1. What is the effect of old age on the family members?
2. What kind of problems arise for the society due to the old age.

7.10 RESPONSES TOWARDS THE PROBLEMS OF THE ELDERLY

The following are the measures to be undertaken to solve the problems of the elderly:

1. **Personal Response** : Many problems of the old age can be solved by taking certain precautionary measures in the early life itself :
 - **Maintenance of physical fitness:** Diet Control, Adequate and regular exercise, avoiding substance abuse like smoking and drinking keep away ageing.
 - **Maintenance of emotional fitness:** Yoga and Mediatation are a must for today's hectic life. It helps to control our emotions and makes us free from guilt.
 - **Developing hobbies:** Hobbies help a person to reduce boredom, especially in old age. Hobbies help to reduce loneliness and also mental tensions.
 - **Being Active:** Elders should keep themselves engaged by involving in various activities which do not require much physical exercise. They can provide their expertise and guidance to others by offering their service in their places of interest. This will also reduce their financial burden.
 - **Financial independence:** A good financial planning at the young age itself will make the old life calm and comfortable. Pension Plans, Share Certificates, PPF(Personal Provident Fund), etc., will make life better during old age.
 - **Non-Interference:** If the Generation Gap is annoying the elders then they can restrict the annoyance to themselves. Forgive and Forget attitude will help to maintain better family ties. This will be ensured only if they do not interfere in the life of their children and grand child until and unless any serious matter is calls for interference.

2. **Institutional Response:** It involves the legislative remedies given by the government for the solving the problems of the elderly.
 - **Provision of involvement** : The elderly should be involved in the social programmes on a large scale. Those who are fit and fine should work beyond the age of retirement. They

should provide help and support, motivation and guidance to the young generation.

- **Prevention of elder abuse:** Special Provisions should be made in the Criminal Law to stop crimes against the elderly. It should give compensation to the family of the deceased old person. This will help to provide support to the family members of the elderly.
- **Old Age Homes:** The government should establish Old Age Homes on a large scale and along with it the government should provide funds to the Non-Governmental Organizations to run these homes. Those old people who are homeless or who are not at all looked by their family members should be provided such kind of benefits.
- **Provision of employment:** Those old persons who are physically and mentally fit should be provided jobs by the government according to their likes and dislikes. Moreover many of the old people are ready to work even after retirement. What they need is just an opportunity.
- **Pension Schemes:** The Central Government should start the National Old Age Pension Scheme for the elderly. Those elders who have invested in their early life should receive benefits under such schemes.
- **Annapurna Scheme:** The Central Government started the Annapurna Scheme in April 2000 and now the state governments are implementing the scheme. Its aim is to provide 10 kg of food items free for every month to only those elderly who were capable enough to take pension benefits but who had not received it for some or the other reasons.
- **Proper Social Security Measures:** There should be clear and better social security measures to support senior citizens. There should be uniformity in declaring a person senior citizen. Today, the age varies from 58 to 65 years.

The Ministry of Social Justice plays a key role in improving the conditions of the elderly. Reserving certain seats in the public transport system only for the senior citizens, concession in hospital services, concession in public utility services will help to solve the problem of the elders.

7.11 UNIT END QUESTIONS

1. Discuss the various measures to prevent AIDS.
2. Explain the treatment and measures to create awareness about AIDS.

3. Discuss the problems of the elderly and state about the causes of those problems.
4. Examine the causes and the effects of the problems of the elderly.
5. Explain the causes and the measures related to the problems of the elderly.

8

Chapter 8 **GROWING SOCIAL PROBLEMS IN INDIA**

- d) **Issue of Child Labour - Magnitude, Causes, Effects and Response**
- e) **Child Abuse-Effects and ways to Prevent**
- f) **Trafficking in Women-Causes, Effects and Response**

Unit structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Causes of Child Labour in India
- 8.3 Effects of Child Labour
- 8.4 Measures to solve the problem of Child Labour
- 8.5 Child Abuse-Effects and ways to Prevent
- 8.6 Physical abuse
- 8.7 Magnitude of the Problem of Child Abuse in India
- 8.8 Causes of Child Abuse
- 8.9 Effects of Child Abuse
- 8.10 Prevention
- 8.11 Trafficking in Women-Causes, Effects and Response
- 8.12 Process of Trafficking

- 8.13 Causes of Women Trafficking
- 8.14 Effects of Women Trafficking
- 8.15 Response to Women trafficking
- 8.16 Summary
- 8.17 Unit end questions

8.0 OBJECTIVES

1. The Chapter helps us to understand the problems faced by the child labourers.
2. It tries to develop awareness about the problem of child labour faced by the nation.

8.1 INTRODUCTION

Child labour is done by any working child who is under the age specified by law. The word, “work” means full time commercial work to sustain self or add to the family income. Child labour is a hazard to a Child’s mental, physical, social, educational, emotional and spiritual development. Broadly any child who is employed in activities to feed self and family is being subjected to “child labour”.

It is obligatory for all countries to set a minimum age for employment according to the rules of ILO written in Convention 138(C.138). The stipulated age for employment should not be below the age for finishing compulsory schooling that is not below the age of 15. Developing countries are allowed to set the minimum age at 14 years in accordance with their socio- economic circumstances.

The issue of Child labour is a world phenomenon which is considered exploitative and inhuman. Child labour is widely prevalent in some form or the other, all over the world. The term is used for domestic work, factory work, agriculture, mining, quarrying, having own work or business’ like selling food etc, helping parent’s business and doing odd jobs. Children are regularly employed to guide tourists, sometimes doubling up as a marketing force to bring in business for shop owners and other business establishment. In some industries children are forced to do repetitive and tedious work like weaving carpets, assembling boxes, polishing shoes, cleaning and arranging shops goods. It is seen that children are found working more in the informal sectors compared to factories and commercial registered organizations. Little children are often seen selling in the streets or working as domestic servants within the high walls of homes – hidden away from the eyes of the outside

world. The children are used for military purpose and child prostitution. The most appalling form of child labour is prostitution and modelling for child pornography. Some children are even sold to fiefs by their parents for money.

According to the statistics given by International Labour Organization there are about 218 million children between the age of 5 and 17 working all over the world. The figure excludes domestic labour. The fact that vulnerable children are being exploited and forced into work, which is not fit for their age, is a human rights concern now. India and other developed and developing countries are really plagued by the problem of child employment in organized and unorganized sectors.

Child labour is a human rights issue of immense sensitivity. Child labour is considered exploitative by the United Nations and International Labour Organization. The article 32 of the UN speaks about child labour as follows-“States parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.”

In India, Mizoram has the highest share of workers aged between 5 and 14 years in total population. Lakshwadeep has the lowest share of workers aged between 5 and 14 years in total population. The most inhuman and onerous form of child exploitation is the age old practice of bonded labour in India. In this, the child is sold to the loaner like a commodity for a certain period of time. His labour is treated like security or collateral security and cunning rich men procure them for small sums at exorbitant interest rates. The practice of bonded child labour is prevalent in many parts of rural India, but is very conspicuously in the Vellore district of Tamil Nadu. Here the bonded child is allowed to reside with his parents, if he presents himself for work at 8 a.m. every day. The practice of child bonded labour persists like a scourge to humanity in spite of many laws against it. These laws although stringent and providing for imprisonment and imposition of huge fines on those who are found guilty are literally non- functional in terms of implementation.

Check Your Progress

1. What is child labour?
2. Where are the children employed?

8.2 CAUSES OF CHILD LABOUR IN INDIA

The following are the major causes of child labour in India:

1. **Poverty** : Parents are forced to send little children into hazardous jobs for reasons of survival, even when they know it is wrong. Monetary constraints and the need for food, shelter and clothing drives their children in the trap of premature labour.
2. **Illiteracy of Parents** : It is yet another important cause of concern that the parents take their children to the work site to teach them work. They think that more hands for work will bring more income in the family. Hence illiterate parents are the main cause of child labour.
3. **Unemployment**: The parents feel that even educated people remain unemployed. Hence there is no need to waste money in providing education to the child. It would be better if the children remain unemployed. This kind of feeling leads to child labour in the country.
4. **Family Problems**: Most of the children are runaway children from home due to family problem and exploitation. They come to the cities and they start earning by working somewhere.
5. **Easy availability of jobs**: The children find it easy to get jobs as unskilled labourers. They are silent workers. They do not create problem and they do not fight with the employers. They are available at a low wages.
6. **Poor enforcement of laws**: Even though there are several laws in the country for the protection of children, yet the children are exploited a lot. For example, the Factories Act prohibits the employment of children in factories. But since there is no strict implementation we find that still the children are employed in factories.
7. **Adult Unemployment** : Adults often find it difficult to find jobs because factory owners find it more beneficial to employ children at cheap rates. This exploitation is particularly visible in garment factories of urban areas. Adult exploitation of children is also seen in many places. Elders relax at home and live on the labour of poor helpless children.
8. **Over Population** : Over population in some regions creates paucity of resources. When there are limited means and more

mouths to feed children are driven to commercial activities and not provided for their development needs. This is the case in most Asian and African countries.

Check Your Progress

1. How illiteracy of parents causes child labour?
2. Why do children run away from their homes?

8.3 EFFECTS OF CHILD LABOUR

The following is the effect of child labour on the child and on the society:

1. **Health Effects:** Child Labour at a fairly age creates problem for children in the future with respect to health. Children are forced to perform straineous work which affects their physical and mental growth at a young age.
2. **Denying of education:** The poor families deny education to their child because they send their children to work. The poor child will support the family and earn bread and butter at a very tender age. The uneducated parents deny even basic education to their children.
3. **Effects on personality:** The child labourers suffer from health problems. They remain illiterate and they do not get any parental care. The unbounded exploitation and hardships at work adversely affects their personality development.
4. **Poor image of the country:** It is said that India has the largest number of child labourers in the world. It gives a poor image of the country and also portrays the government badly.
5. **Effects on HRD:** HRD is the acronym of Human Resource Development. Human Resource is the most important resource of a country. If you want the country to develop then you should have a strong human resource in the country. The HRD is possible only through proper education, training etc. Child Labour has a negative effect on the development of human resources.
6. **Effects on the society:** The children who are employed at a very young age falls victims to various social evils like smoking, drinking, gambling and smuggling. They start earning at a very young age and since they have money, they spent a good chunk of the money on these evils. In the later

part of their life they become addict and this addiction affects their family and the society.

7. **Increase in Juvenile delinquency:** Most of the child labourers in Mumbai and other cities are runaway children. Due to exploitation from their family and their employers they run away to other cities. Most of the time they remain unemployed in the cities. This compels them to get involved in crimes like pick pocketing and they turn juvenile delinquents. Juvenile delinquency means crimes committed by persons who are below the age of 17 years.
8. **Encroachment of Human Rights:** The child labourers are not treated properly and they are exploited beyond the limits of their human rights. They are scolded and beaten up by their employers. Hence their growth as a child stops. They forget their childhood and become mature at a very young age. They have to live under considerable amount of stress.

8.4 MEASURES TO SOLVE THE PROBLEM OF CHILD LABOUR

1. **Poverty Alleviation:** Poverty is one of the root cause of child labour. The government should start various poverty alleviation programmes and implement them in reality. Infact the government has started various poverty alleviation programmes but due to problems like corruption these programmes remain only on paper. They do not reach to the poor man at all.
2. **Free Education:** The poor and the orphaned children should be provided with facilities like free education along with free clothing, housing and also their need for food should be looked after. These facilities should be provided at the taluka and the district levels.
3. **Generation of interest in education:** The drop-out rates in India are extremely high especially in the rural areas. In order to reduce this drop-out rates it is extremely important to develop interest of children in their study. If they are regular in school, then they would not fail in the exams and they will not move towards employment.
4. **Availability of jobs:** The poor children should be provided with jobs along with education through schemes like 'Earn and Learn'. This scheme should be implemented everywhere in the country. The school education should be based on vocational guidance itself. This will help to develop a kind of self respect amongst the child labourers.

5. **Adult Education:** Illiterate parents are the cause of child labour. Hence adult education should be provided to the poor illiterate parents. This will help them to understand the importance of education and they will encourage their children too to take education.
6. **Social Awareness:** This is the need of the hour today. The social workers should visit the slums in the cities and the rural areas and generate awareness about the importance of education in children and how child labour is harmful for the child. They should make the people aware about the future of the child and they should try to develop trust amongst the parents.
7. **Freedom from bonded labour:** The laws related to bonded labour system should be made more stringent and should be strictly implemented. Children should be made free from bonded labour.
8. **Change in the survey method:** When the employers come to know that the government has started taking child labour census or survey, they give leave to the child labourers from work. Hence we do not have proper statistics of child labourers in India. For this, the survey method itself should be changed. If this work is done by the National Social Service institutes or the Post Graduate level students then the real statistics will be known to all.

9. **Efforts taken by the government:**

- **Child Labour Cell:** It was set up by the government and it performs the following functions like :
 - Formulating and implementing policies and programmes for solving the problem of child labour.
 - To monitor projects like the NCLP(National Child Labour Projects).
 - To render financial assistance to voluntary organizations for taking up action oriented projects for child labour.
 - To monitor and enforce the Child Labour (Protection and Regulation)Act, 1986.
 - To organize various workshops and seminars for generating awareness about child labour.
- **National Child Labour Project:** It was set up in the areas of high concentration of child labour for their identification, withdrawal and elimination. The package of benefits to child labour for their rehabilitation includes formal or non-formal education, vocational training, nutrition, health care, stipend.

About 500 such projects are taken up in the country to identify and rehabilitate child workers.

- **Indo-US Dollar Matching Grant:** This is a joint project undertaken by US Ministry of Labour and the Indian Ministry of Labour in 2000 to completely eliminate child labour from identified hazardous industries in identified districts. It was launched in 2004. Under this project the US Government would provide 20 million US Dollars and an equal amount has contributed by the Government of India.
10. **Role of NGO's:** A number of non-governmental organizations are working for the benefit of the child labourers. CRY(Child Relief and You), SEVA, ANKUR, PRABHA-TARA, ICCW, BUTTERFLIES etc are some of the NGO's working in this direction. They organize various plans and programmes to eliminate the problem of child labour.

8.5 CHILD ABUSE-EFFECTS AND WAYS TO PREVENT

8.5.1 Objective:

- To create an awakening about the problem of child abuse.
- To sensitize the issue and thereby start a dialogue on the crime of child abuse.
- To generate the feelings that even a child has the right to be treated with respect and dignity.

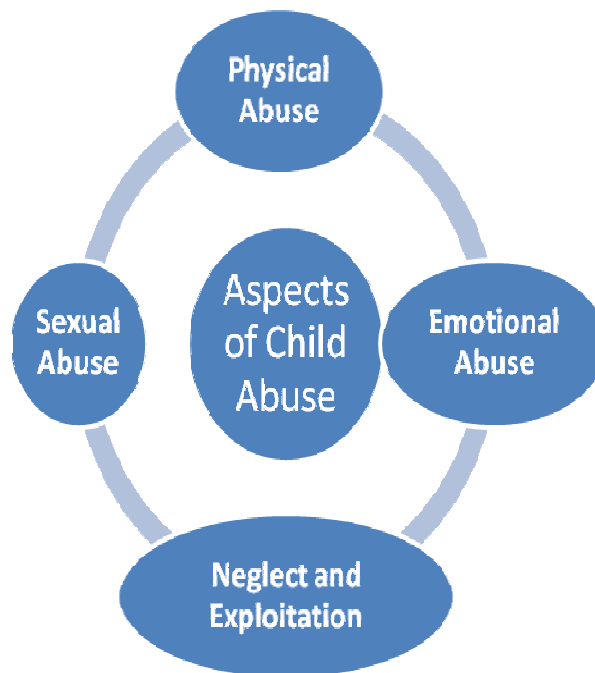
8.5.2 Introduction:

Child abuse refers to the intended ,unintended and perceived maltreatment of the child ,whether habitual or not, including any of the following: Psychological and physical abuse, neglect ,cruelty, sexual and emotional maltreatment. Any act, deed or word which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being. Unreasonable deprivation of his/her basic needs for survival such as food and shelter, or failure to give timely medical treatment to an injured child resulting in serious impairment of his/her growth and development or in his/her permanent incapacity or death.

8.6 PHYSICAL ABUSE

Physical abuse is inflicting physical injury upon a child. This may include hitting ,shaking ,kicking beating ,or otherwise harming a child physically.

- **Emotional abuse** (also known as verbal abuse, mental abuse and psychological maltreatment) cognitive, emotional, or mental distress/trauma caused to the child.
- **Sexual abuse** is inappropriate sexual behaviour with a child. It includes fondling a child's genitals ,making the child fondle an adult's genitals ,sexual assault exhibitionism and pornography.
- **Neglect** involves physical, educational, emotional or psychological neglect. Unreasonable deprivation of his or her basic needs for survival such as food, clothing and shelter or failure to get timely medical attention or provision of basic needs of education.
- **Exploitation** refers to child prostitution and child labour.



To be considered as child abuse, these acts have to be committed by a person responsible for the care of a child or related to the child (for example a baby-sitter or a parent, neighbour, relatives ,extended family member, peer, older child, friend, stranger or a day-care provider).

According to WHO, “Physical abuse is the inflicting of physical injury upon a child. This may include burning hitting punching shaking, kicking beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may however be the result of over-discipline or physical punishment that is inappropriate to the child’s age.”

Everyone knows that childhood never comes back. The childhood days are the days of enjoyment. However, today the life of most of the children has become terrible. The over competitive world, the demands of globalized world, the ignorant parents, ignorant society, all have made the life of a child miserable. The child, whether a girl or a boy, is used and abused.

Check Your Progress

1. What is Child Abuse?
2. Explain the physical aspects of child abuse?
3. How the children are emotionally and sexually abused?
4. Describe the neglect and exploitation of a child.

8.7 MAGNITUDE OF THE PROBLEM OF CHILD ABUSE IN INDIA

Nineteen percent of the world’s children live in India. According to the 2001 Census ,some 440 million people in the country today are aged below eighteen years and constitute 42 percent of India’s total population i.e. ,four out of every ten persons is a child. This is an enormous number of children that the country has to take care of.

The National Policy for Children, 1974 ,declared children to be a supreme national asset. It pledges measures to secure and safeguard all their needs and declares that this could be done by making wise use of available national resources. Unfortunately the ten successive Five Year Plans have not allocated adequate resources to meet the needs of children.

Ministry of Women and Child Development revealed that total expenditure on children in 2005-2006 in health, education, development and protection together amounted to a mere 3.86%, rising to 4.91% in2006-07.

Almost every day the newspaper in India is filled with the news of a child exploited in open field or a child physically tortured by parents especially for a girl child right from her birth life is like a bag of sorrows and tortures.

Check Your Progress

1. What percent of world population consists of children in India?
2. In which year was the National Policy for children passed?

8.8 CAUSES OF CHILD ABUSE

The following are the various causes of child abuse:

1. **Disobedience:** The moral value of obeying parents, teachers and elders is taught to the child but it is not necessary that whatever is taught the child will follow. If the child disobeys his parents and elders then the parents may scold him or may beat him severely, if his disobedience has made them to lose their honour in front of others. At school his disobedience towards teachers may lead to severe corporal punishment.
2. **Quarrels:** The quarrels between the parents and children may lead to abuse. The child may develop negativity about his parents and he may dislike his parents. If the parents feel that the child has crossed his limits then they will beat the child and harm him physically and mentally.
3. **Dislike of Studies:** If the child is not interested in studies at all then it is hard to develop interest of studies in him. The child will bunk the class and may be regularly absent from the school. The dislike of studies will earn him poor grades and the parents may beat him black and blue over this and will live permanent scars on his mind. This will do nothing but will harden his dislike towards studies. Most of the times it happens that the parents ask the child to leave their home. The child really leaves the home and then other problems like prostitution, beggary, addictions are generated.

4. **Bad Habits:** The bad habits of child like telling lies, bullying, stealing will lead to his abuse by his parents, elders and teachers. Naturally the parents will scold the child for his bad habits but sometimes the scolding crosses its limits and leads to physical and mental abuse of the child.
5. **Complaints:** The regular complaints from school teachers will be insulting to the parents. The parents in turn may beat up the child for this.
6. **Loss of items:** Many children have the habit to loose various items like pen, pencils, rubbers, sharpners, money, umbrella, school books, water bottle etc. But if the parents decide to teah the child a lesson so that he will not loose the things in future then the child is beaten and harmed by the parents.
7. **Poverty:** The financially poor parents make their children to work. If the child refuses to work then he is tortured and abused till he says 'yes' to work.
8. **Frustrated Parents:** The parents who are not doing well financially or who are regularly ill-treated by their boss or who do not have good social relations with their colleagues are frustrated. They try to remove their frustrating by misbehaving with their spouse and children. The children are innocent victims of their torture and abuse.
9. **Neglected Parents:** The parents who were neglected in their childhood will try to remove their guilt over their children. Such parents may go to the extent of physical and mental abuse of their child.
10. **Addicted Parents:** The parents who are chain smokers, alcoholic, drug addicts may harm the child when they are under the influence of drugs or alcohol. Such parents do not abuse the child intentionally but their intoxication leads to physical and mental abuse of the child.
11. **New Parents:** New Parents means step father or step mother of the child who are totally new for the child. The child will have problems of adjustment with such parents and the child may not obey them or may curse them or misbehave with them. Then these new parents with their new colors start abusing the child physically and mentally. In very rare of the rarest case, we find that the new parents are able to create trust in the child.
12. **Working Parents:** Generally the child abuse of working parents is more than that of the non-working parents. If both the parents are working then they have to keep the child in day care or in the custody of elders or relatives. Such children are then exploited sexually by the care takers.

13. **Social Isolation:** The parents who live in social isolation commit child abuse. Those parents who do not go outside to meet people or to attend any function or social parties are frustrated. They remove their frustration on the child.
14. **Social Practices:** The social practices like child marriage, devadasi system, preference to the boy child leads to child abuse. These practices leads to physical and emotional abuse of the child.

8.9 EFFECTS OF CHILD ABUSE

There are multi-faceted effects of child abuse as follows:

1. **Low Self Esteem:** When the parents fail to provide the much needed love and affection to their child, then the child experiences low self esteem. The child starts feeling guilty for whatever happens in the family. This affects the mental well being of the child.

Those children who are sexually abused may have extreme form of low self esteem which may develop suicidal tendency in the mind of the child.
2. **Feeling of Alienation:** An abused child expresses feeling of alienation. He may have family problems, such as divorced parents, poverty etc. Due to inferiority complex, the child may not be able to develop healthy social contacts with others. The child may not trust anyone and he may detach himself from family and society.
3. **Severed relationships:** An abused child builds poor interpersonal relationships with the members of the society as well as with his family. The child becomes aggressive and withdraws himself from the society.
4. **Poor Academic Performance:** An abused child has no interest in studies. Hence his academic results are affected. He may be a slow learner and he may be a bully in the class. The child may be poorly dressed in the class and he may be careful about his appearance.
5. **Smoking:** Child abuse may develop the habit of smoking in the child. An abused child may tend to smoke more when anxious and frustrated. Smoking may give a sense of relaxation to the child and for sometimes he may forget the torture through which he has gone.
6. **Alcoholism:** An abused child may resort to alcoholism. His addiction to alcohol would be a kind of defense mechanism to hide his guilt, his inability to protest the abuser and his poor self image. Poor parent-child relationship, conflicts with

siblings, undue comparisons etc may lead to addiction of alcohol.

7. **Drug Addiction:** Child abuse may lead to drug addiction to the victim. Due to depression or lack of interest, a child may take drugs. The child feels that by taking drugs, he may seek pleasurable experiences.
8. **Prostitution:** The child who is abused may engage in prostitution either to satisfy his physical needs or to gratify his social needs or to regenerate his low self esteem.
9. **Juvenile Delinquency:** An abused child most of the time is seen to be developing criminal tendencies. He may become a juvenile delinquent and he may resort to crimes like pick pocketing, kidnapping, murdering, looting, smuggling, robbery etc. By doing so the child may take a revenge on the society which gave him insult and abuse.
10. **Poverty:** Naturally if the child has poor academic performance and if he develops habits like smoking, drinking and drug addiction then he would not be able to develop his career. Due to this he will have low income or no income at all. This ultimately will lead to poverty.

CHECK YOUR PROGRESS

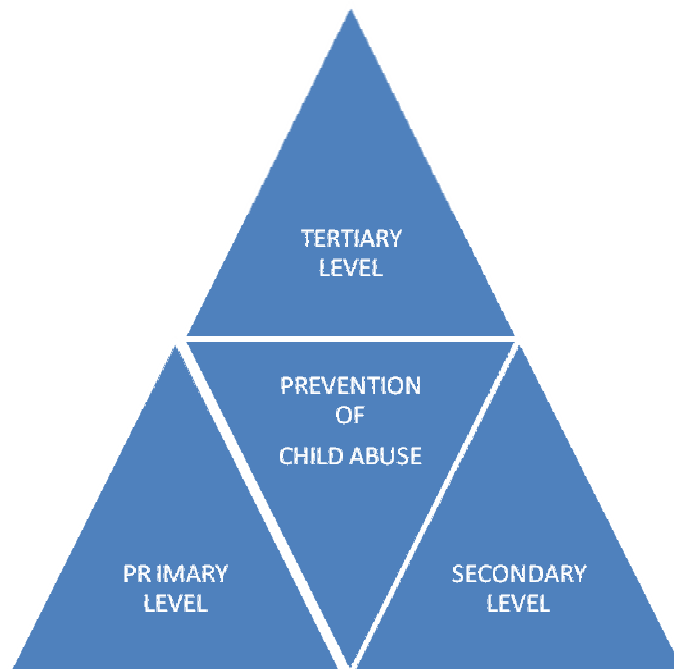
1. What is low self esteem and what happens if the abused child develops it?
2. How poor academic performance is related to poverty?
3. Explain the feeling of alienation in the abused child?
4. Which anti-social activities are performed by an abused child?
5. Why the child who is abused may engage in prostitution?

8.10 PREVENTION

In India the children are the silent sufferers. They do not speak out and if they speak no one trusts them.

Harmful traditional practices like child marriage ,caste system, discrimination against the girl child ,child labour and Devadasi tradition impact negatively on children and increase their vulnerability to abuse and neglect. Lack of adequate nutrition , poor access to medical and educational facilities ,migration from rural to urban areas leading to rise in urban poverty ,children on the streets and child beggars ,all result in breakdown of families. This increases the vulnerability of children and exposes them to situations of abuse and exploitation.

The child abuse should be prevented at three levels:



- At the **primary level**, the parents should be made aware of the rights of the child and the long term effects of the abuse on the personality development of the child.
- At the **secondary level**, there should be early detection of causes of child abuse, quick intervention and provision of a supportive environment in schools and families.
- At the **tertiary level**, there should be involvement of the police, courts, counselors, doctors and social workers.

The preventive measures in detail are as follows:

1. **Awareness and Education:** Proper education helps in creating awareness of the dangers of child abuse. Education on child abuse should be integrated in school and college curriculum. The mass media should provide enough publicity

to the news of child abuse and try to generate a mass discussion on this topic.

2. **Family Support:** The family members of the child should understand that a healthy environment at home leads to a healthy child. A good parent-child relationship at home helps to create an environment where the child is confident, wanted, secured and where he can share all his feelings, his joys and sorrows. The parents should understand the intellectual limits of their child and they should keep their expectations from the child accordingly. The parents should not involve in useless comparison of their child with the other children. This will definitely create a positive impact on the personality development of the child.
3. **Counselling Centres:** The counseling centres may have helpline numbers for easy accessibility for the child to seek help. They may help the child to cope with traumatic situations. They help to improve the child's ability to perform better. They also helps to improve te inter-personal relations and help to develop self-confidence.
4. **Role of the NGO's:** The NGO's should take active steps in preventing child abuse. They may work in areas like sexual abuse of child, street children , child labour etc.
5. **Government Measures:** The government should organize anti-child abuse campaigns. It should heavily fine and lay strict punishments to the offenders of child abuse. The government should gather support from the NGOs, the Police to find incidences of child abuse and should punish the abusers. The government should enact laws against child abuse. Infact in March 2011, the government has passed THE PROTECTION OF CHILDREN FROM SEXUAL OFFECNCES BILL to protect the children from sexual abuse, sexual harassment and child pornography.

8.11 TRAFFICKING IN WOMEN-CAUSES, EFFECTS AND RESPONSE

8.11.1 Objective:

- To generate awareness about the crime of human trafficking.
- To create an awakening amongst the girls about this issue.
- To suggests ways to overcome such crime and keep oneself protected.

8.11.2 Introduction:

Human Trafficking is the illegal trade in human beings.

Trafficking is the organized crime which violates the basic human rights for the purpose of slavery, commercial sexual exploitation, organ transplant, begging, circus and forced marriage.

The Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, popularly known as the Trafficking Protocol was adopted by the United Nations in Palermo, Italy in 2000. It is an international legal agreement attached to the United Nations Convention against Transnational Organized Crime. This protocol tries to facilitate co-operation of the member nations to solve the issue of trafficking.

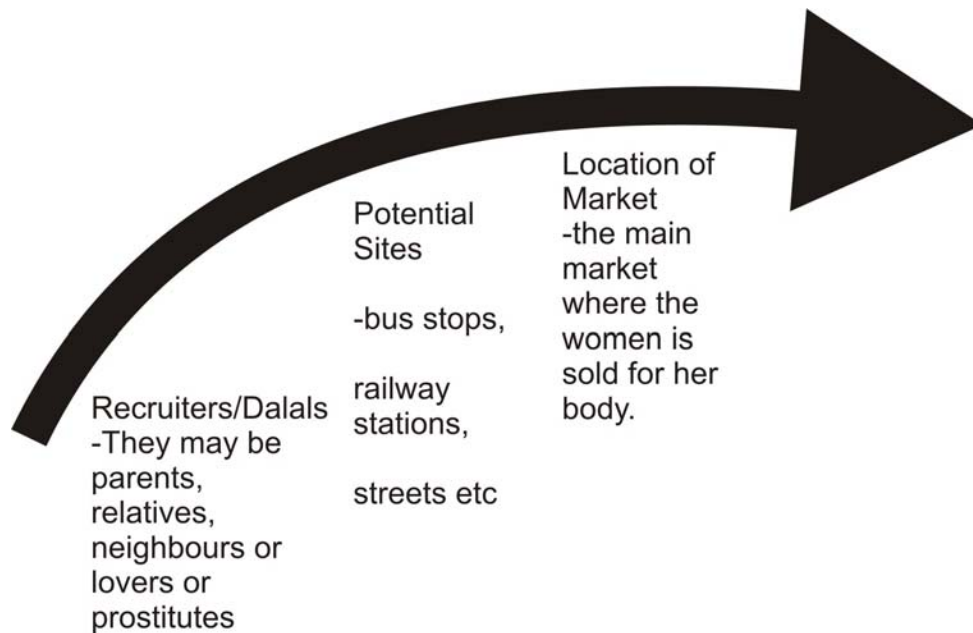
The United Nations has listed India in its Tier II List as a country who has failed to combat the problem of human trafficking especially of women. In India women are treated as commodities and are sold in the open market. The women are trafficked from neighboring countries like Bangladesh, Nepal to India and in many cases are trafficked to gulf countries, Middle East and Europe. Women trafficking are mostly found in states like Goa, Assam, Orissa, Uttar Pradesh, Bihar and West Bengal.

CHECK YOUR PROGRESS

1. What is human trafficking?
2. Name the protocol related to trafficking developed by the UNO.
3. What is the position of India related to the crime of trafficking?

8.12 PROCESS OF TRAFFICKING

It is extremely important to know the process of the SALE AND PURCHASE OF HUMAN BODY before learning the causes and effects pertaining to it.



The dalals move the victims to the potential sites and for some time they make the victim to stay over there. The victims are first exploited by these dalals. The dalals use drugs, abduction, kidnapping, persuasion or deception to get the target. They know many languages, including the local ones, so they become closer to the victim. Due to corruption, the Police, the Visa or the Passport Officials, Taxi or Auto rickshaw Drivers etc are also befriended by the dalals. They hand over the victims to the brothel owners, escort services or to the managers of the sex establishments.

Such is the journey of the poor innocent victims.

8.13 CAUSES OF WOMEN TRAFFICKING

The major causes of trafficking in women are as follows:

1. **Poverty:** Especially in poor countries like Nepal, Sri Lanka, poverty is the root cause of trafficking of women. The financially weak parents themselves sale their sons and daughters to the dalals for money.
2. **Unemployment:** When the male members of the family are not working then the females have to take the entire burden of running the household. The women undergo immense pressure to satisfy the family needs. This is taken as an advantage by the traffickers who lure women into the flesh trade.
3. **Child Marriage:** In India child marriages still exist and even the dowry system. The girls are trafficked in the name of

marriage to Uttar Pradesh, Gujarat, Mumbai, Bihar and other states.

4. **Social Stigma:** In our society especially in the rural areas, the single, divorced, unwed, widowed and sexually abused women and young girls are looked down upon. The unwillingness of the society to accept them may lead to frustration on the part of these women and they become easy prey of the traffickers.
5. **Religious Practices:** The devadasi system wherein the girl is wedded to God and later on exploited by the temple priests, helps to the growth of women trafficking. Still this practice is continued in India. The Scheduled Caste women are made to work as devadasi. Later on they become prostitutes in the red light areas of the city.
6. **Female Infanticide and Foeticide:** The states like Punjab and Haryana have a very high rate of female infanticide and foeticide. Hence the sex ratio is not balanced in such states. The men in these states depends heavily on the human traffickers for the satisfaction of their physical needs.
7. **False Promises:** The women who are involved in a love affair with a man without knowing his background are ultimately cheated and lured into prostitution racket. The promises of marriage becomes false when the man makes a DVD or MMS of hers which shows her in a negative way. Ultimately the women is blackmailed and trapped by the traffickers.
8. **Domestic Violence:** Due to the dowry system, the women are victims of the domestic violence. Wife battering is glorified in India. A man is considered as masculine if he ill treats his wife and beats her black and blue. Many women who are lucky enough to escape such torture are not accepted by their parents also. This is because even the parents feel that the girl after marriage is someone else's property. Such women ultimately fall prey to the traffickers.
9. **Natural disasters:** The women are more vulnerable during natural calamities like earthquakes, cyclones, floods as well as during man made disasters like war. It was reported in the newspapers that in the Gujarat earthquake many women were molested, raped and sold. Prostitution increases much more during such disasters.
10. **Migration:** The men who migrate to the cities live behind their families. Hence to satisfy their physical needs, the market of human trafficking flourishes a lot in the cities.
11. **Tourism:** The male tourists who visit our country also demands commercial sex for their enjoyment. Thus the

women become more vulnerable in tourists destinations like Goa, Mahabaleshwar etc. Hence many people are afraid to settle down with their families in the tourists areas.

12. **Social Practices:** The social practices like expecting women to give sacrifices for the family, develops a sense of duty and obligation drives the women to migrate for work in order to support their families. They become an easy victim of traffickers.
13. **Lack of Birth Registry:** People who do not have proper registration of birth falls easily in the net of the traffickers because their age and nationality cannot be documented. Childrens who are trafficked are called as adults by the traffickers and they are easily passed on from one state to another.
14. **Lack of Education:** People with limited education have fewer viable job skills and opportunities. They are more prone to trafficking as they look to migrate for unskilled work.
15. **Corruption:** The traffickers often bribe the corrupt police and immigration officials to overlook criminal activities. The Civil Servants are also bribed to falsify information on ID cards, birth certificates and passports making human trafficking easier.

CHECK YOUR PROGRESS

1. How natural disasters lead to trafficking of women?
2. Which religious practice is responsible for trafficking of women?
3. How tourism is responsible for women trafficking?
4. Why migration is a cause for women trafficking?
5. Explain the way through which women are forced in Prostitution.
6. What kind of economic advantage of the victim is taken by the traffickers?
7. How child marriage leads to human trafficking?

8.14 EFFECTS OF WOMEN TRAFFICKING

The effects of trafficking may have severe impact on the survivors.

1. **Rejection:** Those who survive and come back to the normal community are not accepted again. The community rejects them and boycotts their family. The survivor has to return back to the brothel or commit suicide.
2. **Helplessness:** The victims feel helpless because they are not able to change the circumstances in which they are locked. They cannot face the situation and in the end they give up. They withdraw and isolate themselves and remain disconnected from the society. Even if they are rescued and rehabilitated, the feeling of helplessness continues.
3. **Distraction:** The victims try to engage themselves in various activities and try to forget their situation. They watch movies, fight with others and also gossip about others. They may also become addict to drugs, tobacco and alcohol. They also seek short term relationships with strangers.
4. **Post Traumatic Stress Disorder:** The trafficking survivors may experience the Post Traumatic Stress Disorder. It is a general anxiety that is triggered by any cue that reminds the survivor of the traumatic abuse that he or she may have undergone. This leads to numbness of sensations.
5. **Depressive Disorder:** The feeling of sadness, inability to enjoy oneself, lack of interest in day to day activities and negativity about the future leads to depressive disorder in the victim.
6. **Dissociative Disorder:** In this, the victim becomes unconscious. The victim suffers from amnesia and has multiple personality disorder.
7. **Psychotic Disorder:** The victim may develop slow and steady degradation of his entire personality. In this disorder the victim has several delusions and starts hallucinating as well as faces various behavioural difficulties. Many rape victims suffer from this disorder. They loose control on their senses and hence they may roam without wearing clothes and they may pelt stones on others.
8. **Eating Disorder:** The victim may experience eating disorders. Due to frustration and depression, they may eat more than required or they may take to eating binges or they may not eat at all.
9. **Addiction:** The victim even after being rescued my not stop his addiction. They may die due to severe drug addiction and alcoholism.

10. **Legal Effects:** Due to illiteracy and ignorance the victims do not understand that they are exploited. They do not even know about the various laws of the country. They are intellectually, physically, emotionally weak. Their utter helplessness and stigma do not allow them to take help from the legal authorities.

CHECK YOUR PROGRESS

1. Which are the psychological effects on the victim of trafficking?
2. How the trafficking effect the victim physically?

8.15 RESPONSE TO WOMEN TRAFFICKING

1. **Response from Constitution:** The Constitution of the country contain provisions related to human trafficking as follows:
 - **Fundamental Rights:** The Article 23 of the Indian Constitution says that trafficking in any form of human beings is prohibited under the law.
 - **Fundamental Duties:** One of the eleven fundamental duties of the citizens is to renounce practices derogatory to the dignity of women.
2. **Response from the Government:**
 - **The Immoral Traffic Prevention Act, 1956:** This act was enacted with reference to the International Convention signed at New York in 1950. Initially this act was known as the 'Suppression of Immoral Traffic in Women and Girls Act' which is a main legal tool for preventing human trafficking. Its aim is to prevent women trafficking.
 - **National Plan of Action, 1998:** It is known as 'The National Plan of Action to combat trafficking and Commercial Sexual Exploitation of women and children in 1998. Its aim is to rehabilitate the survivors of commercial sexual exploitation and bring them back to the normal social life. It has one

committee at the central level which is known as the Central Advisory Committee and the other at the state level which is known as the State Advisory Committee.

- **Ministry of Women and Child Development:** It was established in 1985 to give boost to the holistic development of the women and children. Its prominent schemes are SWADHAR and UJJAWALA. The SWADHAR was introduced in 2001 to provide shelter, counseling, medical assistance and vocational training to the rescued victims. The UJJAWALA Scheme was introduced in 2007 for the prevention of sex trafficking and to check cross border trafficking.
- **National Commission for women:** In 1992, the government established the National Commission for Women to protect and promote the interests of women. It organizes workshops, seminars, conferences and activities related to women trafficking. It has signed an MoU with the United Nations Development Fund for women in order to check the problem of human trafficking in three states of Andhra Pradesh, Bihar and West Bengal. Its objective is to eliminate human trafficking by 2015.
- **National Human Rights Commission:** It was established under the Protection of Human Rights Act, 1993. It helps to review and amend relevant laws to prevent trafficking. It sponsors research studies on trafficking and takes effective action to ensure safe and voluntary return of trafficked women to their community. It also ensures education, skills training and employment assistance to trafficked women in order to prevent them from re-trafficking.

3. Response from the NGO's:

The NGO's like Mumbai based 'Prerna' and the Kolkatta based 'Sankalp' have done a god job in indentifying victims from the red light areas and rescuing them as well as rehabilitate them. Prerna is famous for its work in the field of human trafficking at the national and international level.

4. Response from International Organizations:

There is the SAARC Convention on Preventing and Combating Trafficking in Women, Convention on the Suppression of Trafficking in Persons and the Prostitution of Others and Convention on the Elimination of All Forms of Discrimination Against Women. India is a signatory to all these international instruments.

5. Response from the Media:

Media is the ultimate weapon of generating mass awareness of the social problem of human trafficking. It may spread the news of human trafficking in a particular area or it may create awareness about NGO's working for the rehabilitation of the victims. It may even provide helpline numbers for the victims and community members who wish to get involved.

8.16 UNIT END QUESTIONS

1. Discuss the problem of child labour in India.
2. Explain the causes and the effects of the problem of child labour in India?
3. What is Child Labour? Examine its causes and also throw light on the measures to solve this problem.
4. Discuss the causes of child abuse in India and explain its effects?
5. What is child abuse? What are its causes and effects on the child?
6. Explain the concept of child abuse and discuss the causes and measures to s
7. Discuss the causes and the effects of Trafficking of Women?
8. Explain the various causes of trafficking of women and also throw light on the various measures to solve this problem.

Chapter 9

GLOBALIZATION AND INDIAN SOCIETY

Unit structure

- 9.0 Objectives
- 9.1 Concept of Liberalization
- 9.2 Concept of Privatization
- 9.3 Concept of Globalization
- 9.4 Growth of Information Technology and Communication
- 9.5 Impact of IT and Communication
- 9.6 Impact of Globalization on Industry
- 9.7 Effect of Globalization on Employment
- 9.8 Causes and Impact of Migration
- 9.9 Effect of Globalization on Agriculture
- 9.10 Growth of Corporate Farming
- 9.11 Summary
- 9.12 Unit End Questions

9.0 OBJECTIVES

1. To understand the concepts of liberalization, privatization and globalization
2. To study the growth of information technology and communication and its impact manifested in everyday life.
3. To examine impact of globalization on industry; changes in employment and increasing migration.
4. To bring out the changes in the agrarian sector due to globalization; rise in corporate farming and increase in farmer's suicides.

9.1 CONCEPT OF LIBERALIZATION

Globalization and privatization have become the buzzwords in the current economic scenario. The concepts of liberalization,

globalization and privatization are actually closely related to one another. This LPG phenomenon was first initiated in the Indian Economy in 1990 when the Indian Economy experienced a severe crisis. There was decline in the country's export earnings, national income and industrial output. The government had to seek aid from IMF to resolve its debt problem. That is when the government decided to introduce the New Industrial Policy (NIP) in 1991 to start liberalizing the Indian economy.

Liberalization means elimination of state control over economic activities. It implies greater autonomy to the business enterprises in decision-making and removal of government interference. It was believed that the market forces of demand and supply would automatically operate to bring about greater efficiency and the economy would recover. This was to be done internally by introducing reforms in the real and financial sectors of the economy and externally by relaxing state control on foreign investments and trade.

With the NIP' 1991 the Indian Government aimed at integrating the country's economy with the world economy, improving the efficiency and productivity of the public sector. For attaining this objective, existing government regulations and restrictions on industry were removed. The major aspects of liberalization in India were ;

1. **Abolition of licensing** : NIP'1991 abolished licensing for most industries except 6 industries of strategic significance. They include alcohol, cigarettes, industrial explosives, defense products ,drugs and pharmaceuticals, hazardous chemicals and certain others reserved for the public sector. This would encourage setting up of new industries and shift focus to productive activities.
2. **Liberalization of Foreign Investment** : While earlier prior approval was required by foreign companies, now automatic approvals were given for Foreign Direct Investment (FDI) to flow into the country. A list of high-priority and investment-intensive industries were delicensed and could invite up to 100% FDI including sectors such as hotel and tourism, infrastructure, software development .etc. Use of foreign brand name or trade mark was permitted for sale of goods.
3. **Relaxation of Locational Restrictions** : There was no requirement anymore for obtaining approval from the Central Government for setting up industries anywhere in the country except those specified under compulsory licensing or in cities with population exceeding 1 million. Polluting industries were required to be located 25 kms away from the city peripheries if the city population was greater than 1 million.

4. **Liberalization of Foreign Technology imports** : In projects where imported capital goods are required, automatic license would be given for foreign technology imports up to 2 million US dollars. No permissions would be required for hiring foreign technicians and foreign testing of indigenously developed technologies.

5. **Phased Manufacturing Programmes** :Under PMP any enterprise had to progressively substitute imported inputs, components with domestically produced inputs under local content policy. However NIP'1991 abolished PMP for all industrial enterprises. Foreign Investment Promotion Board (FIPB) was set up to speed up approval for foreign investment proposals.

6. **Public Sector Reforms** : Greater autonomy was given to the PSUs (Public Sector Units) through the MOUs (Memorandum of Understanding) restricting interference of the government officials and allowing their managements greater freedom in decision-making.

7. **M RTP Act** : The Industrial Policy 1991 restructured the Monopolies and Restrictive Trade Practises Act. Regulations relating to concentration of economic power, pre-entry restrictions for setting up new enterprises, expansion of existing businesses, mergers and acquisitions .etc. have been abolished.

9.2 CONCEPT OF PRIVATIZATION

Privatization is closely associated with the phenomena of globalization and liberalization. Privatization is the transfer of control of ownership of economic resources from the public sector to the private sector. It means a decline in the role of the public sector as there is a shift in the property rights from the state to private ownership. The public sector had been experiencing various problems , since planning, such as low efficiency and profitability, mounting losses, excessive political interference, lack of autonomy, labour problems and delays in completion of projects. Hence to remedy this situation with Introduction of NIP'1991 privatization was also initiated into the Indian economy. Another term for privatization is Disinvestment. The objectives of disinvestment were to raise resources through sale of PSUs to be directed towards social welfare expenditures, raising efficiency of PSUs through increased competition, increasing consumer satisfaction with better quality goods and services, upgrading technology and most importantly removing political interference.

The main aspects of privatization in India are as follows;

1. **Autonomy to Public sector** : Greater autonomy was granted to nine PSUs referred to as 'navaratnas' (ONGC, HPCL, BPCL, VSNL, BHEL) to take their own decisions.

2. **Dereservation of Public Sector** : The number of industries reserved for the public sector were reduced in a phased manner from 17 to 8 and then to only 3 including Railways, Atomic energy, Specified minerals. This has opened more areas of investment for the private sector and increased competition for the public sector forcing greater accountability and efficiency.

3. **Disinvestment Policies** : Till 1999-2000 disinvestment was done basically through sale of minority shares but since then the government has undertaken strategic sale of its equity to the private sector handing over complete management control such as in the case of VSNL , BALCO .etc.

9.3 CONCEPT OF GLOBALIZATION

Globalization essentially means integration of the national economy with the world economy. It implies a free flow of information, ideas, technology, goods and services, capital and even people across different countries and societies. It increases connectivity between different markets in the form of trade, investments and cultural exchanges.

The concept of globalization has been explained by the IMF (International Monetary Fund) as ‘the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology.’

The phenomenon of globalization caught momentum in India in 1990s with reforms in all the sectors of the economy. The main elements of globalization were;

1. To open the domestic markets for inflow of foreign goods, India reduced customs duties on imports. The general customs duty on most goods was reduced to only 10% and import licensing has been almost abolished. Tariff barriers have also been slashed significantly to encourage trade volume to rise in keeping with the World trade Organization (WTO) order under (GATT)General Agreement on Tariff and Trade.
2. The amount of foreign capital in a country is a good indicator of globalization and growth. The FDI policy of the GOI encouraged the inflow of fresh foreign capital by allowing 100 % foreign equity in certain projects under the automatic route. NRIs and OCBs (Overseas Corporate Bodies) may invest up to 100 % capital with repatriability in high priority industries. MNCs and TNCs were encouraged to establish themselves in Indian markets and were given a level playing field to compete with Indian enterprises.

3. Foreign Exchange Regulation Act (FERA) was liberalized in 1993 and later Foreign Exchange Management Act (FEMA) 1999 was passed to enable foreign currency transactions.
4. India signed many agreements with the WTO affirming its commitment to liberalize trade such as TRIPs (Trade Related Intellectual Property Rights), TRIMs (Trade Related Investment Measures) and AOA (Agreement On Agriculture).

9.3.1 Impact of Globalization:

Advantages of Globalization:

- There is a decline in the number of people living below the poverty line in developing countries due to increased investments, trade and rising employment opportunities.
- There is an improvement in various economic indicators of the LDCs (Less Developed Countries) such as employment, life expectancy, literacy rates, per capita consumption etc.
- Free flow of capital and technology enables developing countries to speed up the process of industrialization and lay the path for faster economic progress.
- Products of superior quality are available in the market due to increased competition, efficiency and productivity of the businesses and this leads to increased consumer satisfaction.
- Free flow of finance enable the banking and financial institutions in a country to fulfill financial requirements through internet and electronic transfers easily and help businesses to flourish.
- MNCs bring with them foreign capital, technology, know-how, machines, technical and managerial skills which can be used for the development of the host nation.

Disadvantages of Globalisation:

- Domestic companies are unable to withstand competition from efficient MNCs which have flooded Indian markets since their liberalized entry. It may lead to shut down of operations, pink slips and downsizing. Moreover skilled and efficient labour get absorbed by these MNCs that offer higher pay and incentives leaving unskilled labour for employment in the domestic industries. Thus there may be unemployment and underemployment.
- Payment of dividends, royalties and repatriation has in fact led to a rise in the outflow of foreign capital.

- With increased dependence on foreign technology, development of indigenous technology has taken a backseat and domestic R and D development has suffered.
- Globalization poses certain risks for any country in the form of business cycles, fluctuations in international prices, specialization in few exportables and so on.
- It increases the disparities in the incomes of the rich and poor, developed nations and LDCs. It leads commercial imperialism as the richer nations tend to exploit the resources of the poor nations.
- Globalization leads to fusion of cultures and inter-mingling of societies to such an extent that there may be a loss of identities and traditional values. It gives rise to mindless aping of western lifestyles and mannerisms however ill-suited they may be.
- It leads to overcrowding of cities and puts pressure on the amenities and facilities available in urban areas.

Check your progress :-

1. Explain the concept of Liberalization.
2. Briefly explain the meaning of privatization.
3. What is globalization? Bring out the advantages and disadvantages of globalization.

9.4 GROWTH OF INFORMATION TECHNOLOGY AND COMMUNICATION

One of the factors that triggered globalization was the IT Revolution and since reforms there has been no turning back. Use of Information technology has taken over manufacturing and services sectors all over the world. It has provided employment to millions of people in tertiary sector. Outsourcing and BPOs have been responsible for a rapid rise in the annual domestic product of the country. In 2011 annual revenues from the BPO sector is estimated to have aggregated revenues of over 88 billion U.S.Dollars.

Bengaluru, also known as India's Silicon Valley, continues to be home to several of India's flourishing IT Companies including Infosys and Wipro. The top seven cities that account for almost 90 % of the exports in the IT sector are Bangalore, Chennai, Hyderabad, Mumbai, Pune, Delhi and Kolkata. Because of these companies India is fast gaining recognition as a knowledge economy.

This sector is responsible for generating direct employment to the tune of 2.3 million in 2009-10 and is estimated to reach nearly 2.5 million by the end of the year 2010-19.

The communication sector or the Telecom industry is growing at a dizzying pace. Use of internet, Global Positioning System, telephones, mobile phone, fax, video conferencing has brought all the countries closer and turned the world into a 'global village'. India had the fourth largest number of internet users of around 100 million in 2010. There were as many as 826.93 million total wireless subscribers in the country by the end of April 2019. It is projected that wireless communication will continue to fuel growth in the telecom sector increasing the subscription base to 9.159 billion by 2013.

Among leading mobile operators in India are Bharti Telecom, followed by Reliance, Vodafone, idea and then the state-owned BSNL.

9.5 IMPACT OF IT AND COMMUNICATION

Positive impact:

- The IT sector has truly achieved global integration through increased connectivity. It has cut across linguistic and geographical barriers making it possible for persons in distant nations to easily communicate with one another.
- It has enabled inter-mingling of cultures, exchange of opinions and ideas thereby creating strong bonds and reducing prejudices.
- Use of wireless phones and internet has made communication speedier, environment-friendly as it is paper-free and cheaper. Video conferencing makes it possible for people however far apart to engage in a direct interaction. This has enabled people to work from home, meetings to take place among many individuals even if they are in different parts of the world, etc.
- E-mails can be checked on phone; financial transactions can be carried out over phone; social networking sites are linked to phone to keep oneself updated with the events in the lives of our friends and relatives; all this has made communication devices an indispensable part of our lives.

- The benefits of Information Technology and communication facilities have spilt into various areas of business, health care, defense, environment and so on. The quick access to information has removed time lags in decision-making, increased productivity and cut costs effectively. It has made work less strenuous and salaries more lucrative.
- Technology has made it possible to buy and sell anytime from any place and have the goods delivered at one's doorstep. Electronically markets can operate day and night because of the internet.
- A lot of new jobs have been created especially in the IT sector. For ex. Software programmers, Hardware developers, Systems analysts, Web designers and so on.
- Remote Sensing Satellites are used for various purposes such as land use mapping, drought and flood mapping, forest cover mapping etc. to study the impact of industrial activities, mining on environment.

Negative Impact:

- Increased computerization has led to overmanning and with efforts at cost cutting to streamline business processes a lot of jobs have been made redundant. This has aggravated the unemployment problem.
- Mobile phone have made people accessible at all times encroaching into their personal time with friends and family.
- Technology is dynamic and keeps changing on a daily basis which makes it impertinent for professionals in this field to upgrade their skills and knowledge regularly. Otherwise they face the risk of losing their jobs. Hence there is no job security.
- There are new forms of offences such as cyber crime and hacking which threaten to compromise the privacy of individuals.
- Exposure to western influences have led to certain cultures being imbibed and their lifestyles, language, dress and behavior being imitated. However, while some changes may be positive , this also brought in consumerism and reckless spending habits which are corroding the traditional value systems.

9.6 IMPACT OF GLOBALIZATION ON INDUSTRY

The positive effects of globalization on industry can only be traced since the New Industrial Policy'1999.

Positive Effects

- Delicensing, removal of government restrictions on industries and liberalization of foreign investments have reduced the time and money spent in formal procedures for obtaining approvals from the government. This has shifted the focus of enterprises to the actual business of production thus lowering project costs.
- Exports have increased so also has the volume of trade.

- Policies in areas of foreign investments have attracted inflow of foreign capital especially in sectors like electrical equipments , services and telecommunication.
- Indian industries and financial institutions have undertaken investments abroad. Several Indian companies have entered into joint ventures with foreign companies. They are becoming internationally competitive.
- India is increasing it's export orientation through setting up of SEZs (Special Economic Zones) and they are making their international presence felt through mergers and acquisitions.
- Industrial labour has become more efficient and skilled due to increased competition and inflow of foreign knowledge. There is a rise in industrial productivity which is reflected in higher industrial wages. Instances of industrial sickness have gone down.
- The goods produced by Indian industries in this competitive scenario, sold at competitive prices give higher levels of satisfaction to the Indian consumers as they are of superior quality.
- The small scale sector is growing more robust with preferential loans, microfinance and other forms of credit being made available. Some SSEs have grown into medium scale operations.

Negative Effects:

- Certain sectors that were already well established when opened to foreign investment led to exploitation of their resources by dominating MNCs and stifle their own R and D efforts.
- Use of foreign technology may not be adaptable to Indian conditions. Sometimes MNCs deliberately use less sophisticated technology in their subsidiaries.
- There's excessive competition in the market that puts too much pressure on domestic companies to raise productivity, improve product quality etc.
- Rising urban industrial wages are much higher than rural wages, which leads to disparity in incomes.
- There's uncontrolled growth of consumerism and the problem of plenty as a consumer has lot of choice. Businesses are solely motivated by private profits. Globalization has in fact raised capital intensity in production and this has affected employment adversely as labour has been replaced by machine.
- Globalization has exposed domestic firms to risks such as fluctuations in prices, instability of profits and uncertainties of demand and supply.

9.7 EFFECT OF GLOBALIZATION ON EMPLOYMENT

The effects of globalization on employment can be analysed

based on the NSSO (National Sample Survey organization) data. The employment (Current daily status) growth accelerated between 1999-2000 and 2004-05 as compared to the previous period of 1993-94 to 1999-2000. During 1999-2000 to 2004-05, about 47 million work opportunities were created and as compared to 24 million during the period 1993-94 to 1999-2000. Employment growth accelerated from 9.25 per cent per annum during 1993-94 to 1999-2000 to 2.62 per cent per annum during 1999-2000 to 2004-05. However, a higher labour force growth of 2.84 per cent per annum during 1999-2000 to 2004-05, which exceeded the growth in workforce of 2.62 per cent per annum, resulted in an increase in unemployment rate from 7.3 per cent in 1999-2000 to 8.3 per cent in 2004-05.

In recent years, the quality of employment created has also been a matter of concern as the organized sector employment has been declining. Moreover the share of regular workforce in total employment was low. This decline is attributed primarily to a decline in employment in PSUs. During 1999-2000 to 2004-05, most of the growth of 4.7 per cent per annum in industrial and tertiary employment, was in the unorganized sector. There has been a clear shift in workforce from organized sectors to the casual and informal sectors as liberalization has caused informalization of labour.

At present, the main challenges for the policymakers are to target a rapid growth of employment creation and also improve the quality of employment generated by strengthening the organized sector.

Negative Impact:

- The organized sectors have become profit-driven and there is a lot of emphasis on cost-cutting and have therefore gone in for downsizing policy. Labour in unorganized sector is not protected, so they have no job security, provident fund, medical facilities or paid leave and suffer due to low wages. Globalization has caused a shift of labour from the organized to the unorganized sector.
- Even large firms like Bajaj Auto and Tata Steel have succumbed to pressure and have chosen automation and computerization of processes over securing jobs of their employees. Excess labour has been retrenched by offering VRS (Voluntary Retirement Scheme) and CRS (Compulsory Retirement Scheme). According to a report of National Commission on Labour (2002) indirect compulsion, pressure tactics have been used to compel employees to resign under VRS
- With disinvestment of some public sector units, employment in these sectors has reduced. The most affected sectors are manufacturing, construction, electricity, gas and water supply.

- The level of employment in the small scale sector has remained stagnant and discouraging. FDI inflow in several sectors has wiped out the business of many small and medium size enterprises forcing them into closure.
- MNCs have exported jobs from developed countries to developing countries through foreign investments. Moreover they offer higher pay than what is offered by employers of local enterprises adding to the inequalities in income.
- Through trade liberalization the government has actually encouraged substitution of domestic goods by imports which has reduced the market size for goods manufactured by domestic labour bringing down their wages and putting their jobs in danger.
- Trade unions have become weaker in negotiating better pay and security for workers as only efficient labour is absorbed by the profit-driven enterprises. To save workers from losing jobs, they were compelled to accept cuts in salaries, freezing of dearness allowance and other benefits and eventually reduction in labour force.

Positive Impact:

- The employment in the services sector has increased from 20% in 1991 to over 30% in 2010. The reason behind this is creation of new jobs in the IT and communication sectors. Jobs in Call Centres, BPOs, and medical transcription as well as other service sectors such as banking, insurance, airlines have buoyed employment. Foreign companies from different sectors like banking, and finance have come to India to outsource their work creating jobs in accounting, mortgage collections, marketing etc.
- Other sectors where job opportunities have multiplied are Biotechnology; health care especially with chains of private hospitals being set up; medical research centres; food retailing with shopping malls cropping up at every nook and corner of the cities and towns.
- In the field of education, there is a demand for trained professionals as international schools and colleges are poised to enter India on a wider scale.
- MNCs generate employment for the skilled workforce especially in urban areas. It motivates labour to pick up various skills through training.
- There is an increase in contractual and casual employment due to globalization since employers can't afford to have a large workforce on a regular basis.

Female participation in workforce has actually improved. Especially in the casual, informal sectors affording low wage or flexible employment and export oriented low technology high labour industries such as garments, electronics .etc., there has been an increase in women's employment.

Check your progress :-

1. Bring out the positive and negative impact of globalization on IT sector.
2. Briefly explain the impact of globalization on industries.
3. How has globalization affected employment?

9.8 CONCEPT AND IMPACT OF MIGRATION

Globalization has definitely shown an increased trend of migration especially from the developing to the developed countries of the world. Migration is basically a movement of people from one place .ie origin to another .ie. destination. It can be local, regional; where people move within the borders of a nation or even international which involves crossing the borders. Generally migration occurs in order to access better opportunities in work, education, or to achieve a better standard of living.

With the relaxation of restrictions on trade and capital movements, movement of labour was also liberalized and explains the increase in migration. However in recent years due to increased FDI inflow and job creation by subsidiaries of established MNCs, there has been a check on migration levels from developing countries. These nations are characterized by surplus pauper labour, which if not absorbed in the domestic job markets, are willing to migrate to the developed nations , having labour shortages. Such countries ready to receive immigrant labour are called hostnations or receiving nations and countries from which emigrantlabour move out are called sending nations or countries of origin. For .ex.when an Indian student goes to Australia for higher studies or to find a job, he is an immigrant in Australia but for India he is an emigrant.

The causative factors of migration could be economic, social, environmental, or political. Instances of rural to urban migration or international migration are generally out of economic motivations such as to find better job prospects, avail of better civic amenities or raise one's standard of living. Social factors comprise of marriage, moving closer to one's relatives .etc. If a place is prone to environmental hazards or calamities such as earthquakes or floods, it may encourage people to migrate to more safer locales.

Political instability of any kind like rioting, acts of terrorism may create panic and fear for one's life forcing people to move. These days people also travel afar to seek better or cheaper medical treatment.

In recent times, a lot of nations like US and UK have taken a narrow stance by introducing several measures to control immigration. They have imposed restrictions on holding of visas and citizenship by the immigrants.

Impact of migration on host nations :

- Immigrants may find it difficult to adapt to the environmental and social conditions of the host nation. Very often they experience homesickness as the food, culture, language, mannerisms , weather conditions may all differ. Adapting to so many differences creates stress and other psychological problems such as loneliness and withdrawal.
- Sometimes immigrants face discrimination especially if they belong to a different race. They are perceived with prejudice and not treated as equals by the natives, which makes them feel like outsiders and insecure.
- It has been observed of a large proportion of emigrants from developing countries that they end up performing menial tasks and lowly jobs, which draws much lower income than the natives in developed countries.
- Women participation in emigrant labour force has also increased especially because women are willing to take up low paid jobs abroad such as maids, domestic workers , cleaning women, nannies etc.
- Migration leads to fusion of cultures. The natives may find these influences threatening to their identity and resist mingling freely with the immigrant population. The immigrants tend to stick together in an expression of solidarity and form ghettos.
- Immigrant labour contributes to the growth of the host nation to which they provide their services. This is because they earn, spend, save and invest in the host nation, which adds to the economic activities there. The fact remains that the host nations get gains out of the immigrant labour without having contributed towards the development of these human resources.
- Increase in the population of host nation puts pressure on the infrastructure and facilities available. It leads to congestion and a rise in various social problems.

Impact of migration on countries of Origin :

- Most of the immigrant labour are persons of specialized knowledge like doctors, engineers , research scholars and lately from the field

of IT. These individuals are educated and well trained, in whom the sending nations have invested but their out-migration, which is labeled 'brain drain' , benefits the host nations.

- The countries of origin experience some gains as the remittances of emigrant labour adds to their gross national product and adding to their foreign exchange reserves.
- Remittances send back to families in the sending nation raises the standard of living and improves the lifestyle. It increases the choice of goods that can be purchased but also leads to consumerism.
- Continuous inflow of large amounts of remittances creates a sense of dependency in the sending nation. It reduces reliability on domestic resources or goods and makes the country less than self sufficient. In the event of severed ties between the host and sending nation, a fall in trade and migration could affect the economy of the sending nation adversely.
- Emigrants abroad tend to form organisations and associations which rush aid to their native lands during calamities and disasters. They may also fund projects and thus increase the pace of investment for growth.

Check your progress :-

1. Explain the concept of migration.
2. Elaborate the impact of migration on host countries as well as the countries of origin.

9.9 EFFECT OF GLOBALIZATION ON AGRICULTURE

9.9.1 India and AoA:

The study of effects of globalization would be incomplete without considering it's impact on the most important sector of the economy. The agricultural sector is known to be the backbone of the Indian economy with an employment of 70 % of the population in various agricultural, horticultural and allied activities. It's contribution to the Gross Domestic Product however has been declining steadily over the past decades due to low productivity. Currently it contributes 18 % to the GDP and 10 % to the export earnings of India. With a view to move towards liberalizing the agricultural sector and promoting free and fair trade, India, a member nation of the World Trade organization (WTO) signed the Uruguay Round Agreements on 1st January 1995. The Agreement

On Agriculture of the WTO, was the first multilateral agreement, meant to curb unfair practices in agricultural trade and set off the process of reforms in the agricultural sector. It contained the following broad areas :

1. **Tariff Reduction** : Previously trade in agriculture was restricted by quotas, import and export licensing and other non-tariff barriers. The AoA required that all non-tariff barriers be replaced by a single tariff rate called the bound tariff rate and that existing tariffs be reduced in a phased manner over a stipulated period of time. Developing countries including India were expected to reduce bound tariffs by 24 % , minimum of 10 % for each commodity over a period of 10 years.

2. **Market Access** : To avoid the adverse effect of tariffs on certain special products, importing countries have given a current access commitment by establishing a tariff quota, up to which imports are allowed at a lower rate and above which higher tariffs are charged.

Under minimum access commitment countries had to import a minimum quantity of their most restricted products. i.e. In case of products with marginally low or no imports, countries had to impose tariff quota imports equal to 3 % of domestic consumption, which would increase to 5 % by 2000.

3. **Export Subsidies** : They are special incentives given to the exporters to encourage sales of exports abroad, allowing them to charge competitive or lower price in the world market. However this created distortions in international trade and hence AoA prohibits export subsidies. Member nations were expected to reduce them. While developed countries were supposed to cut the value of export subsidies by 36 % over 6 years, developing countries were to reduce them by 24 % over 10 years. LDCs were exempted.

4. **Domestic Support Subsidies** : Domestic support through subsidies and other measures were meant to push imports out of the market and also enable domestic exporters to compete in the world market. WTO measured this support as '(AMS) Aggregate Measurement of Support'. Domestic support is categorized in the form of red box, amber box, green box and blue box subsidies. Red box subsidies are banned whereas amber box subsidies are not banned but actionable. These subsidies were believed to be the most distortive in international trade having adverse effects on trade interests of others. Green box subsidies in the form of assistance to research activities, disadvantaged regions or non-discriminating subsidies and Blue box subsidies in the form of direct payments to farmers required to limit their production were permitted and non-actionable. The Blue box subsidies were not allowed to be not more than 5 % for developed countries and 10 % for developing countries.

9.9.2 Impact of Globalization on Agriculture and current trends:

- India is the second largest producer of food in the world. However Indian agriculture has shown a slow average annual growth rate. It was 3.1 % during the decade 1980-1990 prior to liberalization of the economy. But since then the annual growth rates have declined consistently relative to annual growth rate of the population. Several factors were responsible for this fall in growth rate ; lack of credit, inadequate irrigation cover, and indebtedness, continuing use of obsolete technology, improper use of inputs and decline in the public investments.
- The decline in overall growth of employment during 1993-94 to 2004-05 was largely due to fall in creation of employment opportunities in agriculture. With increase in knowledge and entry of many foreign firms in the non-agricultural sectors, the labour has shifted to manufacturing and services sectors. The National Sample Survey Organization's (NSSO)report on Employment and Unemployment Situation in India 2009-10, on the basis of usually working persons in the principal status and subsidiary status, for every 1000 people employed in rural and urban India, 679 and 75 people are employed in the agriculture sector, 241 and 683 in services sector and 80 and 242 in the industrial sector, respectively.
- With globalization farmers were encouraged to shift from traditional crops to export- oriented 'cash crops' such as cotton and tobacco but such crops needed far more inputs in terms of fertilizers, pesticides and water. The growth in yields of principal crops notably rice and wheat have also decelerated.
- There has been a decline in overall area under foodgrains during 2011-12. The area coverage under foodgrains during 2011-12 stood at 1254.92 lakh ha compared to 1267.65 lakh ha last year. The lower area under foodgrains has been due to a shortfall in the area under jowar in Maharashtra, Rajasthan and Gujarat; Bajra in Maharashtra, Gujarat and Haryana; and in pulses in Maharashtra, Uttar Pradesh, Andhra Pradesh, and Rajasthan.
- Appropriate use of agricultural equipments, suited to the crops and the region of cultivation, lead to efficient utilization of farm inputs, making farming financially viable and profitable. Though there has been considerable progress in farm mechanization, its spread across the country still remains uneven.

The most significant supply side constraint to agricultural production is irrigation coverage that still extends to only about 40 per cent of net sown area. There has been a slow down in the growth rate of direct demand for food grain consumption on account of several factors and there is a need to address these challenges of the agriculture sector through coordinated efforts directed at improving farm production and productivity through high value crops, developing rural infrastructure, renewing thrust on the irrigation sector, strengthening marketing

infrastructure, and supporting investment in R&D with due emphasis on environmental concerns.

9.9.3 Agrarian Crisis:

The Structural Adjustment Programme (SAP) of liberalizing the Indian Economy was undertaken in 1991 as per the directives of International Monetary Fund and World Trade Organisation. Major reforms were introduced in the real and financial sectors of the economy with a view to increase its efficiency and profitability. Trade was also liberalized ; the import and customs duties of many products were drastically reduced or abolished completely. Removal of all restrictions on imports lead to a steep fall in their domestic prices rendering them unprofitable for production. The government started disinvesting in agriculture and the industrial sector allowing the private sector to take over. The government reduced different types of subsidies to agriculture which increased the production cost of cultivation. This lead to the agrarian crisis as it had an adverse impact on the agricultural sector.

- Several million hectares of food-growing land were converted to exportable crops leading to fall in foodgrains output. India being self-sufficient, started exporting wheat and rice. But the rate of growth of the GDP in agriculture and allied sectors was just one per cent per annum during the year 2002-05. As a result, per capita availability of foodgrains decreased; the growth rate of population became higher than that of foodgrains. Moreover trade liberalisation with a thrust on exports has been inconducive to Indian markets causing a steep fall in prices of farm goods. As prices fell for Indian producers of export crops, their access to low-cost credit was also reduced under financial sector reforms.
- Lending facilities and concessions of banks were removed during the post-reform period and this accelerated the crisis in agriculture. Farmers were unable to pay back loans with high interest and also resorted to borrowing from unorganized elements such as moneylenders , thus falling into the debt trap. Farmers did not benefit even with contract farming and their exposure to steeply falling global food prices plunged them into spiralling farm debt pushing them to commit suicide.
- The restructuring of the public distribution system , through the creation of two groups - Below Poverty Line (BPL) and Above Poverty Line (APL), continuously increased their prices through ration shops , affecting the availability of food grains to the poor at subsidised rates. As a result, even the poor people did not buy the subsidised foodgrains and it got accumulated in godowns to be spoiled or sold in the open market.
- The increased grain exports have been at the cost of hunger and starvation as millions of rural labourers and farmers have suffered job loss and income decline. Rising unemployment, rising input and

credit costs for farmers and exposure to global price declines are responsible for the low absorption of food grains in India.

- Increase in the instance of farmers' suicides has been a major fall-out of stagnation in agriculture. Monopolisation of HYV seeds, shift in farming from chemical farming to organic farming, global competition is killing our farmers literally. Since agriculture is not drawing remunerative income, farmers have become desperate, turning to suicide as an escape from the debt trap. More than five thousand indebted cotton farmers, have committed suicide in Andhra Pradesh since 1998. Punjab and Maharashtra (Vidarbha) are not far behind in numbers. This is a grave issue which requires urgent and continuing attention of the government and society.
- Contract farming has lead to a direct onslaught on peasant land and water resources by the corporates. Restrictions on landownership by non-cultivators have been removed and ceilings on landholdings rolled back in many states to aid large business corporations in purchase of agricultural land. Farmers are giving up land to solve their debt crises but are unable to overcome their food problems. Unemployment in the agricultural sector has in fact increased during the reform period.
- Under the Special Economic Zones Act of 2005, land has been taken over by the government for commercial and industrial purposes. Most of the acquired land is fertile for non-agricultural purposes. Corporate bigwigs like Reliance, TATA have faced public protests over their acquisition of land such as Nandigram agitation in West Bengal. SEZ were introduced to promote export and industrial growth in line with globalisation but have resulted in exploitation of farmers taking away their means of livelihood and directing land towards business and manufacture.

Check your progress :-

1. Write a note on Agreement on Agriculture and India.
2. Elaborate the impact of globalization on agricultural sector.
3. Explain the features and causes of Agrarian crisis in India.

9.10 GROWTH OF CORPORATE FARMING

Contract farming and Corporate farming have been encouraged by the government as possible solutions to problems of Indian Agriculture. The small sized, fragmented, uneconomic

landholdings and lack of competitiveness of agricultural produce are main reasons for eroding profitability of the agricultural sector. State governments across different states such as Andhra Pradesh, Tamil Nadu, Gujarat, West Bengal and many more are amending laws to encourage the practice of corporate farming. Prime agricultural land and wastelands are being purchased or leased in by corporate houses, to undertake agri-business ranging from seed supply, agrichemicals to storage, transport and retail sales. The large corporates, primarily motivated by profits, invest huge amounts of funds towards research and modernization of agriculture and with complete control over land holdings are able to maximize produce for both sale in the open markets as well as their own retail food processing. Reliance Fresh, Tata agri-chemicals, Sterling Agro, Mcdonalds, Hindustan Lever are only a few examples of entry of private sector into the primary sector.

The problem of the Indian farmer is that the farm land should be owned by the independent farmer and input costs like farm machinery, crop insurance, fertilizers, irrigation, pesticides, fuel, and seeds should be borne by the corporates. But corporate farming at present is bringing back feudalism as corporate farmers are working as contractual labourers of the corporates that have bought their lands and employed them. The small farmers, now landless, continue to be plagued by problems of hunger and debt.

Corporate farming can be economically and socially beneficial if it gets the marginal farmer a remunerative price. It adds to the export capacity of the country by discovering international markets for the fresh produce, fruits, vegetables and processed primary goods of consumptions thus contributing to the growth in agriculture. Credit requirement is not a constraint for the big corporates as they have huge funds at their disposal as well as ample support of the financial institutions and banks. They can undertake large-scale investments necessary for marketing from packaging to warehousing to transportation of primary goods. There is a huge demand for organic foods among consumers today and such cultivation is being taken up by the businesses to cater to changing preferences

However corporate farming has its fair share of pitfalls which can reverse trends of growth and increase social injustice. Since the corporates continue to operate on the motive of profits, they will not be too concerned with the welfare of the farmers. Production will become completely market-oriented substituting subsistence cropping by commercial cultivation. More and more of the farm output produced will be for the export basket rather than satisfying domestic needs of consumption. It is already observed that there is an increasing trend of casualization of labour causing a shift in

employment from the agricultural sector to the urban informal and service sectors. Concrete steps need to be taken by policymakers to ensure the farmers' status in the country doesn't worsen.

Check your progress :-

1. Write a note on corporate farming.

9.12 SUMMARY

The developments over the last year in major economies of the world have not been encouraging. The financial crisis in U.S.A as well as the ongoing European sovereign debt crisis have raised questions about the globalized environment in the world and whether most nations would be exposed to ore instability in the future. India has achieved faster growth from the 1980s compared to its past but that growth brought about by globalisation has been at a cost as indicated by worsening of employment, agriculture, small scale and others in the priority sector.

9.12 UNIT END QUESTIONS

1. State the concept of Liberalisation.
2. Explain in detail the positive and negative impact of Information Technology?
3. What is the impact of globalisation on employment opportunities?
4. How does migration impact host nations and countries of origin?
5. Write a note on Agrarian Crisis?

Chapter 10

HUMAN RIGHTS

Unit structure

10.0 Objectives

10.1 Introduction

10.2 Concept of Human Rights

10.3 The Universal Declaration of Human Rights

10.4 Human Rights Constituents to Fundamental Rights

10.5 Summary

10.6 Questions

10.0 OBJECTIVES

- 1) To understand the Concept of Human Rights.
- 2) To study the Universal Declaration of Human Rights.
- 3) To relate Human Rights Constituents with special reference to Fundamental Rights in Indian Constitution.

10.1 INTRODUCTION

Human Rights are commonly understood as 'inalienable fundamental rights' to which a person is inherently entitled simply because she or he is a human being. Human Rights are thus conceived as universal and egalitarian. At the international level human rights have become a movement. It can be studied through many ways which is called as the constituents of Human Rights. They may be civil rights, political, economic, cultural, social rights. They are also called somewhere Fundamental Rights. Being a humankind one must have some rights from birth and hence they are the birth rights of every human being. They are also the rights of freedom to everyone irrespective of caste, creed, sex, region, colour, profession, etc.

10.2 CONCEPT OF HUMAN RIGHTS

Human Rights is a 20th century term for what had been traditionally known as 'Natural Rights' or in a more appealing

phase, the 'Rights of Man'. The notion of 'Rights of Man' and other such concepts of human rights are as old as humanity. These rights of men had a place almost in all the ancient societies of the world, though they were not referred to by that time.

The term 'Human Rights' is comparatively of recent origin. But the idea of human rights is as old as the history of human civilization. Human Rights are deeply rooted in the historical past. The history of mankind has been firmly associated with the struggle of individuals against injustice, exploitation and disdain.

Broadly speaking, 'Human Right' means right to life, liberty, equality and the dignity of an individual irrespective of caste, creed or sex. Human rights are always natural. Universal Declaration of Human Rights states, this term signifies the rights which belongs equally to every individual. It envisages that all human beings are born free, equal in dignity and rights and are entitled to enjoy all rights.

According to Prof. Herald Laski "rights are those conditions of social life without which no man can seek in general to be himself at his best".

In view of Dr.B.R.Ambedkar, "Fundamental Rights are the gift of law. They are essential for human beings. They are inalienable and enforceable by the State." His theory of Fundamental Rights is related with the political democracy which rests upon four 'premises' which could be stated as under.

1) " The individual is an end in himself. "

All the institutions either social or political are the instruments to serve the end of the individual. An individual is not for the state; but as an ideal citizen must serve the common interest embodied in the state. The 'end' or the welfare of the individual includes the development of his physical, mental and material abilities which could be able to enhance his pursuit of happiness.

2) "That the individual has certain inalienable rights which must be guaranteed to him by the Constitution."

This means no person or authority should encroach, abridge or abrogate the rights of the individual in the society. There is no better guarantee of those rights other than the Constitution.

- 3) **“That the individual shall not be required to relinquish any of his Constitutional rights as a condition precedent to the receipt of a privilege.”**

According to Dr.B.R.Ambedkar, “the rights of the individual being inalienable and constitutional, no one could be required to relinquish any right at the cost of any privilege. However, rights of individual be abridged or abrogated only with due process of law.”

- 4) **“That the state shall not delegate powers to private persons to govern others.”**

According to him, the state would be supreme and powerful to govern the people. There would not be any intermediary or private person like hereditary ruler or Jahagirdar. All the individuals would be legally equal and enjoy equal treatment under the state.

10.2.1 History of Human Rights:

The roots of human rights can be traced to the Babylonian laws. The Babylonian King Hammurabi issued a set of laws to his people called ‘Hammurabi’s Codes’, which contained fair wages, protection of property and charges against them to be proved at trial. Greek philosopher Plato, Aristotile and Roman philosopher Cicero advocated the natural law, natural rights and human rights.

According to Cultural dictionary human rights can be defined as ‘freedom from arbitrary interference or restriction by governments.’ The term encompasses largely the same rights called civil rights or civil liberties but often suggests rights that have not been recognised.

The origin of human rights also can be credited to era of Renaissance Humanism in the early modern period. Prior to this habeas corpus had been explained in the Magna Carta of 1215 A.D. The European wars of religion and the civil wars of 17th century England gave rise to the philosophy of liberalism and belief in human rights became a central concern of European intellectual culture during 18th century ‘Age of Enlightenment’. The idea of human rights lay at the core of the American and French

revolutions A.D.1776 & A.D.1789 respectively which paved the way for the advent of universal suffrage. The World Wars of the 20th century led to the Universal Declaration of Human Rights.

A declaration for religious tolerance on an egalitarian basis can be found in the 'Edicts of Ashoka', which emphasise the importance of tolerance in public policy by the government. The slaughter and capture of prisoners of war was also condemned by Ashoka.

According to historian John Esposito, Prophet Muhammad condemned female infanticide, exploitation of poor, usury, murder, false contracts and theft. He also incorporated Arabic and Mosaic laws and customs of the time into his divine revelations. The Constitution of Medina (Charter of Medina) established the security of the community, freedom of religion, security of women.

The modern sense of human rights can be traced to Renaissance Europe and Protestant Reformation, as also the disappearance of the feudal authoritarianism and religious conservatism that dominated the Middle Ages. According to Jack Donnelly, in the ancient world, "traditional societies typically have had elaborate systems of duties....conceptions of justice, political legitimacy and human flourishing that sought to realize human dignity, flourishing or well-being entirely independent of human rights." Then Magna Carta (1215) was related to General Charter of Rights. The statue of Kalisz (1264) gave privileges to the Jewish minority in the Kingdom of Poland. In 1525, in Germany, the Peasants put their 'Twelve Articles' i.e demands towards the 'Swabian League' in the German peasant's war. In Britain in 1683, the English 'Bill of Rights' or Act Declaring the Rights and Liberties of the Subject and settling the 'Succession of the Crown' and the Scottish Claim of Right each made illegal a range of oppressive governmental actions.

Next traces of human rights found in the revolutions of 1776 (American Revolution) and 1789, French Revolution leading to the adoption of the United States Declaration of Independence and the French Declaration of Rights of Man and of the Citizen respectively both of which established certain legal rights. Additionally, the Virginia Declaration of Rights of 1776, encoded into law a number of fundamental civil rights and civil freedoms. These were then

followed by developments in philosophy of human rights by philosophers such as Thomas Paine, John Stuart Mill and G.W.F Hegel during 18th and 19th centuries. The term human rights probably came into use some time between Paine's 'The Rights of Man' and William Lloyd Garrison's 1831 writings in 'The Liberator' in which he stated that he was trying to enlist his readers in 'the great cause of human rights'.

In the 19th century human rights became a central concern over the issue of 'slavery'. In Britain William Wilberforce worked towards it and the result was that Britain passed Slave Trade Act, 1807 and 'Slavery Abolition Act, 1833. In America Northern States already abolished slavery and Southern states did it later. In the 20th century we find many such human rights movements in one form or another such as labour unions and their rights for labour in North America. The Women's rights movements also were started in many countries. In India Mahatma Gandhi's movement to free the natives and Dr.B.R.Ambedkar's movement of liberation of Depressed Classes within Hindu Community are also noteworthy so far as the Human Rights are concerned.

The establishment of the 'International Committee' of the Red Cross the 1864 'Lieber Code and the first of the 'Geneva Conventions' in 1864 laid the foundations of 'International Humanitarian Law'. The huge losses of human life and gross abuses of human rights that took place during World Wars developed the modern human rights instruments. The League of Nations was established in 1919 and its goals included disarmament, preventive war through collective security, settling disputes between countries through negotiation and diplomacy and improving global welfare. Enshrined in its Charter was a mandate to promote many of the rights later included in the Universal Declaration of Human Rights.

At the 1945 Yalta Conference, the Allied powers agreed to create a new body i.e United Nations that now make up international humanitarian law and international human rights law.

Check Your Progress:

1. According to Prof Herald Laski what is rights?
2. What is Hamurabi's codes?

10.2.2 Philosophy of Human Rights:

The philosophy of the human rights attempts to examine the underlying basis of the concept of human rights (which have already discussed in 10.2) and critically looks at its content and jurisdiction. Several theoretical approaches have been advanced to explain law and why human rights have become a part of social expectations.

One of the Western philosophies of human rights is that they are a product of a natural law, stemming from different philosophical or religious grounds. Other theories hold that human rights codify moral behavior which is a human social product developed by a process of biological and social evolution as held by David Hume. Human rights are also described as a sociological pattern of rule setting as theorized by Max Weber. These approaches include the notion that individuals in a society accept rules from legitimate authority in exchange for security and economic advantage as according to John Rawls as a 'Social Contract'.

The two theories that dominate contemporary human rights discussion are the 'Interest theory' and the 'Will theory'. Interest theory argues that the principal function of human rights is to protect and promote certain essential human interests, while Will theory attempts to establish the validity of human rights based on the unique human capacity for freedom.

10.2.3 Classification of Human Rights:

Human rights can be classified and organized in a number of different ways. At an international level the most common categorization of human rights has been to split them into civil and political rights and economic, social and cultural rights.

Civil and Political Rights are enshrined in Articles 3 to 21 of the 'Universal Declaration of Human Rights' (UDHR) and in the 'International Covenant on Civil and Political Rights (ICCPR). Economic, social and cultural rights are enshrined in articles 22 to 28 of the Universal Declaration of Human Rights (UDHR) and in the International Covenant on Economic, Social and Cultural Rights (ICESCR).

Karel Vasak categorized the human rights into three generations.

- i) First – generation civil and political rights (right to life and political participation).
- ii) Second – generation economic, social and cultural rights (right to subsistence) and
- iii) Third – generation solidarity rights (right to peace, right to clean environment).

Out of these three generations the third generation is the most debated and lacks both legal and political recognition.

10.2.4 Development of Human Rights:

Before we study Universal Declaration of Human Rights we have to know certain documents declaring rights of man such as Magna Carta, Bill of Rights, US Declaration of Independence, French Declaration of the Rights of Man and of the Citizen.

10.2.4.1 The Magna Carta, 1215:-

The Magna Carta was issued on 15 June, 1215 also called Magna Carta Libertatum or the Great Charter of the Liberties of England originally in Latin and translated into vernacular French as early as 1219 and later on it was modified by time to time. The 1215 charter required King John of England to proclaim certain liberties and accept that his will was not arbitrary. For example by explicitly accepting that no 'freeman' (non-serf) could be punished except through the law of the land, a right which is still in existence in England.

10.2.4.2 The Bill of Rights, 1689:-

The Bill of Rights or the Bill of Rights 1688 is an Act of the Parliament of England passed on 16 December 1689. This lays down limits on the powers of sovereign and sets out the rights of Parliament and rules for freedom of speech in Parliament, the requirement to regular elections to Parliament and the right to petition the monarch without fear of retribution. It reestablished the liberty of the protestants to have arms for their defence within the

rule of law as Papists were both armed and employed contrary to law.

10.2.4.3 US Declaration of Independence, 1776:-

The Declaration of Independence was a statement adopted by the continental Congress on July 4, 1776 which announced that the 13 American Colonies, then at war with Great Britain regarded themselves as independent states and no longer a part of the British Empire. It contained that all men are created equal that they are endowed by their Creator with certain unalienable Rights, that among these are Liberty and the pursuit of Happiness. This view was notably promoted by Abraham Lincoln, who considered the Declaration to be the foundation of his political philosophy and argued that the Declaration is a statement of principles through which the United States Constitution should be interpreted. It has worked for the rights of marginalized people throughout the world.

10.2.4.4 The Declaration of the Rights of Man and of the Citizen, 1793:-

It is a fundamental document of the French Revolution defining the individual and collective rights of all the estates of the realm as universal. Influenced by the doctrine of 'natural right', the rights of man are held to be universal. It was adopted during the French Revolution in 1789, but after modifications it was adopted in 1793. This declaration is in the spirit of natural law which does not base itself on religious doctrine or authority. According to this, 'Men are born and remain free and equal in rights. And hence, the role of government is to recognize and secure these rights. They are liberty, property, security and resistance to oppression.

Check Your Progress:

1. Name two theories that dominate contemporary human rights discussion?
2. What is Magna Carta?

10.3 THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly on 10th December, 1948 in Paris. The Declaration arose directly from experience of the World War II and represents first global expression of rights for human being. The provisions of this UDHR subsequently followed and adopted by various constitutions and legal systems of the world. The International Bill of Rights consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights and its two optional protocols. In 1966, the General Assembly adopted the two detailed covenants, which complete the International Bill of Human Rights; and in 1976 after the Covenants had been ratified by a sufficient number of individual nations, the Bill took on the force of International law.

The authorship of this Declaration is credited to John Peters Humphrey (Canada), Rene Cassin(France), Stephane Hessel(France), P.C.Chang (China), Charles Malik(labanon), Eleanor Roosevert(U.S) and others.

10.3.1 Background of UDHR, 1948:

During the World War II the allied powers adopted the Four Freedoms i.e speech, assembly, freedoms from fear and freedom from want as their basic war aims. The United Nations Charter reaffirmed faith in fundamental human rights and dignity and worth of the human rights and committed all member states to promote universal respect for and observance of human rights and fundamental freedoms for all without distinction as to race, sex, language or religion.

When the atrocities committed by Nazi Germany on Jews became apparent after the World War II, the consensus within the world community was that the UN Charter did not sufficiently define the rights it referenced. A Universal Declaration that specified the rights of individuals was necessary to give effect to the Charter's provision on human rights.

10.3.2 Making of UDHR:

Canadian expert John Peters Humphrey was the main drafter to the UDHR and Director of UN secretariat and division of Human Rights. The Commission on Human Rights a standing body of the UN, was constituted to undertake the work of preparing what was initially conceived as an International Bill of Rights. The membership of the commission was designed to be broadly representative of the global community with representative of the countries like Australia, Belgium, Chile, China, Egypt, France, India, Iran, Lebanon, Panama, Philippines, UK, US, USSR, Uruguay and Yugoslavia. Among above authors John Humphrey provided the initial draft which became the working text of the Commission.

10.3.3 Member Countries to Vote for UDHR:

The UDHR was adopted by the General Assembly on 10 December, 1948 by a vote of 49 in favour and zero against with 8 countries abstained from it such as USSR, Ukrainian SSR, Byelorussian SSR, Yugoslavia, Poland, South Africa, Czechoslovakia and Saudi Arabia.

Despite the central role played by Canadian John Humphrey the Canadian Government at first abstained from voting on the Declaration's draft, but later voted in favour of the final draft in the General Assembly.

10.3.4 Provisions of the UDHR:

This UDHR has 30 Article starting with Preamble to it.

Preamble:

THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international to secure their universal and effective recognition and observance, both among the peoples of

Member States themselves and among the peoples of territories under their jurisdiction.

10.3.4.1 Major Provisions of Articles to UDHR:

Article 1:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs. Whether it be independent, trust, non-self-governing or under any other limitation of sovereignty

Article 3:

Everyone has the right to life, liberty and security of person.

Article 4:

No one shall be held in slavery and the Slave Trade shall be prohibited in all their forms.

Article 5:

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment

Article 6:

Everyone has the right to recognition everywhere as a person before the law.

Article 7:

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8:

Everyone has the right to an effective remedy by the competent national tribunal for acts violating the fundamental rights granted him by the constitution or by law.

Article 9:

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10:

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11:

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13:

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country including his own, and to return to his own country.

Article 14:

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15:

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16:

- (1) Men and women of full age, without any limitation due to race, nationality or religion have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and state.

Article 17:

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18:

Everyone has the right to freedom of thought, conscience and religion, this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20:

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21:

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government: this will be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22:

Everyone, as a member of society, has the right to social security and is entitled to realization through national effort and international co-operation and in accordance with the organization and resources of each state, of the economic, social and cultural right indispensable for his dignity and the free development of his personality.

Article 23:

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone without any discrimination has the right to equal pay for equal work.
- (3) Everyone who works has the right to and favorable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemented if necessary by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24:

Everyone, has the right to rest and leisure including reasonable limitation of working hours and periodic holidays with pay.

Article 25:

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family including food, clothing, housing and medical care and necessary social services and the right to security in the event of unemployment, sickness, disability, widow hood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children whether born in act of wedlock, shall enjoy the same social protection.

Article 26:

- (1) Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations,

racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27:

- (1) Everyone has the right to freely participate in cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28:

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29:

- (1) Everyone has duties to the communities in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30:

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

10th December is known as 'Human Rights Day' or 'International Human Rights Day'.

The Guinness Book of World Records describes UDHR as the 'Most Translated Document in the World'.

Check Your Progress:

1. Who is the main author of Universal Declaration of Human Rights?
2. When is the Human Rights day observed?

10.4 HUMAN RIGHTS CONSTITUTENTS TO FUNDAMENTAL RIGHTS OF INDIAN CITIZEN

When we look at the Universal Declaration of Human Rights, we find that it has influenced the Fundamental Rights enshrined in the Indian Constitution. Our Fundamental Rights have been included in the Part II of our Constitution and have the influence of following document.

- i) The Bill of Rights of British Parliament (1688).
- ii) American Revolution, 1776.
- iii) Declaration of Rights of Man, French Revolution, 1789.
- iv) Bill of Rights of the American Constitution, 1791.
- v) Motilal Nehru Report, 1928 and
- vi) Universal Declaration of Human Rights, 1948 (UN).

The founding father of our Constitutions first studied many world constitutions before making the provisions so the fundamental rights reflects the provisions of Human Rights, natural rights etc. provided in the world.

There were seven Fundamental Rights provided in 1950 i.e

- i) Right to Equality
- ii) Right to Liberty

- iii) Right against Exploitation
- iv) Right to Freedom of Religion
- v) Cultural and Educational Rights
- vi) Right to Property and
- vii) Right to Constitutional Remedies.

The Right to Property was repealed by the 44th Constitutional Amendment Act, 1978. The Fundamental Rights of Indian Constitution falls between the articles 14 to 35. These rights are discussed as below:

10.4.1 Right to Equality (Articles 14-18):

Article 14:

It states that the State cannot deny to any person equality before law or the equal protection of law within the territory of the Indian Union.

Article 15:

The State cannot discriminate on grounds of religion, race, caste, sex, descent, place of birth, residence or on any other ground.

Article 16:

According to this article, there is equality of opportunity in the matter of public employment and prevent discrimination on grounds of religion, race, caste, sex, descent place of birth, residence or on any other ground. The sub-clause(4) provides that nothing in that article would prevent the State from making any law for the reservation of jobs for the Backward Classes and Caste.

Article 17:

This article provides for the abolition of hateful practice of untouchability and declares practice of untouchability in any form as crime.

Article 18:

It provides the restrictions to accept any award or position or conditional award from any foreign country.

**10.4.2 Right to Liberty (Right to Freedom)
(Articles 19 to 22)**

Article 19 makes the provision of various kinds of freedoms for Indian citizens. They are six basic freedoms namely:

- i) Freedom of Speech and Expression.
- ii) Freedom of Assembly peacefully and without arms.
- iii) Freedom to form associations and unions.
- iv) Freedom to move freely within the territory of India.
- v) Freedom to reside and settle in any part of the territory of Republic of India.
- vi) Freedom to carry on any business, trade or occupation within the territory of India.

The provision of right to freedom is similar to the civil rights granted by most of the democratic countries of Western Europe and North America. However, the Constitution does not guarantee absolute individual rights. Indeed no state can or has guaranteed absolute individual freedom. Therefore, this guarantee of each of the rights is reasonably limited by the Constitution by empowering state to impose reasonable restrictions as may be necessary in the interest of social harmony, internal peace, national security and law and order.

Article 20:

This provides a fair chance to the guilty to prove himself and accordingly be punished if proven guilty not more or less.

Article 21:

Without the due process of law one cannot be deprived of his life or individual freedom.

Article 21 A:

As per the 86th Constitutional Amendment Act, 2002 this article was added and it provided that State shall provide free and compulsory education to the children between age 6-14 years.

Article 22:

No person could be arrested without any crime and warrant stating his crime should be showed to him by the legal authority.

10.4.3 Right against Exploitation (Article 23-24):**Article 23:**

This article prohibits traffic in human being and begar (forced labour) or bonded labour or servitude on any ground. Any act contrary to this provision would be an offence punishable by law.

Article 24:

This prohibits any child below 14 years of age to work (child labour) in any factory or mines or at any other dangerous job.

10.4.4 Right to Freedom of Religion (Article 25-28):**Article 25:**

This deals with freedom of conscience and makes provision for practice and propogation of one's own religion.

Article 26:

Provides for freedom to manage religious affairs and institutions by a community.

Article 27:

This says that no person shall be compelled to be a member of any religious association or incur any penalty or religious tax on the ground of his caste, creed or religion.

Article 28:

This prevents the imparting of religious instructions in any educational institution which is wholly maintained out of State funds.

10.4.5 Cultural and Educational Rights (Article 29-30):**Article 29:**

This ensures that every community in India shall have the right to propagate and preserve its own language, script, literature and culture. All religious and linguistic minorities have been ensured a right to establish and administer their educational institutions maintain and manage them and receive state grant on the equal basis. Similarly, no citizen can be denied admission into state maintained or state aided educational institutions on the ground of religion, race, caste or language.

Article 30:

This provision highlights the importance which the framers of the Constitution attached to secular character of the state and the desirability of secularism permeating different spheres of our national life. The article also ensures to the minorities of India that special safeguards have been provided to protect their interests and culture.

10.4.6 Right to Property (Article 31):

The Constitution originally provided for three fold provision for safeguarding the right to private property. It not only guaranteed the right to private property but also conferred the right to enjoy and dispose of property (Art-19(f)).

- i) It guaranteed to every citizen the right to acquire any property by any lawful means.
- ii) The Constitution guaranteed that no person should be deprived of his property save by the Authority of Law (Article 31(1)).

- iii) The Constitution enjoys that if the State wants to acquire the private property of an individual or to requisition i.e to take it over, it can do so only on two conditions.
 - a) That the acquisition or requisition is for a public purpose.
 - b) That when such a law is passed, it must provide for payment of an amount to the owner as compensation for the acquisition or requisition of the property by the state.

However, in keeping with the goal of Welfare State and the establishment of egalitarian society, the Right to Private Property was abolished by 44th Constitutional Amendment Act, 1978.

10.4.7 Right to Constitutional Remedies (Article 32-35):

Article 32:

The Constitution not only grants basic rights to the citizens of India but also makes a provision for the protection and continued enjoyment of these rights. It consists of the prerogative writs which the Superior Courts issue under their power to review to establish the rule of law. These rights guarantee judicial protection to the Fundamental Rights enumerated in Part III of the Constitution. Under this right, a citizen can file such writs as below:

- i) **Habeas Corpus:** Court orders the custodians of law to present a person in court if he is unlawfully detained.
- ii) **Mandamus:** It is an order issued by a superior court to compel a lower court or a government officer to perform mandatory or purely ministerial duties correctly.
- iii) **Prohibition:** Issued by a superior court to the lower court to prevent it from exceeding its jurisdiction in cases pending before it or acting contrary to the rules of natural justice.
- iv) **Certiorari:** It is a type of writ seeking judicial review and other law, meaning an order by a higher court directing a lower court, tribunal or public authority to send the record in a given case review.

- v) **Quowarranto:** It is a prerogative writ requiring the person to whom it is directed to show what authority they have for exercising some right or power they claim to hold.

Check Your Progress:

1. Explain the freedom of Religion.
2. What is Habeas Corpus?

10.5 SUMMARY

In the above discussion we have come to understand the meaning, concept of human rights which are inalienable or natural or of natural justice and found in many countries of the world. We have Constitution of England (1688) and Bill of Rights, American Constitution (1776), French Revolution (1789) and Universal Declaration of Human Rights, 1948. At present, there are more than 200 member nation of United Nations General Assembly. They all have to follow the Human Rights Provisions enshrined in the Universal Declaration of Human Rights. The Indian Constitution also have included the Fundamental Rights which are the direct constituents of Human Rights.

10.6 QUESTIONS

1. Explain the concept of Human Rights.
2. Discuss the importance of the Universal Declaration of Human Rights, 1948.
3. Comment on the Human Rights Constituents to Fundamental Rights of Indian Constitution.
4. Write short notes
 - i) Four premises of Political Democracy.
 - ii) Philosophy of Human Rights.

- iii) Right to Liberty.
- iv) Right to Constitutional Remedies.

11

Chapter 11 ECOLOGY

Unit structure

- 11.0 Objectives
- 11.1 Concept of Ecology and Environment
 - 11.1.1 Meaning and definition of ecology
 - 11.1.2 Scope and principles of ecology
 - 11.1.3 Meaning, definition and components of Environment
- 11.2 Ecosystems
 - 11.2.1 Structure (components) and functions of eco systems
 - 11.2.2 Food chains and food webs and ecological pyramids
- 11.3 Environmental degradation
 - 11.11.1 Forms of environmental degradation
 - 11.11.2 Causes of environmental degradation
 - 11.11.3 Impact of environmental degradation on human life
- 11.4 Sustainable development
 - 11.4.1 Concept of sustainable development
 - 11.4.2 Components of sustainable development
- 11.5 Summary
- 11.6 Unit end question

11.0 OBJECTIVES

- To understand and distinguish between the concepts of ecology and environment and their components
- To create awareness regarding the catastrophes caused by environmental degradation
- To generate sensitivity towards the issues and concerns regarding environment
- To build the understanding regarding the concept of sustainable development.

11.1 THE CONCEPT OF ECOLOGY AND ENVIRONMENT

Man has been taking keen interest in his surrounding and for that matter his environment in a practical sense since his evolution. His matter of survival was dependent on his understanding of the natural forces, the flora and fauna surrounding him. Civilization and settled agriculture further strengthened his relationship with environment as he started modifying and controlling the forces of nature. However it is important to understand the concepts of environment ecology or eco systems which are loosely used interchangeably or as substitutes of each other. Where as they differ in their scope and mechanism.

11.1.1 Meaning and definition of Ecology:

The science of ecology has had a gradual development through history. The reference to this concept is found in the writings of Aristotle and other philosophers of Greek period.

The term ecology was first proposed by a German Biologist Ernest Hackel in 1866. The word is derived from two Greek words 'Oikos' that means house, a place to live and logos i.e. the study of. Therefore ecology is a study of organisms at home. Ecology is mainly concerned with the biological connections and processes of organisms, land, water etc. It can be referred as the scientific study of the interactions that determine the distribution and abundance of organism.

According to Webster's dictionary "ecology is the totality or patterns of relations between organisms and their environment".

For E. Hackel "It is the science of relation between organisms and their environment".

Taylor defined ecology as "the science of all the relations of all the organisms in relation to all the environments"

According to the United States Council on Environmental Quality, "ecology is the science of the intricate web of relationships between living organisms and their non-living surroundings.

Hence it is imperative to understand and differentiate the concept of ecology with reference to environment or the components of ecosystem.

11.1.2 Scope and principle of ecology:

Scope of ecology:

Ecology is a multidisciplinary science. Because of its focus on higher levels of the organization of life on earth and on the interrelations between organisms and their environment, ecology draws heavily on many other branches of science, especially geology, geography, meteorology, climatology genetics, chemistry, physics, biology, maths and now even computer science.

Ecologists aim to explain the distribution, life processes and adaptations amongst the organisms. Further it tries to analyse the movement of energy flow and successive growth and development of organisms. It tries to comprehend the nature of biodiversity and its complexity.

Along with understanding the interrelation and interdependence of the organisms, ecologists are also concerned about manner in which manipulation and misuse of non-living organisms by human population is taking place, ruining the balance.

Principles of ecology:

- All living organisms and their environment are mutually reactive, affecting each other in various ways. Animal population, flora and fauna (vegetation) are interdependent throughout the environment.
- Components in ecology are dynamic and works as a sieve (to perforate) selecting organism for growth and others for decay.
- The species maintain uniformity in structure, function, reproduction, growth and development by preservation of its genetic pool.
- Modification in the organisms of ecology takes place through growth, dispersal, reproduction, death and decay.
- Under similar climatic conditions there may be simultaneous development of more than one community and some of which may even reach their climax or critical stage.

11.1.3 Meaning and definition of Environment:

The term environment is derived from French word “environs” meaning around, encircle or encompass. And hence the term environment in short can be used for surrounding. Environment can also be referred as the totality of all the

externalities that affect human life. In broader perspective environment consists of human, social, political, economic and physical environment.

Webster's ninth new college dictionary defines environment as the "circumstances, objects or conditions by which one is surrounded".

The Encyclopedia Britannica defines environment as the entire range of external influence acting on an organism both physical and biological".

It can also be defined as the "surrounding in which organisation operates including air, water, land and natural resources, flora and fauna, humans and their inter relations".

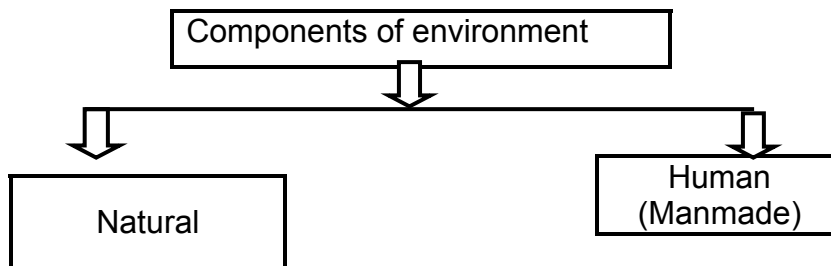
In nutshell environment comprises of all the biotic, abiotic, natural and human components defining the form and survival of each in a given system at a given time or over a period of time.

Components of environment:

Broadly speaking, components of environment can be classified in to two

- a) Natural and
- b) Human (manmade)

Figure 11.1



- Lithosphere (land)
Anthrosphere
- Hydrosphere (water)
- Atmosphere (air)
- Biosphere (flora/fauna/microbes)

Natural environment -:

1. Lithosphere: It is the solid rocky crust covering the entire planet. It is inorganic and composed of minerals. It consists of

continents, mountains and ocean floor, which makes up 29% of the earth's surface.

2. Hydrosphere: It is composed of all the water on and around the earth. It includes all the oceans, lakes, rivers, ponds and streams on the earth. It covers 71% of the earth's surface of which 97% is in the oceans. Only 3% is fresh water which includes the solid ice sheets as well as liquid form in the rivers and ponds.

3. Atmosphere: The atmosphere is the layer of gases surrounding the earth's surface. It consists of 78% of Nitrogen, 21% of Oxygen, 0.03% carbon dioxide and other gases. The atmosphere helps to maintain the temperature near the surface by absorbing the dangerous ultraviolet rays coming from solar radiation.

4. Biosphere: This component comprise of living or non living organisms, flora and fauna, plants and animal species including one-cell organisms. They all are vital to maintain the energy flow via eco-cycles, food webs and food chains (discussed in the following sections) and thus maintain the balance in nature.

Man-made environment:-

Anthrosphere: The part of environment made, modified, or used by humans for their activity is called Anthrosphere. The entire infrastructure made by humans by using the natural components of the environment can be considered as a part of Anthrosphere. For e.g. buildings made with the use of wood, cement or water. Even an ocean-going ship used to ship goods made in the factory.

Check your progress

- 1) Explain the concept of ecology with reference to its scope and principles.
- 2) Classify environment as its natural and man-made components.

11.2 ECOSYSTEMS

The term ecosystem was coined in 1930 by Roy Clapham to mean the combined physical and biological components of the environment. Ecosystem is the integrated study of biotic and abiotic

components of the environment and their interaction within the given ecosystem framework.

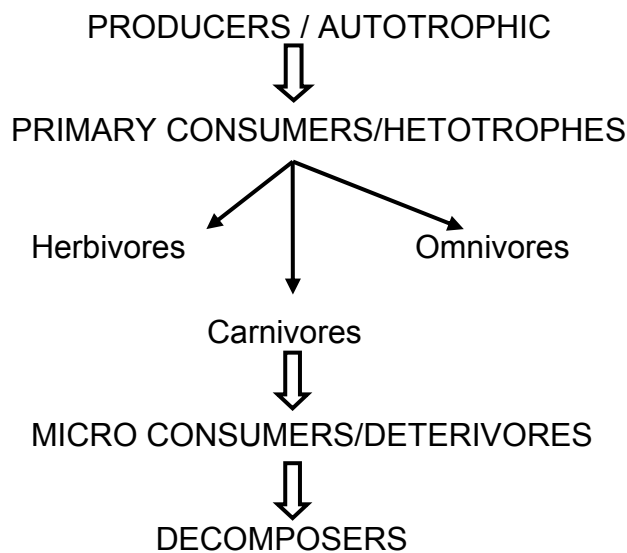
An ecosystem is a biological environment consisting of all the organisms living in a particular area, as well as all the nonliving (abiotic) or physical components of the environment with which the organisms interact, such as air, soil, water and sunlight.

Hence ecosystem can be defined as functional unit comprising all the organisms in a particular place interacting with one another and with their environment, interconnected by an ongoing flow of energy and a cycling of materials. For e.g. Marine or aquatic ecosystem will include all the species of organisms, their lifecycles and their interconnectedness with each other and with marine environment below the sea.

11.2.1 Structure and functions of ecosystem:

The ecosystem is broadly divided into physical or abiotic ecosystem comprising of soil, water, sunlight, climate, minerals etc and biotic or living eco systems where plants, animals, microorganisms form a system of survival and interdependence. Biotic components are further divided into four parts i.e.

Figure 11.2



1. Producers/ Autotrophes- They are self nourishing organisms who make their own food in the presence of sunlight with the process of photosynthesis. for e.g. Green plants.

2. Primary consumers/Heterotrophes- The consumers are directly or indirectly dependant on the producers for the food. They are further classified as:

a) Herbivores dependent on green plants or grass for e.g. cow or rabbit.

b) Carnivores- Those animals who consume herbivores. For e.g. tiger or lion

c) Omnivores- Those species who consume both plants as well as animals. For.e.g. Humans.

11. Micro consumers/detrivores- The species that feed on dead animals or dead organic matter. For e.g. eagle

4. Decomposers- They are small living beings such as bacteria, fungi or insects. They break down the complex compound and dead material and release nutrients in the soil. This nourishment from the soil then transfers to the plants and the cycle gets completed.

Functions of ecosystem:

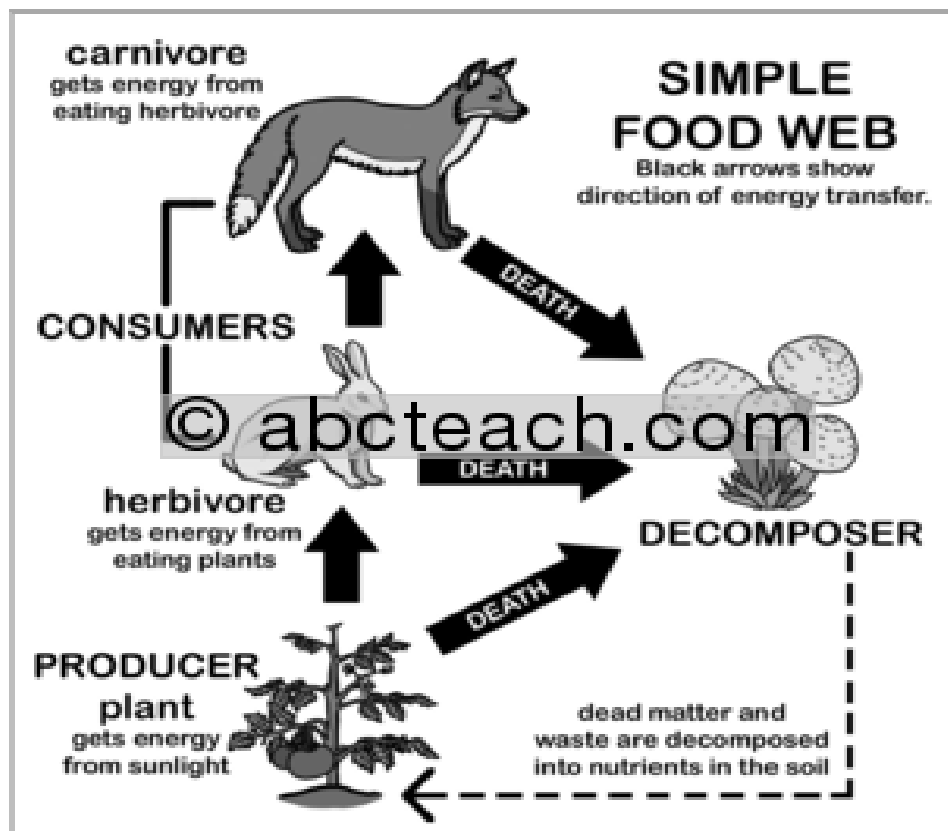
- It helps to maintain the energy flow in the components of the environment through cycles, food chains and food webs.
- It maintains the energy cycles, nutrient cycle and biochemical cycles in the environment
- It helps to maintain the diversity of the species through the process of evolution, adaptation and extinction.

11.2.2 Food chains, food webs and energy pyramids:

The movement of organic matter from the producer level through various consumer levels by the process of eating and being eaten is called food chain. In the process of photosynthesis, in the presence of sun, producers produce food, which is consumed by heterotrophes especially the herbivores who are further consumed by carnivores or omnivores. Detrivores and decomposers then release energy in the form of nutrients by feeding on the dead animals or dead organic matter. With these nutrients plants grow in the soil resulting in a complete energy or nutrient cycle. This is called the food chain.

For e.g. Sun → Grass → grasshopper/
Rabbit → Snakes/
Wolf → Hawk/
Bacteria

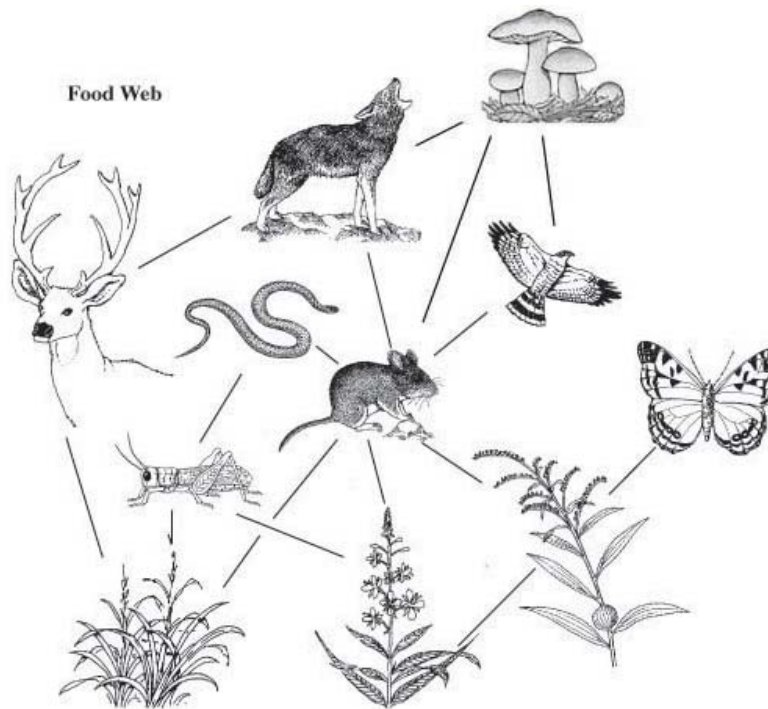
Figure 11.3



Food webs:

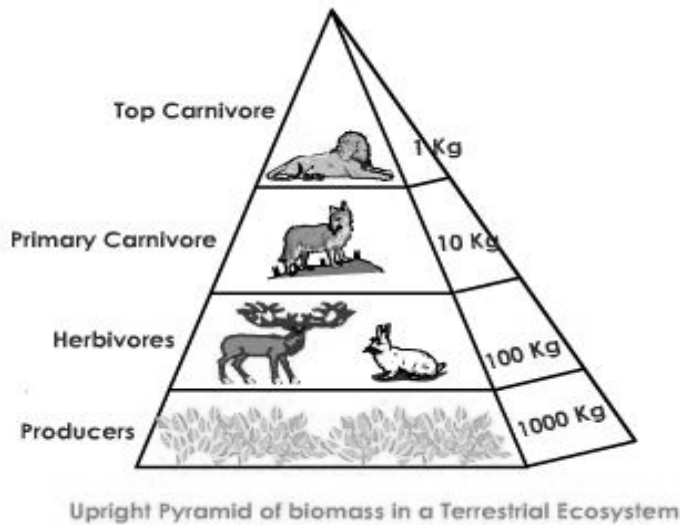
In many cases the food chains of the ecosystems do not exist as individual units. They overlap and interconnect, forming what are known as food webs. In nature there are several food webs interlinked and existing at the same time in different habitats. The different food chains that of varying lengths, those that form loops and others that branch out into a network together create food webs or the webs of life within ecosystems.

For instance in the chain mentioned above, hawk might directly decompose the grasshopper or bacteria might consume rabbit without waiting for the wolf to consume the rabbit. Here is an example of interlinked food chains. i.e. a food web.

Figure 11.4**Energy pyramids:**

An ecological pyramid also known as tropical pyramid or energy pyramid is a graphical presentation designed to show the biomass productivity at each tropical level in a given ecosystem. Biomass is the amount of living organic matter present in the organism. At the bottom of the pyramid is producers and decomposers are at the top of the pyramid. As one goes higher the biomass in an ecological pyramid reduces due to release of energy and nutrients at each level

Figure 11.5



Check your progress

- 1) Explain the concept of eco-system.
- 2) Discuss the structure and functions of eco-system.
- 3) Write a short note on food chains, food webs and energy pyramids.

11.3 ENVIRONMENTAL DEGRADATION

As mentioned earlier men started using and modifying environment as early as evolution of human civilization. But gradually with the advent of industrial revolution, modifying the environment turned into manipulation and misuse resulting in large scale environmental destruction and degradation. Degradation takes place when earth's natural resources are depleted.

The environmental degradation can be defined as the condition wherein the socio-economic, technological and institutional activities of mankind results in the deterioration and depletion of natural resources like air, water, soil, wildlife, forest etc. In this process habitats are lost, bio diversity is destroyed, and species become endangered or extinct and survival becomes difficult.

11.3.1 Forms of environmental degradation:

The major forms in which environment has been degraded due to human activities are deforestation, desertification, emission (pollution), erosions and extinction. Some of these forms are discussed here.

1. Deforestation-: Destroying or damaging the forests in the ecosystem is known as deforestation. With increasing population there was an urgent need for land for agricultural and production purpose. The forest cover in India has been lost up to 367 sq.km. in two year between 2007-2009. Forest is a natural habitat and source of livelihood for thousand of animal and human species. When forest is cut, these species tend to get endangered, soil gets eroded and the atmosphere and rainfall pattern gets affected adversely.

2. Desertification-: Desertification is the expansion of desert land in the non desert areas. Deforestation and over grazing results drought and floods, when soil loses its water holding capacity resulting in expansion of deserts. Similarly excessive use of chemical fertilizers in the fertile lands, also make the soil arid and transforms the previously fertile land into deserts.

11. Emission and pollution-: Emission is the process of releasing chemicals or hazardous substances including poisonous gases. Emission causes different types of pollution like air pollution, water pollution, soil pollution etc. Excessive emission of carbon dioxide, carbon monoxide and other gases can result in global warming, which is a major threat to earth's environment

4. Erosion-: Erosion is the phenomena where the upper most layer or the surface of the land is worn out or lost. As mentioned earlier cutting down of the trees prevents holding of the flowing water resulting in land surface in the area getting washed away. This form of degradation can cause a severe threat to the food production leading to food shortage and famine.

5. Extinction-: There is a natural process of species evolution and decay but with human intervention the process of species getting extinct has intensified. Species getting extinct or even endangered (existing in small numbers) can affect the food chain and food web adversely and disturbing the balance in the ecosystem. For e.g. if the frogs decrease in number mosquito population will multiply leading to diseases like malaria or yellow fever.

11.3.2 Causes of Environmental degradation:

1. Industrialization and economic development- The industrial revolution that began in England in 17th century has gradually intensified the misuse and abuse of natural resources. Profit oriented economy and consumerism has further damaged the environment. The policy of use and throw creates a huge industrial and environmentally hazardous waste. Economy is mounting at the cost of ecology. The major concerns are pollution and scarcity of natural resources.

2. Population explosion- The ever increasing population in developing or third world countries is a major cause of environmental degradation. Population explosion results in increasing demands and pressure on land, scarcity of resources and crises like water or fresh air, less availability of land for agriculture or residence, large scale cutting down of forests to meet the demands of the population .

11. Commercial agriculture and farm mechanisation- Increasing population leads to increase in demands for food grains and other crops. To meet this demand mechanized and commercial farming is the only solution. It includes use of artificial irrigation, hybrid seeds, pesticides, insecticides and chemical fertilizers which are very harmful for the ecosystem of soil. This in turn expands the desert land.

4. Urbanisation- Industrialization is always paired with urbanisation. Use of automobiles, emergence and expansion of slums, increasing use of plastic electronic gadgets all results in air pollution and problems of dumping waste. Inefficient disposal of waste is a threat to environment.

5. Development projects- Infrastructural development projects like dams, bridges, railways or roadways all are built at the cost of ecosystem in that area. All the projects lead to large scale destruction of forest and fertile land leading to catastrophes like earthquakes, floods or draughts. Uncontrolled mining also affects the land and ground water sources.

6. Government policies- Inefficient government machinery and policies supporting the builders lobby have resulted in large scale destruction of forests and land cover for logging and other allied activities.

11.3.3 Impact of environmental degradation on human life

1. Pollution- Emission of harmful gases causes air pollution. Burning of fossil fuels like petrol and diesel had risen in urban India. Inhaling polluted air has damaged the respiratory systems of human beings and causing health scars like cancers, lung infections, asthma, bronchitis etc. Water pollution is caused due to release of chemicals from the industries and farmlands, making the water un- potable for any use. Drinking this water can be fatal. Soil contamination enters human body through food products and vegetation affecting the nervous system and digestive systems adversely.

2. Global warming- Increase in the global temperature near the earth's surface is termed as global warming. It is also known as climate change. It is caused due to emission of green house gases like carbon dioxide, chlorofluorocarbon (CFC), methane etc. Global warming can have long term consequences like extreme weathers, melting of glaciers leading to floods and depletion of fresh water resources and marine life.

11. Ozone depletion and its effects- Chlorofluorocarbons (CFC) are the major reason for depletion the ozone layer. This layer in the atmosphere (24 Km thick above the stratosphere) is responsible for preventing the harmful ultraviolet rays from solar radiation. Depletion of this layer will enable those rays to directly attack the human life on the earth causing serious damage including skin cancers.

4. Acid rain- The emission of gases like sulfur dioxide and nitrogen oxides from the automobiles when comes in the contact with the atmosphere transforms into sulfuric acid and nitric acid which results in acid rain. This rain is poisonous for forests, wildlife, marine life and humans.

5. Loss of livelihood- Environment and eco systems as discussed earlier are the sources of survival and livelihood for humans and wild life. Degradation of anyone resource can have a long term impact on the biotic components and organisms. Apart from biodiversity getting extinct, human life also has ill effects. Forests and marine life are sources of livelihood. Even water is the major source of life. Development projects subsequently displace large amount of human life whose end result is loss of livelihood and poverty.

Check your progress

- 1) Discuss the various forms of environmental degradation.
- 2) Analyse the causes for environmental degradation.

3) What impact does environmental degradation have on human life?

11.4 SUSTAINABLE DEVELOPMENT

The term development is generally used to denote growth or progress. However the term, particularly in last two centuries, has become synonym to economic growth in terms of gross domestic product or the per capita income of the nation. This definition has created a rat race amongst the nations to attain and retain development goals. These goals are often contradictory to the idea of preservation or sustenance of environment. In order to re-build the harmonious relationship between man and nature, world organizations like UN, has began the campaign to have a sustainable development.

11.4.1 The Concept of Sustainable Development:

The most frequently used definition of Sustainable development is from the Brundtland Report "Sustainable development is the development that meets the needs of the present (people) without compromising the ability of future generation to meet their own needs". In other words it is improving the quality of life of the present generation without excessive use or abuse of natural resources, so that they can be preserved for the next generation.

The term was first coined in 1972 at the United Nations Conference on Human Environment at Stockholm. The most important piece of writing on Sustainable development is in the publication by the World Commission on Environment and Development (WCED) in 1987 titled 'Our Common Future'. In 1992 at the Earth summit at Rio-de-Janerio, 170 countries signed many important documents on sustainable development pledging preservation of environment.

Sustainable development is often referred as the marriage of economy and ecology. i.e. to attain economic development without compromising the ecological balance. It can be attained by rigorous

policy change, taking action and altering practices. There are three aims of sustainable development :-

- a) Economic- to attain balanced growth
- b) Ecological- to preserve the eco system
- c) Social-guarantying equal access to resources to all human communities

The objective laid down in the Brundtland report is as follows

- Dividing growth
- Changing the quality of growth
- Meeting essential needs of all in terms of job, food, energy, water and sanitation.
- Ensuring a sustainable population
- Conserving and enhancing the resource base.
- Reorienting technology, building technology that's less exploitative
- Managing environment and economics in decision making.

Need for sustainable development:

There are several challenges that need attention in the arena of economic development and environmental depletion. Hence the idea of Sustainable development is essential to address the following issues.

- To curb or prevent the environmental degradation
- To ensure a safe human life
- To check the exploitative technology and find alternative sources
- To check the over exploitation and wastage of natural resources
- To regenerate renewable energy resources

The concept of Sustainable development is based on following principles

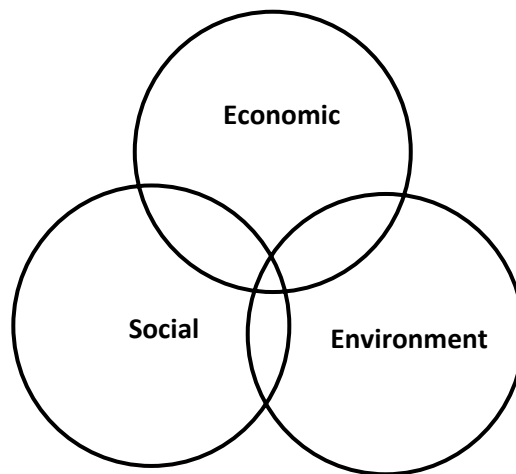
- Integration of environment and economic decision
- Stewardship or humans as the caretaker of the environment
- Shared responsibility, accountability and decision making
- Prevention and mitigation
- Conservation
- Waste minimization
- Enhancement of productivity, capability, quality of nature and human life
- Rehabilitation and reclamation

- Scientific and technological innovations

11.4.2 Components of sustainable development:

While discussing the components of sustainable development different criteria have been used depending on the context and the levels of decision making. The components are broadly divided into three elements namely social, economic and environmental.

Figure 11.6



a) Social components-

- Workers health and safety
- Impact on local communities, quality of life
- Benefits to disadvantaged groups

b) Economic components:

- Creation for new markets and opportunities for sale growth
- Cost reduction through efficiency and improvements and reduced energy and raw material inputs
- Creation of additional value

c) Environmental components:

- Reduce waste, effluent generation, emission into environment
- Reduce impact on human health
- Use of renewable raw material
- Elimination of toxic substances

Check your progress:

- 1) Explain the concept and the origin of sustainable development.
- 2) What is the need for a sustainable approach?
- 3) Discuss the components of sustainable development.

11.5 SUMMARY

Conclusion: Taking into consideration the principles and components of sustainable development, every individual is sole responsible and accountable for the use and misuse of his resources. It is imperative that developed countries need to immediately control it's overexploitation of natural resources. As per the environmentalist, the developed nation with 1/6th of world's population uses 5/6th of the resources that is far more than their fair share of resources. No development can be accepted at the cost of ecological imbalance Justifiable and stringent policy making and implimentation is the only answer in tackling the ever expanding environmental problems.

11.6 UNIT END QUESTION

- 1) Differentiate between the concepts of ecology and environment.
Explain the principles of ecology.
- 2) Discuss the causes and effects of environmental degradation.
- 3) Write a note on sustainable development.

12

Chapter 12 UNDERSTANDING STRESS AND CONFLICT

Unit Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Definition and meaning of Stress
 - 12.2.1 Body and stress
- 12.3 Stress and General Adaptation Syndrome
- 12.4 Causes of stress and conflict in individuals and society
- 12.5 Agents of socialization
- 12.6 Significance of Ethics, Values, and Prejudices in developing the individual
- 12.7 Role of prejudices and stereotypes in developing of the individual
- 12.8 Aggression and Violence as the public expression of conflicts in Society
- 12.9 Summary
- 12.10 Question

12.0 OBJECTIVES

1. To understand stress and conflict
2. To understand causes of stress and conflict in individual and society
3. To explain agents of socialization
4. To understand the role of ethics and prejudices in developing the individual
5. To examine the contribution of human values in individual development
6. To study aggression and violence as its public display.

12.1 INTRODUCTION

Today, life has become very fast and hence, tensions, frustrations, conflicts, stress are common things of daily life. Therefore we must learn in detail about the origin, causes, effects and controlling measures for frustration, conflicts and stress. This will give us an insight to see towards life with positive approach and make us able to cope with these physical and psychological problems.

12.2 DEFINITION AND MEANING OF STRESS

Regardless of the season, regardless of the person, everyone will, at some point in time, simply feel stressed. This stress can come at any time and it can be either powerful or more moderate. When we encounter stress, we all have our own ways of dealing with it an attempting to get over it.

The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change". Selye had noted in numerous experiments that laboratory animals subjected to acute but different noxious physical and emotional stimuli (blaring light, deafening noise, extremes of heat or cold, perpetual frustration) all exhibited the same pathologic changes of stomach ulcerations, shrinkage of lymphoid tissue and enlargement of the adrenals. He later demonstrated that persistent stress could cause these animals to develop various diseases similar to those seen in humans, such as heart attacks, stroke, kidney disease and rheumatoid arthritis. At the time, it was believed that most diseases were caused by specific but different pathogens. Tuberculosis was due to the tubercle bacillus, anthrax by the anthrax bacillus, syphilis by a spirochete, etc.

Conflicts, demands, fear, assumptions, expectations, time pressures, pain, rejection, these are only a few of the components linked to our stress.

12.2.1 The Body and Stress:-

Stress can be physical, chemical, or even an emotional influence that causes bodily or mental tension and anxious feelings. It certainly causes a sense of conflict and a buildup of physical and mental strain. Our bodies actually have a survival mechanism called stress response or startle response controlled by part of our brain which introduces chemicals to prepare us for action, especially in threatening circumstances. Many of the body's system

are impacted: digestive, cardiovascular, respiratory, muscular and immunological. Our mind also goes to work in order to help us cope up with all types of issues including loss, conflict, failure, rejection, abuse and even our human limitations. So you can see our bodies are well suited and adapted for handling stress.

Most would agree that stress can be both productive and non productive. Dan McGee says productive stress is what we experience as we go through the daily demands of our lives, as we reach and attempt to achieve our goals and even what we feel as we look forward to success. But non productive stress happens when our emotions are overly burdened, our bodies are strained beyond limits, our actions or behaviors are defeating and when our relationships are highly conflicted and at risk.

Stress Reaction:-

Recent psychological and medical research has given us two important insights about stress reactions. These are:

1. We react to stress as a whole. That is, stress usually produces both psychological and physiological reactions.
2. Whether the stress is physical or psychological, our physiological and bodily reactions to stress are highly similar.

12.3 STRESS AND GENERAL ADAPTATION SYNDROME (GAS)

Canadian medical researcher Hans Selye first gave us insight into stress reactions more than fifty years ago. Irrespective of the source of stress, the body mobilizes its defenses to deal with the threat in a certain pattern. Selye referred to this pattern as the General Adaptation Syndrome (GAS).

The GAS consists of **three stages**. Selye called these the alarm stage, the stage of resistance, and the stage of exhaustion

1. The alarm reaction:

The alarm reaction consists of two phases. These are:

- I) Shock phase and,
- II) A counter-shock phase.

During the shock phase, the body automatically tries to defend itself. The defence involves both the autonomic nervous system and the endocrine system. The sympathetic division of the autonomic nervous system becomes energized. It increases heart rate and blood pressure, diverts blood away from digestive organs

and into the skeletal muscles, and increases perspiration. The endocrine system goes into emergency action. The adrenal glands especially show significant changes. The adrenal cortex becomes enlarged, and produces large amount of stress hormone epinephrine. It also releases its stored-up supply of the hormones known as steroids. These hormones aid the action of the autonomic nervous system and increase levels of blood sugar.

In the counter-shock phase, the body temporarily recovers from the symptoms.

2. The stage of resistance:-

If the stressor persists, people move into the next stage of the GAS. Selye called this the stage of resistance. The adrenal glands return to their normal size. The glucose and salt levels of the blood are restored.

During the second stage of the GAS, the body's resources have been fully mobilized, and resistance is costly. If an individual is faced with a new stress psychological or physical-his body is less able to deal with it.

3. The stage of exhaustion:-

The stage of resistance does not last indefinitely. If the stressor continues for a long time, the body's resources may not be sufficient to deal with it. In that case, the body enters the phase of exhaustion. Once again, the adrenal glands become enlarged, the kidneys get damaged, and serious physical changes may occur in the brain. The result is illness.

If the person faces a second stressor when he has already entered the GAS, the progress towards the stage of exhaustion is much more rapid.

Check Your Progress

1. What is meant by productive stress?
2. Name the syndrome referred to by Selye
3. What happens in the counter shock phase?
4. Define the stage of exhaustion.

12.4 CAUSES OF STRESS AND CONFLICT IN INDIVIDUALS AND SOCIETY

The situations and pressures that cause stress are known as *stressors*. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion...

Common external causes of stress:-

Not all stress is caused by external factors. Stress can also be self-generated:

- Major life changes
- Work
- Relationship difficulties
- Financial problems
- Being too busy
- Children and family

Common internal causes of stress:-

Not all stress is caused by external factors. Stress can also be self-generated:-

- Inability to accept uncertainty
- Pessimism
- Negative self-talk
- Unrealistic expectations
- Perfectionism
- Lack of assertiveness

Effects of Chronic Stress:-

The body doesn't distinguish between physical and psychological threats. When you're stressed over a busy schedule, an argument with a friend, a traffic jam, or a mountain of bills, your body reacts just as strongly as if you were facing a life-or-death situation. If you have a lot of responsibilities and worries, your emergency stress response may be "on" most of the time. The more your body's stress system is activated, the easier it is to trip and the harder it is to shut off.

Long-term exposure to stress can lead to serious health problems. Chronic stress disrupts nearly every system in your body. It can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. Long-term stress can even rewire the brain, leaving you more vulnerable to anxiety and depression.

Many health problems are caused or exacerbated by stress, including:

- Pain of any kind
- Heart disease
- Digestive problems
- Sleep problems
- Depression
- Obesity
- Autoimmune diseases
- Skin conditions, such as eczema

12.5 AGENTS OF SOCIALIZATION

Agents of socialization are categorized into two as primary and secondary. Primary agents familiarize a child to the society and family is a crucial primary agent of socialization. Secondary agents or agencies familiarize a child to an organized place or institution and it is more systematic than primary agents of socialization. The best example is none other than the school wherein there is a particular set of rules and regulations to be followed. Family, school, peer groups, mass media, education institutions, work places, religion and politics are key agents of socialization.

Family:

Family is the most important and crucial institution of socializing a child. Soon after the birth, a child has to be with the mother and the child learns particular behavioral patterns from her. Of course, this is a crucial experience in his life. Subsequently he learns to interact with other members/individuals in the family. Activities such as sucking milk, smiling, carefulness and tottering are important in primary socialization. The infant gets fulfilled all physical and psychological needs within the family itself. Child rearing practices such as nutrition, sleeping and use of toilets are to be trained at home. However, all these practices keep changing from society to society. Eg. In Asian countries these practices are experienced with simplicity and relaxation on the contrary rigid practices are followed in western countries. Since in western countries the mother is not with the child for a long period of time. However, Asian mother stays with child for a long period in comparison to western mother. In addition to child rearing practices, rewarding, threatening, punishing, bargaining and pleading help to socialize a particular child. Intention of all these methods is to make the child conformed to the society.

School:

School is another important and crucial agent of socialization. The child who has been with the family for years

extends his relationship with the outer society through school. The child receives his school education from six to eighteen years. The School is known as micro system and it is an institution where learning takes place and individuals develop. The school provides the intellectual and social experiences from which individuals develop knowledge, skills, customs, beliefs, interest, and attitudes that characterize them and shape their abilities to perform adult roles.

Peer groups:

A peer group is a social group consisting of people who are equal in such respects as age, education, or social class. Friendship groups and age grades are also known as peer groups. In course of child's growth, he is motivated to be with the friends of his age. It is mainly prominent from teen ages to adulthood. The socialization that takes place with peers is different from those of the family and school. Similar tastes, likes, dislikes and ideas influence on the formation of such groups. Those who like sports and music get together and form into groups is such an example. In peer groups, the child acquires a greater understanding in respect of conforming to laws and regulations. The child who does not conform to standard laws and regulations is rejected with ease from the group. Socialization takes place by imitating the individuals who are appreciated by the peer group as well. Things such as accent, fashions, hair styles, ways of behavior, etc, are often imitated.

Mass media:

However, the most important agent of socialization for the development of the child is the mass media. Mass Media are the different processes that facilitate communication between the sender of a message and the receiver of that message. It plays an important role in the socialization of children. In fact, there are many types of media; these include newspapers, magazines, radio, films, CDs, Internet, and television. These kinds of media, especially television, affect children's and adult's behaviour in different ways. Having mass media as one of our major agents of socialization could be very hard on our society today.

Other agencies of socialization:

People are also influenced by other agencies of socialization as well. The other most predominant agent amongst them is religion. Religion or religious conviction forms social and cultural patterns for individuals. The manner the Muslims dress is not the way for other religious groups. Any religion inculcates moral values such as love and compassion for others.

Also, scouts, youth organizations, the military and employment settings are some agents of socialization. In some countries the military training is even given to ordinary youths recruited for some other professions since it helps to produce individuals with discipline.

Check Your Progress

1. What is meant by stressor ?
2. Name the few internal and external causes of stress
3. What is the role of secondary agent in the process of socialisation?
4. Do you agree that mass media can act as a major agent of socialisation?

12.6 SIGNIFICANCE OF ETHICS, VALUES AND PREJUDICES IN DEVELOPING THE INDIVIDUAL

Ethics is a topic often taught in philosophy classes, although there are courses in business ethics, professional ethics, medical ethics, research ethics, environmental ethics, and even bio-ethics offered as well at various colleges and universities. In fact, ethics comes up in almost every course offered in college – ethics is important across the entire academic curriculum.

In essence, ethics is the study and practice of what is good – what is moral – what is best.

Ethics and truth are closely connected. An ethical person follows the path of truth and honesty. Great leaders adopted ethics as a way of life. They preached and practiced great virtue of truth and honesty. Mahatma Gandhi once remarked “God is Truth, and Truth is God”. Abraham Lincoln, a great follower of ethical standards once remarked “You can fool all people for some time, some people all time, but not all people all the time”.

Why Ethics is important?

Ethics play an important role in development of individuals, groups and societies. High ethical standards are vital for personality development of an individual, and also for the wellbeing of groups

and society. The importance of ethics is briefly explained as follows:

1. Dignified Life:-

Ethics enable a person to live with dignity. The general society appreciates a person who follows ethical practices. He attains a distinguished status in the society.

2. Peace of Mind:-

It is said that 'truth makes you free'. A person who follows ethical practices is at peace with himself.

3. Rewards:-

Truth always prevails. Those who are true and honest get rewards such as promotion or monetary incentives. They are held in high esteem by their colleagues, friends, neighbours and others.

4. Restricts Corruption:-

Ethical persons do not get involved in corrupt practices. They also discourage others to get involved in corrupt practices. At present, there is rampant corruption in every walk of life- in education, business, politics, defence, judiciary, police, etc. Corruption is a black-mark on the growth and prosperity of a nation. Therefore, we need ethical persons in every field. Teachers, religious leaders, and others can play a good role in developing ethics in the minds of people.

5. Reduces social exploitation:-

Ethics help to reduce social exploitation of workers, and other members of the society..

6. Social Upliftment:-

Ethical people work towards social upliftment of the weaker sections of the society.

What is Value? What is Virtue?

Virtues are personal character traits that embody and express values that are judged desirable or admirable. A virtue is a good value lived.

Values are the **ideals** or **standards** that people use to direct their behavior; values are what people strive to realize in their lives. Values are the standards we use in making judgments about what is important in life and what is right or wrong in human behavior. We judge ourselves and others in terms of our values. We may not agree with another person's values, but everyone lives by values.

Virtues are character traits or dispositions in a person that embody and express values that are judged desirable or admirable. A person's virtues define the **ethical character** of a person. Virtues are values that have become intrinsic to the personal identity and way of life of a person.

The role of values is briefly explained as follows:

1. Personality Development:-

Values develop the overall personality of an individual. Values are generally learnt through parents, religious leaders, teachers and other senior members of the society. "Sometimes great life changing values come to us in brief moments of contact with high potential personalities" wrote Walter Mac Peek.

2. Values generate Love, Peace and Happiness:-

We can say this because the value of respect and concern for others, co-operation, etc., develop a spirit of togetherness. Conflicts can be solved through mutual understanding and as such there can be love, peace and happiness.

3. Values Foster Economic Progress:-

For the progress of the society values are important but at the same time following these values in day to day life and in social life give more benefit for the growth of the country in business, education, politics fair dealing is much more important than anything else. The fair dealings would enable a country to progress, whereas, corrupt practices will keep a nation backward or underdeveloped, as is the case of most of the developing nations. Also the value of excellence, urges people to exploit their potential in order to come out with new and innovative ways.

4. Values Foster Social Development:-

The social development in terms of education, health, and family welfare can get a boost due to the practice of basic human values.eg. Due to the generosity, people may donate money towards setting up schools, colleges, cultural organizations, health

centers, etc., as a result of such generous donations; the social development can take place in the society.

5. Values Facilitate Regional Co-operation:-

Human values such as respect, co-operation and tolerance can help to facilitate regional co-operation. India's foreign policy is based on these values. The regional co-operation among the states of a nation or among different nations can help to improve economic and social development of the entire region.

6. Values Improve Standard of Living:-

Following these basic human value individual can bring upliftment in within himself /herself as well as among society. The value of excellence enable people to develop new products, processes, etc. such innovation enable people to enjoy new and better varieties of goods and services, which add to the standard of living of the people.

7. Values Develops Positive Attitude:-

Values develop positive attitudes towards our thought process, towards society towards life. This positive attitude gives us courage to defeat any worst situation in life. It also gives us attitude to excel far in work etc.

12.7 ROLE OF PREJUDICES AND STEREOTYPES IN DEVELOPMENT OF THE INDIVIDUAL

Meaning and Definition of Term Prejudice:-

The English term "prejudice" and its equivalents in many other European languages (French *préjugé*; German *Vorurteil*; Portuguese *preconceito*) refer primarily to a prejudgment or a preconcept reached *before* the relevant information has been collected or examined and therefore based on inadequate or even imaginary evidence.

Effects of Prejudices:-

1. Stereotypes:-

A "stereotype" is a generalization about a person or group of persons. We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations.

2. Discrimination:-

When we judge people and groups based on our prejudices and stereotypes and treat them differently, we are engaging in discrimination. E.g. - discrimination against Jews women, African-American, in India discrimination against lower caste people.

3. Racism:-

Anthropologists, scientists who study humans and their origins, generally accept that human species can be categorized into races based on physical and genetic makeup. For example, many, but certainly not all African-Americans have physical differences from Caucasians beyond their dark skin, such as wiry hair. Virtually all scientists accept the fact that there is no credible scientific evidence that one race is culturally or psychologically different from any other, or that one race is superior to another.

4. Sexism:-

The concept of equal rights for women is as old as the ancient Greeks. The Greek philosopher Plato advocated for equality between the sexes in his Republic.

5. Minority Persecution and Genocide:-

A minority group may be victimized by a more powerful majority which is insensitive to the needs and aspirations of that minority. Minority groups may be subjected to dehumanization experiences made to feel powerless by being subjected to degrading and humiliating experiences based on prejudice.

6. Scapegoating:-

Scapegoating is the practice of blaming an individual or group for a real or perceived failure of others. The origin of the term comes from the Bible. The high priest in Biblical times would place his hand upon a goat's head and transfer the sins of the community to the goat, which was then released into the desert.

7. Demagogues and Propaganda:-

Some prejudice has been passed down from generation to generation. Prejudice against Jews, called anti-Semitism, has been known for more than two thousand years. It is usually the case, however, that the passions of hatred against minorities by members of the majority are stirred up by charismatic leaders who exploit latent hatreds for their own political ends. These leaders are called

"demagogues," and they depend upon propaganda and disinformation to achieve their ends. **Propaganda** is a form of communication that is aimed at influencing the attitude of a community toward some cause or position. Propaganda is usually repeated and dispersed over a wide variety of media in order to create the desired result in audience attitudes.

Definition of Stereotypes:

Beliefs to the effect that all members of specific social groups share certain traits or characteristics. Stereotypes are cognitive frameworks that strongly influence the processing of incoming social information. For instance, when activated, they lead us to form tacit inferences about others that they make information that is inconsistent with stereotypes seem to be consistent with them.

Techniques For Reducing Prejudice:-

Prejudice is an all too common part of social life, but most social psychologists believe that it can be reduced. It is not inevitable. Here are some techniques that seem to work.

1. Teaching children Tolerance instead of bigotry
2. Increased Intergroup Contact or merely knowledge that it occurs
3. Recategorization
4. Undermining Stereotypes
5. Cognitive Technique
6. Reductions in Prejudice
7. Social Influence also help to reduce Prejudice

12.8 AGGRESSION AND VIOLENCE AS THE PUBLIC EXPRESSION OF CONFLICTS IN SOCIETY

Definition and Meaning:-

Aggression is behaviour directed toward the goal of harming another living being who is motivated to avoid such treatment.

Theories of Aggression:-

1. Drive Theories:- Motive to Harm Others
2. General Affective Aggression Model (GAAM):- A wide range of input variables influences cognitions, affect, and arousal and these internal states plus other factors determine whether, and in what form, aggression occurs.

Causes of Aggression:-

Research findings indicate that aggression stems from a wide range of variables social factors, personal characteristics, and situational factors. Here is an overview of the most important factors.

➤ **Social Determinants of Aggression:-**

1. Frustration
2. Direct Provocation
3. Exposure to Media Violence
4. Extreme example of arousal

➤ **Personal Determinants of Aggression:-**

1. Type A behavior Pattern: - A pattern consisting primarily of high levels of competitiveness, time urgency, and hostility.
2. Hostile attribution bias: - hostile intentions or motives in others actions are ambiguous.
3. Gender: - Males are more aggressive overall than females, but this differences in the context of strong provocation.

➤ **Situational Determinants of Aggression:-**

1. High Temperatures,
2. Alcohol
3. Cultural Beliefs and Values
4. Aggression in Long-Term Relationships: Bullying and Workplace Violence.

Technique for prevention and control of Aggression:-

1. **Punishment:** - Punishment can be effective in reducing aggression, but only when it is delivered under certain conditions.
2. **Catharsis Hypothesis:** - The catharsis hypothesis appears to be mainly false. Engaging in vigorous activities may produce reductions in arousal, but these are only temporary. Similarly, aggression is not reduced by engaging in apparently "safe" forms of aggression.
3. **Apologies:** - Aggression can be reduced by apologies. Admissions of wrongdoing that include a request for forgiveness and by engaging in activities that distract attention away from causes of anger.

4. **Exposure to Nonaggressive Models:** - Aggression can also be reduced by exposure to nonaggressive models, training in social skills, and the induction of affective states incompatible with aggression.

Check Your Progress

1. Explain the role of ethics in human life?
 2. Values foster social development. Explain
 3. Define Stereotype.
 4. Identity personal determinant of aggression.
-
-

12.9 SUMMARY

There are many a times frustration, conflicts and stressful situations, an individual had to face. Because today's is the life is fast and full of mental and physical pressure. Therefore, one must undergo the study of all these problems in detail and by effective way must able to control them.

12.10 QUESTIONS

1. Define stress Bring out the inter-relation between body and stress
2. Write a note on stress and General Adoption Syndrome.
3. Explain in detail any two agents of Socialization.
4. Why is ethics important in development of an individual.
5. State the role of values in development of an individual and society
6. Define Prejudice, state the effects of prejudice
7. What is aggression? State the techniques for prevention and control of aggression.

13

Chapter 13

MANAGING STRESS AND CONFLICT IN CONTEMPORARY SOCIETY

Unit Structure

13.1 Objectives

13.2 Conflict

13.3 Conflict Management Mechanism

13.4 Stress management coping techniques

13.5 Maslow's theory of self actualization

13.6 Efforts towards building Peace and Harmony in society

13.7 Summary

13.8 Unit End Questions

13.1 OBJECTIVES

1. To Know why conflict take place.
2. To be aware how conflict can be managed.
3. To understand causes of stres and how it can be coped.
4. To realise ways of building peace and harmony in society.

13.2 CONFLICT

Meaning and Definition of conflict:-

Conflict is an interpersonal process that arises from disagreements over the goals to be attained or the methods to be used to accomplish them. It is a situation in which two or more parties feel themselves in opposition.

Types of conflict:-

Conflict can occur at three levels:

Intrapersonal conflict:

This conflict arises within an individual, because there is competition in business world or you can say that everywhere in the world. E.g. A manager may take up the role of providing better facilities to the employees, and at the same time may be responsible to reduce the operating the costs.

Interpersonal Conflict:

This conflict arises because of disagreement between two persons in an organization. It happens because difference of personality or temperaments among two or more individuals. E.g. it may be failures in communication among the people. Such conflicts pose a major problem because; they threaten the self-esteem and self-image of a person. Such conflicts may damage the relationships between people in an organization.

Intergroup Conflict:

It takes place when one group such as a department disagrees with another group. Due to the difference in viewpoint or thinking and honesty towards the organization intergroup conflict take place. A major cause for intergroup conflicts is competition for scarce resources. E.g. production department may want to install latest machinery and the marketing department may want to invest in setting up showrooms and organization able to satisfy only one department idea.

13.3 CONFLICT MANAGEMENT MECHANISM

The result of conflict may arise as positive or negative on the basis on how those involved choose to approach it. There are four conflict resolution mechanism or strategies mostly appear in the world.

Avoiding – Physical or mental withdrawal from the conflict.

Smoothing – Accommodating the other party's interests.

Forcing – Using power tactics to achieve a win.

Confronting – Facing the conflict directly, and working it through to a mutually satisfactory resolution.

The above approaches can be grouped into three basic conflict management mechanisms:

1. Win/Lose Strategy:

This approach eliminates the conflict by having one individual “win” over the other. In other words, an individual achieves his goals at the expense of others. Thus it can be said that this strategy may not allow maintaining good human relations.

2. Lose/Lose Strategy:

This view eliminates the conflict by having both individuals “lose” something. Instead of negative results faced by both the individuals, this technique can eliminate conflicts. It can be apply in three basic ways:

Compromise: In it both the parties are asked to compromise. Each person involved must “give in” to the other.

Arbitration: Here third party is going to take decision how to resolve the conflict. This view often gives result in problem solving solution.

Rules and Regulations: Following general rules and regulations can also resolve a conflict which may lead to lose/lose situation.

3. Win/Win Strategy:-

The aim of technique solves the problem instead of not shift the blame on others. The following issues are involved in this approach:

- Listen to all points of view.
- Define the basic issues.
- Create an atmosphere of the trust among all involved.
- Belief that problem will be solved on merit and not through personal or political influence.

This technique gives us appropriate solution that all parties accept it and, hence improves good human relations.

Check Your progress

1. Define Conflict
 2. What is Intergroup Conflict?
 3. Explain win/win strategy as a Conflict Management Mechanism.
-
-

13.4 STRESS MANAGEMENT COPING TECHNIQUES

There are two coping technique:

A. Problem focused coping: -

Problem focused coping is Lazarus term for the coping strategy of facing one's problems and trying to solve them by direct action. Psychologically, the problem focused coping is highly beneficial. It increases a person's sense of self-esteem, control and effectiveness.

B. Emotion focused coping:

This term used by Lazarus for responding to stress in an emotional manner, especially by using defence mechanisms.

Main ways of handling stress:-

1. Avoid unnecessary stress:-

- Learn how to say "No" - It may be in your personal life or may be in your professional life avoid or refused to accept added responsibility.
- Avoid the people who stress you out.
- Avoid hot-button topics.
- Make to-do list – analyze your schedule, and daily tasks.
- Avoid negative self talk.

2. Alter the situation:-

- Express your feelings instead of keeping inside.
- Be willing to compromise
- Be more assertive
- Time management

3. Adapt to the Stressor:-

- Reframe the problems – look to the problem in positive way

- Look at the big picture – analyze the stressful situation and then ask yourself how it should be long term important for me or not if your answer is no then let thing go.
- Focus on positive self talk.

4. Accept the things you can't change:-

- Don't try to control uncontrollable
- look for the upside – when facing major challenges, try to look at the them as opportunities for personal growth
- learn to forgive

5. Make time for fun and relaxation:-

- Go for a walk
- Spend time in nature
- Call a good friend
- Write in your dairy
- Play with kid
- Play with pet
- Curl up with a good book
- Listen music
- Watch a comedy
- Set a site relaxation time
- Do something you enjoy everyday

6. Adopt healthy life style:-

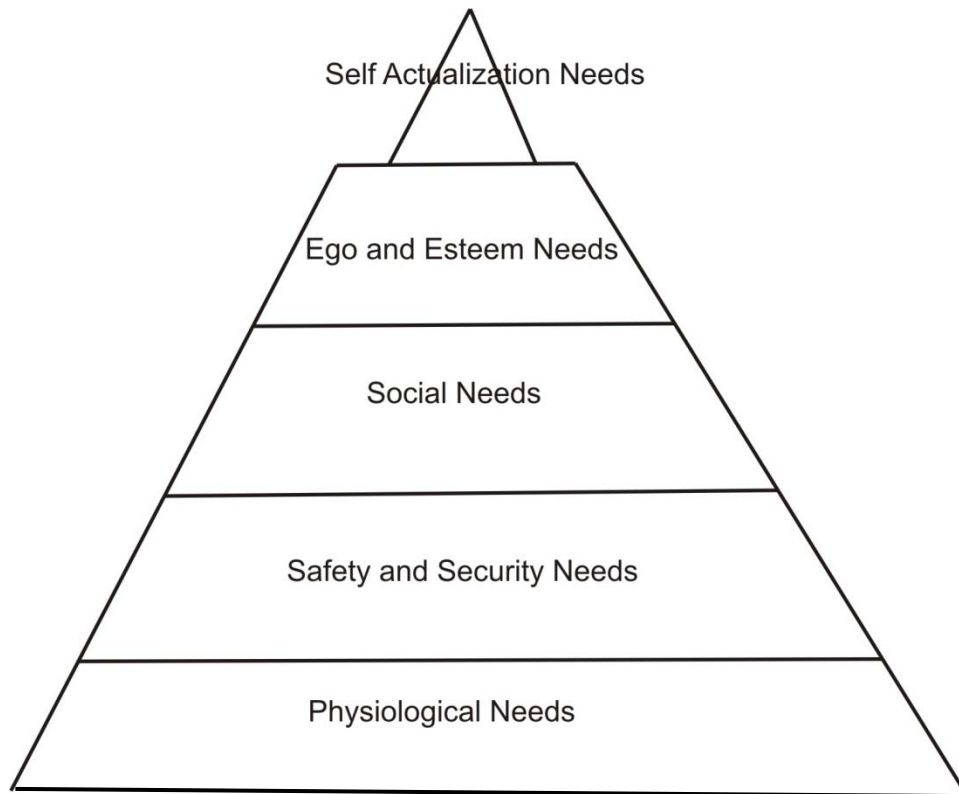
- Exercise regularly
- Do yoga
- Eat a healthy diet
- Reduce caffeine and sugar – by reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you will feel more relaxed and you will sleep better.
- Avoid alcohol, cigarettes and drugs
- Get enough sleep

13.5 MASLOW'S THEORY OF SELF ACTUALIZATION

Definition and Meaning:-

Abraham Maslow innovate the theory of self actualization. Maslow identified five sets of human needs. The five sets of need are arranged in a hierarchy of their importance to individuals.

Maslow's hierarchy of needs includes the following:



1. Physiological Needs:

Basic needs of human being are physiological needs. Food clothing and shelter come under it. Such needs lie at the lowest level of hierarchy. According to Maslow, such needs are to be satisfied first and then the other needs.

2. Safety and Security Needs :-

This second needs come under the hierarchy of needs. People need:

- Safety of life and property
- Security of job, income and investment.

3. Social Needs:-

Human beings also feel the need to belong to a group or community. Nobody would prefer to live in isolation from the rest of the society or group. They prefer to be loved and cared by the others – i. e. their family members, work mates, friends, superiors and others.

4. Esteem Needs:-

It talks about the Ego needs. People always feel that others should respect them. People like others should praise and give recognition.

Everyone like other others should have good opinion about them in society/among the people.

5. Self actualization needs:-

These needs lie at the highest level of the hierarchy of needs. Very few people have such needs. Such needs induce a person to accomplish something special which others have not done. The need for challenging jobs, or the need for highest level of promotion comes from these needs. In other words, through self actualization needs, a person feels the need to realize one's potential to the highest possible level.

Salient features of Self –actualization theory:-

- People have a wide range of needs. The employees put in their efforts to satisfy their needs.
- Human needs are arranged into a hierarchy. There are some needs at the lower level, and there are some other needs at the higher level of hierarchy.
- Lower level needs must be satisfied either wholly or partly before higher level needs emerge. In other words, a higher level need does not become active, if lower level need remain unfulfilled.
- It is to be noted a satisfied need is not a motivator. In other words, it ceases to influence human behavior. It is the unsatisfied need that acts as a motivator.
- A higher level need arises before a lower level need is completely satisfied. Thus, safety needs would emerge before the physiological needs completely satisfied, and so on.

Criticism of Maslow's Theory of Self-actualization:-

1. When need is not satisfied, it becomes a motive. So cultures in which physiological needs like hunger and thirst are easily satisfied, physiological motives would not have much strength.
2. Maslow has organized human needs vertically; but it is possible to do so horizontally. Some people have simultaneous needs for physical comfort and safety, and for self-esteem and other higher needs. For example, a person

who is still seeking love may be strongly motivated by art and poetry. The latter needs are growth needs.

3. People who have satisfied their “lower” needs do not always seek “higher” ones. Maslow himself had pointed out that even if all the other needs are satisfied, people do not automatically become self-actualizers.
4. Some people aim to satisfy “higher” needs even at the cost of “lower” needs. Human history is full of examples of people who prefer to starve rather than be humiliated.

Check Your progress

1. State any two measures of coping with stress.
2. What is self-actualisation need?
3. What factors are covered under safety and security needs?

13.6 EFFORTS TOWARDS BUILDING PEACE AND HARMONY IN SOCIETY

Building peace is necessity of today’s world. Peace is the natural state balance and harmony with joy, exploration and excitement. The world is a beautiful place with immense opportunities for learning and positive excitement. The task of building peace start within the individual. The process of peace building is multi-layered. Many people believe wholeheartedly that peace needs to be built but have some difficulty in seeing where to start. Here are a few first ideas, based on the principle that lasting peace is best achieved through love.

- Make a new friend, later plan with him/her a peace building activity.
- Talk through your anxieties about getting involved with a friend. Plan to do something, however small.
- Identify one thing you are good at and see how to use it to build peace, locally, nationally or wider.
- Write a letter to someone in authority about a specific problem: put a possible peace building solution.

- Build or join a supportive network organization with an interest in peace building close to your own
- Put interested people in touch with existing organizations or each other.
- Have a neighborhood party or picnic to celebrate a happy event. Encourage conversation about peace building there.
- Offer your help to an individual or organization involved in building peace.
- Run or support a local peace festival with music, theatre, and games. Invite prominent local people; lobby them by offering your help in promoting peace.
- Organize a conference.
- Write an article outlining your ideas and vision.

Communal harmony is a solution to aggression and violence in Indian society. Communal harmony is an aspect of National Integration.

- To maintain harmony and peace introduce and learn the pluralistic nature of Indian society.
- Make psychological analysis of conflicts and stress.
- Follow the physical and psychological strategies to come out from frustration, conflicts and stress.
- When the conflict and stress occurs into public aggression and violence, at the same time one should understand group or mob or public psychology and deal with it.
- One should think ten times before resorting to aggression and violence publicly and its consequences.
- The political, religious, social, cultural parties, institutions and organizations who for personal gain and fame encourage communal riots, aggression and violence, they should be immediately banned from functioning and the leaders of them should be immediately imprisoned.
- Counseling sessions in forms of dramas, street play, poetry, songs, slogans, chart show, discussions, debates, and elocutions must be organized to bring communal harmony and peace. People in India must be given special lessons to maintain law and order and harmony and peace.

Check Your progress

1. State any two ways to build peace in society?
2. How can communal harmony be maintained in society?

13.7 SUMMARY

Stress and Conflict reside in each and every one of us. To lead a stressless life, it is essential to bring order in our day to day activity and develop proper attitude to look at situations, peaceful co-existence.

13.8 UNIT END QUESTIONS

1. Explain in detail conflict management mechanisms.
2. Is it possible to cope stress? Suggest measures to cope up with stress.
3. Write a detailed note on Maslow's theory of self actualisation.
4. State the efforts towards building and harmony in society.

Chapter 14

CONTEMPORARY SOCIETAL CHANGES - I

- a) Increasing Urbanisation, Problems of Housing, Health and Sanitation
- b) Changing lifestyle and Impact on Culture

UNIT STRUCTURE

- 14.0 Objectives
- 14.1 Introduction
 - 14.1.2 Impact of urbanization on housing conditions
 - 14.1.3 Impact of increasing urbanization on health and sanitation
- 14.2 Changing lifestyle and Impact on Culture
- 14.3 Impact of changing values and lifestyles
- 14.4 Impact of mass media on culture
- 14.5 Summary
- 14.6 Unit End Questions

14.0 OBJECTIVES

1. To understand the concept of urbanization.
2. To study the impact of urbanization on housing conditions.
3. To study the effects of urbanization on health and sanitation.

14. 1 INTRODUCTION

Urbanization refers to a process in which an increasing proportion of an entire population lives in cities and the suburbs of cities. It is linked closely to industrialization and associated with economic development of the country. According to Kingsley Davis urbanization is a process of switch from a spread out pattern of human settlements to one of concentration in urban centers. The process of urbanization is a relatively recent phenomenon.

The modern cities are growing in a very unsystematic manner due to rapid rate of industrialization. This is primarily because of increasing trend of rural-urban migration. People migrate in large numbers to the cities daily in search of employment opportunities, desirous of a higher standard of living and better living conditions. This exploding population is putting excessive pressure on the infrastructure and amenities in urban areas giving rise to specific problems in cities.

14.1.2 Impact of urbanization on housing conditions:

Next to food and clothing, housing is one of the basic needs of human beings. Hence the housing conditions and amenities are considered as one of the key indicators of socio-economic development.

In the big metropolitan cities like Delhi, Bangalore, Mumbai etc. there is a serious problem of housing. The Municipal authorities and the state governments are struggling to meet the rising housing demands of the inhabitants and the immigrants. Shortage of houses leads to over crowding and congestion as the density of population per square kilometer increases. This has resulted in the development of slums and illegal settlements in open areas around mills and industries, where the slum dwellers seek employment. Slums cropped up near village settlements and then their scatter spread to other areas eventually encroaching upon public lands.

In Mumbai they are concentrated in areas such as Byculla , Dharavi , Mahim working in the small scale or cottage industries. There is a gap in policymaking and regulations to prevent such unauthorized housing. Most immigrants, unable to find meaningful employment, get absorbed into the informal sector as rag pickers, sweepers, construction workers, masons, carpenters, domestic helps etc. or forced to become wage labourers. They are driven to destitution and get trapped in the vicious circle of urban poverty.

Furthermore the excessive housing demand has actually pushed up the housing prices in cities, making urban accommodations and life expensive. The real estate sector has experienced exponential growth in prices of apartments and spaces for offices , shops. Even rents for temporary lodging and leased flats have hit the roof, burning a deep hole in the pockets of the average city dweller. Migrants find it extremely difficult to find cheap

accommodations close to their workplace and commute tedious distances.

The problem of overcrowding has led to various social problems. The economic and class differences are becoming more prominent as reflected in the duality of city life. It is the cities which are attracting huge investments from domestic businesses and foreign MNCs. They have thriving malls, multiplexes, luxury hotels, pubs, amusement parks and other major avenues of entertainment. The skyscrapers and well equipped residential areas are reflective of a posh lifestyle. But on the other hand there are proliferating matchbox sized apartments, chawl systems, squatter settlements and cramped spaces which indicate the inability of the marginalized poor to meet even their essential needs. Other than widening income disparities between the rich and the poor, it has caused an increase in the crime rates. Instances of murders, thefts, rape and other forms of violence are on the rise, indicating extreme level of frustration and disappointment among the people. There is greater exposure to drugs, alcohol, corruption and other vices, which is corroding the moral fabric of society.

The joint family system is being replaced by nuclear families and DINKS (double income no kids working couples). People, caught in a rat race to earn more money and possess more goods of snob appeal, are spending lesser time on maintaining interpersonal relations while at the same time getting lonelier and depressed. Children and elderly are becoming the casualties of this indifferent lifestyle. Many children especially in the lower income strata are going without any basic education. Child labour is on the rise and the senior citizens are forced to rely on their own savings or live in old age homes. Relationships are getting fractured and motives turning selfish. Several millions remain jobless. Abject poverty has also pushed several into begging, prostitution, betting, drug peddling and other crimes.

As the cities grow, the costs of housing and infrastructure are also growing. With such pressure on civic amenities, municipal corporations are unable to cope with massive requirement of water, electricity, sanitation and provision of other infrastructure. People are facing acute water shortages, electricity cuts. Congestion in living spaces as well as commutation has increased stress levels. Buildings are getting taller, roads congested with traffic and trains overcrowded. The civic authorities find it increasingly difficult to

maintain cleanliness and hygienic conditions.

According to the Planning Commission (12th Five Year Plan) , the challenge of affordable housing in India can be met through policies and incentives that develop economically feasible housing model for both the government housing agencies and private builders and by encouraging rental housing for the extremely poor. Moreover initiatives need to be taken by the municipal authorities to curb high levels of pollution, control vehicular congestion and accidents. The state governments may play an active role in providing feasible alternatives to slums. It is a harsh reality that slums cannot be completely wiped out and therefore there is need for upgradation and redevelopment of slums to better the lives of slum dwellers. NGOs and employment agencies can provide support services and raise awareness about the growing urban social problems. The policymakers have a huge responsibility in allocating investment and directing industrial growth to rural areas to overcome regional disparities by generating employment and reducing migration.

14.1.3 Impact of increasing urbanization on health and sanitation:

Globalization, urbanization and migration have had a major impact on the health of people across rural and urban areas though with differing implications. Health is defined by World Health Organization as, 'a state of complete physical, mental and social well-being.' Though genes and lifestyle choices have an important role to play in the health of an individual, the physical environment is also an important determinant of health. The phenomenon of urbanization affects environmental conditions and therefore can be directly linked to problems of health in urban areas.

Sanitation in urban areas is the responsibility of the population inhabitants but also primarily of the Municipal Corporations. Sanitation can also be linked to urbanization as access to clean and hygienic living conditions is one of the significant needs of any population. It's inadequacy is a result of a disproportionate growth in the urban population compared to that in civic facilities.

Urbanization in India has resulted from the fast pace of industrialization. Hazardous industries and poor work conditions have exposed people to rising pollution, reducing their immunity levels and increased susceptibility to various harmful diseases. The various types of pollution found in cities are :

- **Air pollution** : Lack of clean air and increased air pollution are predominantly responsible for spread of air borne diseases. Cold,

cough, breathing problems, pneumonia and bronchitis are becoming common. The sources of air pollution are increased levels of suspended particulate matter (SPM) in air, poisonous gases emanated by industries as well as vehicular emissions of carbon. There is reduced visibility caused by smoke and fog.

- **Water pollution** :Lack of access to safe drinking water and poor quality of available water is the chief cause of diarrhoea and other water borne diseases, affecting the life expectancy of slum dwellers as well as children under the age of five. Lack of in-built latrines and open defecation have led to contamination of pipe water and it's consumption has increased instances of gastro-intestinal infections. New diseases, like leptospirosis, are spreading rapidly. Use of such contaminated water in households is hazardous to health. During the monsoons, faecal matter and wastes get washed into slum areas rendering living unhygienic.
- **Solid wastes** :Collection of solid wastes is the duty of the civic bodies in cities but refuse disposal is one of the major problems in urban areas. Accumulated untreated wastes become the breeding ground for pests and rodents which are carriers of diseases and lead to outbreaks of epidemics like tuberculosis, dengue fever, plague .etc. Wastes are not separated into wet and dry wastes, biomedical and electronic wastes are disposed off along with other garbage and dumping sites impinge on land space that could alternatively be used for provision of housing.
- **Noise pollution** :The huge population of cities also leads to many transport problems like traffic jams, accidents, etc. Vehicular congestion, constant honking , use of loudspeakers during public occasions, bursting of noisy firecrackers add to the decibel levels that are abnormal and can lead to partial and complete deafness. High decibels levels according to scientific research lead to high palpitations, uneasiness, anxiety and blood pressure whilst disturbing the peace of the surroundings.
- **Adulteration** : Food sanitation is a major concern in the cities. Most food items in shops are uncovered, stale and prepared in insanitary conditions with impure water, which increases the probability of food poisoning. It can cause dysentery, typhoid, jaundice etc. and hence is unsafe for consumption. Even milk and food grains are adulterated and are dangerous to the health of children and adults. Malnutrition is the cause of high mortality among people in urban areas through tuberculosis and other infectious diseases.

Psychological problems are on the rise in urban areas. The

vagaries of transport, competition at work, inflationary prices, diminishing health and demands for provision of services has increased stress levels. People are growing indifferent to others. The sense of loneliness, depression and frustration at unmet goals has led to an increase in suicide rates in cities. Large numbers of urban dwellers are suffering from emotional breakdowns and disturbed behavioral patterns.

A new category of diseases is appearing in the form of lifestyle diseases like obesity. The fast pace of life means people are eating less of home cooked nutritious meals, consuming more of fatty preserved fast food and leading sedentary lifestyles without much exercise. Hence obesity and related diseases such as diabetes, heart attacks are consuming the urban population.

However there have also been some positive developments in urban health that can be attributed to globalization. Entry of private sector into health has led to the establishment of many hi tech, modern, well equipped and upgraded health centres, which cater to the health needs of the urban people albeit at high costs. The public hospitals try under various schemes to make similar services affordable to the poor. More foreigners today are choosing India as a cheaper alternative for its cost effective operations and surgeries. Medical tourism is proliferating opening doors for talented Indian doctors and medical practitioners. Pathology laboratories and diagnostic centres have cropped in every nook and corner of the cities aiding earlier detection of diseases and faster treatment.

The government of India has undertaken several health programmes and expenditure plans to alleviate many diseases such as National Tuberculosis Control Programme, National Cancer Control Programme and so on. It has also passed several laws to protect the environment, consumers rights .etc. such as Consumer Protection Act' 1986, Environment Act' 1986, Bio - Medical Waste Management Act'1998. It has implemented vaccination and immunization programmes to completely eradicate certain diseases in children. There are several agencies that work towards raising the awareness among consumers about adulteration. For. ex Consumer Guidance Society of India actually makes milk sanitation testing kits available for consumers. In keeping with the Millenium development goals of the UN the state is working towards resolving urbanization issues.

Modern housing developers are working towards increasing sanitation in housing by modeling apartments with better ventilation, sun light and more open spaces. Lot of research is drawing the attention of people towards environmental concerns.

People are getting more health and fitness conscious and trying to reconcile themselves with the burdens of urban life.

14.2 CHANGING LIFESTYLE AND IMPACT ON CULTURE

14.2.1 Objectives:

1. To understand the concept of culture values lifestyle.
2. To examine the impact of changing values and lifestyle on culture.
3. To evaluate the impact of media explosion on culture.

14.2.2 Introduction:

The values of mankind have been changing right from its inception. However the change in their values and subsequently in their lifestyle has been more startling after westernization in last 200 years and globalization in last 20 years or so. The change in their everyday life values brings a corresponding change in the culture of that particular society.

The concept of culture, values and lifestyles:

The term culture has an origin in the Latin word “Cultura” meaning to cultivate. Here it means the cultivation of ideas, beliefs, attitudes, rituals, customs, art, food habits, dressing habits etc in a given society over a period of time. Culture is a way of life.

As defined by E.B.Tylor “Culture is that complex whole which includes knowledge, beliefs, art, morals, law, custom and other capabilities and habits acquired by man as a member of society”.

Values are the social principles goals, or standards held or accepted by an individual, class or society. Values are generally based on morality or what is up held by society as just, good or right for its members. The Indian value system is marked with truth, honesty, tolerance, cooperation, respect, patriotism etc. Lifestyle on the other hand is the integrated way of life of an individual, characterized by his/her manner, attitudes, possessions, values etc. For e.g. when one tries to define Indian lifestyle, it refers to the mannerism, way of thinking, value system, and his /her behavioral aspect as an Indian vis-a-vis others.

With the changing socio-economic environment of the society there is a marked change in the values and lifestyle of individual members in Indian society. Materialism and consumerism has a considerable impact on the human values and lifestyle.

14.3 IMPACT OF CHANGING VALUES AND LIFESTYLE VALUES

- **Dishonesty-** with materialism, profit oriented economy and increasing corruption has all made dishonesty a way of life. To achieve the goals and targets, individual does not hesitate to resort to any means compromising truth and honesty.
- **Intolerance-** Indian value system upholds universal tolerance. But the selfishness and narrow-mindedness has overpowered this value. Even in the era of global identities, there is increasing localization, regionalism, communalism and fanaticism making individual intolerant towards the diversity and differences.
- **Lack of generosity-** With the craze for possessions and tangible assets, and meaning of happiness being equated with material gain, generosity has and sharing has eloped from the society.
- **Lack of Justice-** with increasing demands for equality on one side, there is an increasing tendency of nepotism and partiality pervasive in all spheres of life may it be political, legal, occupational or educational. Seeking justice or giving justice is no more an ideal to be achieved in life.
- **Lack of excellence-** To compete in the global world, people now try to sail in different boats at the same and end up being 'jack of all but master of none'. Everyone wants to be successful but without putting any efforts. People often try to find shortcuts and easy ways to achieve their goals and it results in complete absence of expertise.
- **Lack of respect-** The value of equality is been taken in a narrow sense and respect for elders, teachers and those with superior quality is not given by the younger generation.

Change in the lifestyle:

- **Materialism-** The market oriented economic and consumerism creates pressure in the minds of people to possess as many goods as possible even beyond their limitations. The Mall and multiplex culture has ruined the spending habits in urban areas.
- **Rave parties-** Easy and quick money earned by the youth in urban areas, have changed the spending habits and idea of entertainment for them. Partying hard with liquor and drugs have become the new means of enjoyment and entertainment.

- **Increase in Crimes-** With privatization and globalization in India, unemployment of manual labour and semiskilled labour has indirectly increased the crime rate in urban as well as rural areas. Need for easy and quick money and weakening value system, youth get trapped in the anti-social activities very easily.
- **Changing family patterns-** With increasing urbanization and influence of western culture, the nature of the family has changed from joint to nuclear to live in relationship. Same sex marriages, has started gaining acceptance. With equal opportunities to women and career oriented couples there is a rising number of DINK (double income no kinds) parents.
- Food habits and dressing habits have also changed drastically with the advent of globalization.

Check your progress

- 1) Explain the concepts of culture, values and lifestyle
- 2) How values have changed in the recent times?
- 3) Lifestyles of the people in India has transformed drastically.- Discuss.

14.4 IMPACT OF MASS MEDIA ON CULTURE

Mass media is a form of media where transmission and communication takes place across society to large number of people at the same time. Media can be classified as print media which includes newspaper, magazines, journals, pamphlets, leaflets, printed advertisements etc. whereas audio-visual or electronic media includes television, films, radio, computers and internet etc. Mass media in India is that part of media which aims at reach a wide audience in India. Mass media is very powerful means of influencing the masses. There has been a tremendous growth in the field of mass media after globalization. This has in turn affected the culture to a great extent.

Positive Impact of mass media on culture:

- **National Integration:** Films and television promotes national integration to a great extent. It brings people from different caste, religion, culture together. With globalization and increase in number of channels there is one global identity over and above the regional identity reinforcing the value of '*Vasudhaive Kutumbkam*'.
- **Increase in awareness:** Mass media promotes social issues such as anti-dowry, safe sex (anti-Aids), small family norm, employment guarantee schemes etc. This helps to create informed society.
- **Positive image of women:** Status of women is an integral part of the culture of any society. Mass media highlighting the achievements of women and portraying strong women characters change the perspective towards women.
- **Increase in employment opportunities:** Directly or indirectly the advertisements, channels and production houses generate a huge scope for employment for creative and talented people.
- **Strengthening family ties:** Evenings in India have now become family get to gather time with media revolution and certain good programmes. Reinforcing traditional values of eating together and living together has strengthened family ties.

Negative impact of mass media on culture:

- **Promoting popular culture:** Media in a big way promotes the mass or popular culture. That sends a message what is popular is good. It often results in complete neglect of authentic, indigenous, classical or folk culture.
- **Crime and violence:** Increasing amount of violence based programs and action oriented films adversely affects the mind set of children and youngsters. In course of imitating their favourite stars they end up being juvenile delinquent, or indulge in anti-social elements.
- **Stereotypical image of woman:** Barring some good programmes, advertisement and daily soaps portray women in a very bad taste. Women on screen, when used as sex symbol the mindset of the people gets affected and treat women in the same way in real life as well.

- **Sensationalizing events:** Due to cut throat competition amongst the news channels and newspapers, they tend to sensationalize events to grab audience or readers attention and increase their viewership or readership. Paparazzi become the vital part of our culture affecting the privacy of members of society.
- **Defining beauty and richness:** Media has created an illusion of fantasy world amongst its viewers. Fairness and slimness of girls are the only parameters of their beauty. Larger than life houses and lifestyles create wrong perception of happiness in the minds of young generation who tend to dream of such life.

Check your progress

- 1) Explain the positive impact of mass media on culture.
- 2) Discuss how media affects the culture in a negative way.

14.5 SUMMARY

With information technology and media revolution, values, cultures and lifestyles have changed dramatically. Mass media though its strong influence has far reaching impact on the culture and there is an overall deterioration of values in society. Educational institutions can play a major role to direct mindsets of the people to use media as tool for empowering culture and strengthening the nation building.

14.6 UNIT END QUESTIONS

1. Explain the concept of urbanization.
2. Write a note on slum dwelling.
3. Bring out the impact of urbanization on health and sanitation
4. Define culture. State the impact of change of values and lifestyle values on society.
5. Explain the negative impact of mass media on culture.

Chapter 15**CONTEMPORARY SOCIETAL
CHALLENGES-II**

- (c) **Farmer's Suicide and Agrarian distress**
- (d) **Debates Regarding Genetically Modified Crops**

Unit Structure

- 15.1 Objectives
- 15.2 Introduction and the extent of Farmers' Suicide
- 15.3 Causes of farmers' suicide in India
- 15.4 Debate Regarding Genetically Modified Crops
 - 15.4.1 Objectives
 - 15.4.2 Introduction
 - 15.4.3 Method of genetic modification of crops
- 15.5 Advantages
- 15.6 Disadvantages
- 15.7 Summary
- 15.8 Unit End Questions

15.1 OBJECTIVES

1. To sensitize the students towards the problem of farmers' suicide in India.
2. To understand and analyse the causes of agrarian distress that leads to farmers' suicide.

**15.2 INTRODUCTION AND THE EXTENT OF
FARMERS' SUICIDE**

With all the progress and development that globalization and mechanization of agriculture has brought in last two decades, there is an increasing amount of deterioration of indigenous economy. The country has seen over a quarter million farmers' suicide between 1995 and 2010. According to the National Crime Records

Bureau (NCRB), in 2010 alone there were 15, 964 farmers' who committed suicide in India. Increasing cost of production and falling price of farm commodity has been the major reason for the pervasiveness of this problem.

Maharashtra leads the list of farmers' suicide in India with 50, 500 (20% of the total suicides in India) farmers killing themselves in the country's richest state from 2005-2010. The five states which accounts for almost 2/3 of all the suicides are Maharashtra, Karnataka, Andhra Pradesh, Madhya Pradesh and Chhattisgarh. In 2006, 1,044 suicides were reported in Vidarbha alone - that's one suicide every eight hours. This also throws a light on another problem of shrinking of primary sector of economy i.e. with increasing farmers' suicide, there are less number of cultivators to produce food grains and raw material. Compared to 1991 Census, the 2001 census saw a drop of over seven million in the population of cultivators. With increasing mechanization, and corporate farming on one hand, there is a massive disguised unemployment and increasing urbanization on the other, created a dearth of new trained farmers interested in cultivating the land. All these factors have converted the positive economic significance of agriculture in our economy to a negative one.

Table 15.1

Farmer Suicides in India		
State	Total Farm Suicides Between 1995 and 2010	Average deaths per year
Maharashtra	50,481	3,155
Madhya Pradesh & Chhatisgarh	41,062	2,566
Karnataka	35,053	2,190
Andhra Pradesh	31,120	1,945
West Bangal	19,328	1,208
Kerala	18,904	1,181
Tamil Nadu	14,864	929
Uttar Pradesh	9,368	586
India	2,56,913	16,057

15.3 CAUSES OF FARMERS' SUICIDE IN INDIA

The two major causes as discussed earlier are:

- a) Increasing cost of production

b) Falling prices of farm commodity

Following are more causes for farmers suicide:

1. Indebtedness:

The main reason for farmers' suicide is indebtedness. With increasing cost of production and dependence on monsoon, it force farmers to borrow money from the money lenders. This money lenders often exploit the poor illiterate farmers by charging high rate of interests. This rate is generally more than 30% per year. The pressure of repaying the loans with such high rate of interest becomes almost an impossible task for them. And under the fear of humiliation to the family and distress they commit suicide. Loans from the agricultural bank are still a distant dream for most of our poor and illiterate farmers.

2. Crop failure:

In India even today majority of the farmers depend on monsoon for irrigation. Drought, irregular or incessant rains causing floods are all factors which causes massive crop failure. The new variety of seeds are prone to pest attacks, and high cost of insecticide and pesticide further make the crop vulnerable to such attacks resulting in destruction of crop..

3. High input cost:

With green revolution and intensive farming, farmers are aiming at high per hectare yield. This is possible only with chemical fertilizers, high yielding variety of seeds, huge amount of power, tractors etc. These facilities often cost a gigantic investment from the farmers. Small and medium level farmers cannot afford this amount. Also the subsidy on fertilizers and other raw material has reduced due to privatization of its production. All these leads to a high input cost on the part of farmer to produce a decent quantity of yield.

4. Lower price for farm commodity:

After this huge amount of investment, and if the crop is cultivated successfully saving it from failure, than too the return on the farm commodity is not sufficient. Several middlemen exploit the farmers, by giving them low price for their product. Government often declares a minimum support price for crops which is much lower than its input cost. To bridge this wide gap between the cost of production and the returns becomes a herculean task for the farmer and the pressure often takes away his life.

5. Lack of government aid and relief package:

Government in the run for getting away from its responsibility has privatized most of the sectors in the economy. Private owners aim for maximizing their profit ignoring the welfare of the people. Lesser agricultural banks which can give credit loans to farmers further make them vulnerable. Relief packages which are often announced for the farmers in the drought prone areas or flood prone areas never reach the real deprived group and often the local corrupt administrators misuse this amount for their petty interest.

6. Monoculture and corporate farming:

Uniformity of crops and specially cash crops has destroyed the eco-system in the fertile areas. The land due to excessive use of fertilizers and pesticides, have become barren and arid turning in a non-productive piece of land. Pressure of producing genetically modified crops apart from being an expensive affair has further increased the gap between the rich and poor farmers. Compelling the poor farmers to end their life with no resources to continue as a farmer.

Conclusion:

There is an urgent need for government intervention to tackle this issue. The solution lies in liberalizing the strict control of middlemen and money lenders on farmers. The famers will adopt the organic farming providing they are given support and subsidies for the same. They should be given direct access to market to sell their products to get the fair price for the commodities.

Check your progress

1. Discuss the extent of farmers' suicide in India.

15.4 DEBATE REGARDING GENETICALLY MODIFIED CROPS

15.4.1 Objectives:

1. To understand the meaning and the methods of genetically modified crops

2. To know the good and adverse effects of genetically modified crops.

15.4.2 Introduction:

Genetically modified crops (GM crops) are those crops whose DNA is extended from a living thing and placed in different crops by using genetic engineering techniques. The main aim is to create a food that can sustain even under harmful conditions like use of chemicals, insecticides or pesticides. Some crops are modified to protect themselves from insects. Through the process the crops with desirable qualities are obtained. It also helps the food to stay fresh for a long time.

Some of the genetically modified crops include, **rice, potatoes, sprouts, sweet corn, tomatoes, soybean, poultry, wheat, juices, rapeseed plants, sugarcane, beet, cotton, canola oil chocolates, frozen food** etc. certain meals like **frozen pizza, canned food, baby foods, breads, soya, cotton seed oil, soya oil, soya milk, energy bars** etc.

15.4.3 Methos of Genetic Modification of Crops:

Genetic modification involves the insertion of genes. In this process genes are artificially transferred between organisms that could be conventionally bred. The DNA from one organism is modified in a laboratory and then inserted into another gene of a crop. This process is called as [Trans genesis](#). Introducing new genes into plants requires a [promoter](#) specific to the area where the gene is to be expressed. For instance, if we want the gene to express only rice grains and not in leaves, then an endosperm-specific promoter would be used. The transgenic gene products should also be able to be denatured by heat so that they are destroyed during cooking.

15.5 ADVANTAGES

Supporters of Genetically modified crops claim many advantages. Let us study them:

1. The GM crops would increase the agricultural production and crops can be grown in drought affected areas and the land with high salt content. The underground water would help crops grow where they never grew earlier. It will prove to be a boon to developing countries facing the problem of starvation and death caused by it. It will also help lower the cost of food.
2. Some GM crops contain their own pesticides for ex: sweet corn, so farmers do not have to spray the plants with

insecticides or pesticides. Some plants are developed to offer resistance to different diseases.

3. GM foods contain better nutritious value, rich in vitamin, mineral and protein content, durable as well as better in taste.
4. GM foods can boost immunity level and develop inbuilt vaccine for livestock.
5. Plants can be modified to reduce calorie content and increase fiber level.
6. GM crops help the environment by reducing the need of pesticides.
7. GM crops have anti-freeze elements that help them survive in low temperature as against the unmodified seeds and food.

15.6 DISADVANTAGES

There are several arguments against GM crops. Many people hold the opinion that they not only harm the environment but also adversely affect the health. Some of the disadvantages are discussed below:

1. One of the highest risk involved is the creation of transgenic life forms. Such organisms may give rise to unnatural gene lines.
2. Genes from genetically modified crops could be transferred to the pests in order to destroy them, however over the period the pests develop resistance to it and crop spray thus becomes useless. For ex: Scientists have genetically modified sweet corn so that it produces a poison that can kill the insects. However insects can develop resistance to the poison and if that happens then crop spray is of no use.
3. The GM plants may produce secondary metabolites which may prove to be toxic to humans and livestock and can alter the food quality.
4. Some plants can prove to be allergic to humans or livestock.
5. Such plants may contain some new protein which cannot be metabolized or absorbed properly.
6. Some vegetarian avoid eating certain foods as it may contain genes from humans or livestock. It may affect their religious belief.
7. There is a fear of growth of uncharacterized DNA which can produce various harmful side effects as may be observed due to the presence of such chemicals.
8. GM crops develop antibiotic resistance. Antibiotics are used to fight diseases. However it was observed that these genetically modified genes spread to humans and animals and doctors

had difficulty fighting infectious diseases. For ex: tomatoes, bananas, strawberries, pineapples etc.

15.7 SUMMARY

The supporters as well as opponents of genetically modified crop technology have strong views. The Gm crops have definitely solved certain problems like hunger, reducing prices. It has led to various inventions in the field of science and technology. However, the manufactures are not willing to share information about the genetic modification of their food. There should be a label stating it as GM food. The Americans highly depended upon such food and scientists claim that it will take generations to prove the ill effects on health caused by GM food. It is also interesting to note that many environmentalists and health experts are advocating the use of organic food because they are grown in complete natural conditions. But such food is expensive and hence the demand for genetically modified food continues among the people.

15.8 UNIT END QUESTIONS

1. What are the causes for increasing farmers' suicide?
2. Write short notes on any of the following:
 - a. Types of genetically modified crops
 - b. Method of genetic modification of crops
 - c. Advantages of GM crops
 - d. Disadvantages of GM crops.

16

Chapter 16

CONTEMPORARY SOCIETAL CHANGES-III

- E. Development Projects and Human Rights Violations.
- F. Increasing crime and suicide among the youth

Unit Structure

- 16.0 Objectives
- 16.1 Introduction
- 16.2 Impact on Human Rights
- 16.3 Increasing crime and suicide among the youth
 - 16.3.1 Objectives
 - 16.3.2 Introduction
- 16.4 Causes of Suicide
- 16.5 Prevention of Suicide
- 16.6 Unit end questions

16.0 OBJECTIVES

1. To understand the need for development projects
2. To study the implications of development projects
3. To know the violations of human rights due to poor implementation of such projects.

16.1 INTRODUCTION

The development projects are essential for the growth of modern society and also to meet the requirement of changing times. To achieve the growth the government has undertaken certain development projects like dams, nuclear projects, thermo-electric projects, highways etc. However development projects may require displacement of some families, and can affect them adversely if proper implementation of the projects is not done.

Development projects are often planned without taking into consideration its effects on health and environment. People are displaced without offering proper compensation to them. There are various incidences of total ignorance of such people on the part of government bodies.

16.2 IMPACT ON HUMAN RIGHTS

1. The development projects in many cases adversely affect the people for ex: the construction of a dam on the river Narmada has displaced more than 50,000 families across three States i.e. Maharashtra, Gujarat and Madhya Pradesh. The construction work was started without offering proper

compensation and rehabilitation of those families. The right to live freely and the right to property are violated in such cases.

2. People become homeless and landless in case the development project requires the required area for the purpose for ex: dams, highways, canals, nuclear power plants etc. besides health hazards are also numerous.
3. Non immune workers migrate to such construction sites and may cause epidemic like situation as they may catch various diseases and also new strains of germs may develop. Thus right to health is violated in this case.
4. The construction of nuclear power projects can cause serious health hazards to the people living near the site zone. The radioactive rays can cause long term diseases and lead to serious illness.
5. The decision of deciding upon the site for the development project and also offering compensation to the affected families is taken by the government without consulting the people and without taking their opinion in this matter. Hence there is gross violation of human right as the affected families are not given the choice but the decision is imposed upon them.
6. The government in many cases uses force to implement the project.
7. In many cases not so essential projects are implemented for ex SEZs.
8. There is no transparency regarding the plan, implementation of the project. People are not taken into confidence.

Hence in order to avoid massive violation of Human Rights the affected people must be given entire information and their opinion must be sorted before the implementation of such projects.

16.3 INCREASING CRIME AND SUICIDE AMONG THE YOUTH

16.3.1 Objectives:

From this chapter we can understand

1. To understand why suicide takes place know
2. To know how to deal with suicidecase
3. To be aware of warning signs of suicide

16.3.2 Introduction:

Generally, crime and suicide are related to each other only difference is that suicide takes place by our self and crime takes place by others to somebody. Crime and suicide has same cause and effects. It's cause like poverty, suddenly lapse in the business, expectation of more marks in the exams, love affairs, people take out high loan but unable to pay it, family problems. demand hopes to get better job.

Teen suicides are increasing among the Indians and globally It is growing as a kind of disease rampant among the Indian teens especially in cosmopolitan cities. India the largest democratic country, having the largest youth population in the world, has become the suicide capital of the world. It is an alarming fact that teen suicides are increasing among the Indian youth shaking the very foundations of human existence. Researchers say that out of every three cases of suicide reported every 15 minutes in India, one is committed by a youth in the age group of 15 to 24 the highest number of suicides and attempted suicides happen in cosmopolitan cities and towns of India. Studies show that for every student who commits suicide, there are at least 13 cases who attempt suicide. Most youngsters who attempt suicide do not really want to die. Actually, they are crying out for help. There seems to be universal agreement on the manner in which they act before their suicidal attempt.

16.4 CAUSES OF SUICIDE

1) Social isolation:

They show total withdrawal and non interaction with people. It is really ironical that in this age of social networking and websites teens are isolated in their societies and live a reclusive life.

2) Change in normal life:

A normal child or youth shows signs of change in life by suddenly turning quiet and withdrawn from normal life. Long silences, unexplained visits to the bathroom, or hiding behind locked doors are some of the signs of this.

3) Loss of self esteem:

Inability to accept failure or loss in self esteem leads to dejectedness and suicide. This may be expressed by aversion in eating, or loss of interest in activities.

4) Expression of suicidal intention:

Suicide is not an instant action. Usually it is premeditated and expressed in some way or other.

Reasons for teen suicide:

Three major reasons lead to teen suicide. They are academic disappointments, relationship failures and psychological imbalance. There are many socio-economic, psychological and cultural factors associated with suicide.

1) The family situation:

Family plays a vital role in teen suicide. Nucleus families running after money and comfort never think of the psychological conditions of their wards. Most mothers are employed. As Swasti Naik, a student counselor of Mumbai says, “ Some decades back, the joint family system ruled supreme in Indian society and a child upset about usually came back home to sympathetic grandparents, uncles, and cousins who were always willing to pitch in with assistance.” But now, what is the situation of the family? Life in families is jam-packed and there is no time for anybody to care for the other.

Moreover, parents today are more worried about the academic performance to push them up as per their ambitions rather than the ability and condition of their children. The children are forced to study what their parents want.

2) Closed emotions of teens:

The mental condition of our younger generation is in turmoil. They are unable to outlets for their suppressed emotions. The emotions of today's youngsters are different from that of olden days which the parents and elders do not recognize.

3) Change in societies:

Societies have drastically transformed into much more openness which has positive and negative consequences. TV and other media have become more important. They have their own negative aspects.

4) Relationship failures:

At home there is no one to care. Only stomachs are more cared than hearts. When a friendship or love affair fails, today's

emotional mind thinks of suicide as the only relief. Even the media suggest this end as an effective solution.

5) Addiction to Internet:

Too much of addiction to Internet and self-centered approach often aggravates their isolated life. Teens become cocooned 'insects' without any interaction with anyone.

6) Negative thoughts lead to suicide:

Life seems to be nothing more than a hellish nightmare to the disappointed youth of modern emotional world. They easily lose confidence in life as their unrealistic sense of hopelessness is one of the most crucial factors in the development of their serious suicidal wish. They do not wait to analyze things. Rather they jump to the conclusion that their problems are insoluble.

7) Indian education system is more job-oriented than life-oriented:

Education system in India is more job-oriented than life. Pressure to perform well to reach higher academic qualifications is one of the major reasons for suicide. Failure in examinations and lack of family support in such situations cause depression in youth. Suicide news filling the newspaper columns after the examination results has become common in India.

Teen suicide in India is a serious problem which needs the attention of every one. Facts are alarming. We are aware of the reasons. It is our turn now to act to solve the problems.

16.5 PREVENTION OF SUICIDE

What should you do if someone your teen knows, perhaps a family member, friend, or a classmate, has attempted or committed suicide? First, acknowledge your child's many emotions. Some teens say they feel guilty — especially those who felt they could have interpreted their friend's actions and words better.

Others say they feel angry with the person who committed or attempted suicide for having done something so selfish. Still others say they feel no strong emotions or don't know how to express how they feel. Reassure your child that there is no right or wrong way to feel, and that it's OK to talk about it when he or she feels ready.

When someone attempts suicide and survives, people might be afraid of or uncomfortable talking with him or her about it. Tell your teen to resist this urge; this is a time when a person absolutely needs to feel connected to others.

Many schools address a student's suicide by calling in special counselors to talk with the students and help them cope. If your teen is dealing with a friend or classmate's suicide, encourage him or her to make use of these resources or to talk to you or another trusted adult.

Preventing Youth Suicide:

Suicide is the third leading cause of death among youth between 10 and 19 years of age. However, *suicide is preventable*. Youth who are contemplating suicide frequently give warning signs of their distress. Parents, teachers, and friends are in a key position to pick up on these signs and get help. Most important is to never take these warning signs lightly or promise to keep them secret. When all adults and students in the school community are committed to making suicide prevention a priority—and are empowered to take the correct actions—we can help youth before they engage in behavior with irreversible consequences.

Suicide Risk Factors:-

Certain characteristics are associated with increased suicide risk. These include:-

- Mental illness including depression, conduct disorders, and substance abuse.
- Family stress/dysfunction.
- Environmental risks, including presence of a firearm in the home.
- Situational crises (i.e., traumatic death of a loved one, physical or sexual abuse, family violence, etc.).

Suicide Warning Signs:

Many suicidal youth demonstrate observable behaviors that signal their suicidal thinking. These include:

- Suicidal threats in the form of direct and indirect statements.
- Suicide notes and plans.
- Prior suicidal behavior.
- Making final arrangements (e.g., making funeral arrangements, writing a will, giving away prized possessions).
- Preoccupation with death.

- Changes in behavior, appearance, thoughts and/or feelings.

What to Do:

Youth who feel suicidal are not likely to seek help directly; however, parents, school personnel, and peers can recognize the warning signs and take immediate action to keep the youth safe. When a youth gives signs that they may be considering suicide, the following actions should be taken:

- Remain calm.
- Ask the youth directly if he or she is thinking about suicide.
- Focus on your concern for their wellbeing and avoid being accusatory.
- Listen.
- Reassure them that there is help and they will not feel like this forever.
- Do not judge.
- Provide constant supervision. Do not leave the youth alone.
- Remove means for self-harm.

Get help:

Peers should not agree to keep the suicidal thoughts a secret and instead should tell an adult, such as a parent, teacher, or school psychologist. Parents should seek help from school or community mental health resources as soon as possible. School staff should take the student to the designated school mental health professional or administrator.

The Role of the School in Suicide Prevention:

Children and adolescents spend a substantial part of their day in school under the supervision of school personnel. Effective suicide and violence prevention is integrated with supportive mental health services, engages the entire school community, and is imbedded in a positive school climate through student behavioral expectations and a trustful student/adult relationship. Therefore, it is crucial for all school staff to be familiar with and watchful for risk factors and warning signs of suicidal behavior. The entire school staff should work to create an environment where students feel safe sharing such information. School psychologists and other crisis team personnel, including the school counselor and school administrator, are trained to intervene when a student is identified at risk for suicide. These individuals conduct suicide risk assessment, warn/inform parents, provide recommendations and

referrals to community services, and often provide follow up counseling and support at school.

Parental Notification and Participation:

Parent notification is a vital part of suicide prevention. Parents need to be informed and actively involved in decisions regarding their child's welfare. Even if a child is judged to be at low risk for suicidal behavior, schools will ask parents to sign a Notification of Emergency Conference form to indicate that relevant information has been provided. These notifications must be documented. Additionally, parents are crucial members of a suicide risk assessment as they often have information critical to making an appropriate assessment of risk, including mental health history, family dynamics, recent traumatic events, and previous suicidal behaviors.

After a school notifies a parent of their child's risk for suicide and provides referral information, the responsibility falls upon the parent to seek mental health assistance for their child. Parents must:

- Continue to take threats seriously: Follow through is important even after the child calms down or informs the parent "they didn't mean it." Avoid assuming behavior is attention seeking.
- Access school supports: If parents are uncomfortable with following through on referrals, they can give the school psychologist permission to contact the referral agency, provide referral information, and follow up on the visit. The school can also assist in providing transportation to get the parent and child to the referral agency.
- Maintain communication with the school. After such an intervention, the school will also provide follow-up supports. Your communication will be crucial to ensuring that the school is the safest, most comfortable place for your child.

Resiliency Factors:

The presence of resiliency factors can lessen the potential of risk factors to lead to suicidal ideation and behaviors. Once a child or adolescent is considered at risk, schools, families, and friends should work to build these factors in and around the youth. These include:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.

- Cultural or religious beliefs that discourage suicide and promote healthy living.
- Adaptive coping and problem-solving skills, including conflict-resolution.
- General life satisfaction, good self-esteem, sense of purpose.
- Easy access to effective medical and me.

16.6 UNIT END QUESTIONS

1. Write short notes on the following:

- a. Importance of development projects.
 - b. Effects on Human Rights.
2. Why do suicidal tendencies take place among people ? State its causes
4. Can suicides be prevented ? Suggest measures for the same?
5. What role of schools and parents can play in prevention of suicide?

Student Id	NAME_LFM	Course Name	ROLL NO	SUBJECT
3037543	HARIJAN AANSH AMARJEET	FYBCOM	94	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044440	KHAN ALIYA SAFEER	FYBCOM	120	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044441	SHAIKH ANAMBIBI GULAM SHAHID	FYBCOM	440	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044442	SHAIKH CHANDNIHARA JAMIR	FYBCOM	456	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044443	SHAIKH MOHAMMED GUFRAAN ABDUL RAHIM	FYBCOM	493	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044444	VINCHU MOHD FASI SHAHOOL	FYBCOM	670	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044445	SHINDE SHRUTIKA SURYAKANT	FYBCOM	632	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044446	ANSARI UZMA IMTIYAZ	FYBCOM	41	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044447	PATHAN FAIZULKHAN MUNEER	FYBCOM	290	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044451	SAYYED NIDA FAIYAZ	FYBCOM	419	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044453	SHAIKH SANYA SULEMAN	FYBCOM	602	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044455	SHAIKH SHIFA SHARIF	FYBCOM	609	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044457	GUPTA KAMLESH AMIKAPRASAD	FYBCOM	89	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044458	ANSARI MOHD AKAMAL JAMAL MOHD BHOLA	FYBCOM	9	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044459	SHAIKH SADAF HAROON	FYBCOM	514	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044460	KHAN MUBASSHIRA ABDUL MOEED	FYBCOM	224	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044461	SHAIKH TANNO BASHIR ALI	FYBCOM	619	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044462	MOHAMMED SOHAIL SHABAN ALI	FYBCOM	496	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044464	SAYYED MUSKAN ABDUL WAHID	FYBCOM	417	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044465	KHAN SAADAAN SHAMSHUDDIN	FYBCOM	231	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044467	SHAIKH SHAMA AMJAD	FYBCOM	606	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044469	KHAN REHAN TAHIR	FYBCOM	229	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044470	SHAIKH SAIMA BANO MOHD ANSAR	FYBCOM	519	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044472	SINGH AAKASH AJAY	FYBCOM	643	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044473	KHAN MIZBA ZAKIR	FYBCOM	523	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044475	KHAN FURKAN MUNIR	FYBCOM	211	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044476	GAIKWAD LAXMI SHAILENDRA	FYBCOM	77	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3044477	SHAIKH MOHAMMED FAIZAL NOOR MOHAMM	FYBCOM	492	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044478	BALBALE SAFWAN SAJID	FYBCOM	44	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044480	SHAIKH FAIZA MOHD RAFIQ	FYBCOM	460	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044483	QURESHI MOHD ASAD SAMEER	FYBCOM	301	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044484	SHAIKH SHEHZAN SAMEER	FYBCOM	608	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044485	SHAIKH ASFIYA YUNUS	FYBCOM	446	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044486	SHAIKH ASHFAQ ABBASALI	FYBCOM	447	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044487	SHAIK TABASSUM NIZAMUDDIN	FYBCOM	426	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044489	KONEKAR MOHAMMAD ABDULLAH MADAR	FYBCOM	253	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044490	SHAIKH ADIL ABDUL	FYBCOM	430	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044491	SHAIKH HANIA ZAKIR	FYBCOM	470	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044494	SHAIKH BUSHRA MOHD ANIS	FYBCOM	455	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044497	SHAIKH MOHAMMED AFZAL NOOR MOHAMM	FYBCOM	490	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044498	QURESHI ZOYA NASIR	FYBCOM	308	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044500	ANSARI KHUSHBOO PARVIN MD TASLIM	FYBCOM	23	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044502	KHAN TABREZ PARVEZ	FYBCOM	241	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044503	SHAIKH NAZO BASHIRALI	FYBCOM	510	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044504	SHAIKH SUKAINA ZEHRA SHOAIB	FYBCOM	615	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044505	KHAN FIZA HUSSAIN	FYBCOM	208	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044507	VIRANI ZAHRA SHAHNAWAZ	FYBCOM	671	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044508	SAYYED WASIM SALIM	FYBCOM	423	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044509	PATEL MEHRUN MEHBOOB	FYBCOM	288	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044510	WAGH PRITIKA CHANDRAKANT	FYBCOM	673	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044512	MUJAWAR ADNAN IQBAL	FYBCOM	271	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044513	SHAIKH LAYBA KHATOON ANZAR AHMED	FYBCOM	482	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044514	MIRANDA JORDEN DENIS	FYBCOM	258	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044515	KOLEKAR SIDDHESH RASIK	FYBCOM	251	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044516	KHAN SHAHISTA SAGIR	FYBCOM	237	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3044518	SAYED UMED JALIL	FYBCOM	410	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044519	ANSARI SAIF ALI ROSHAN	FYBCOM	35	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044521	NAGOORI MOHAMMED ATTAULLA MEHBOOB	FYBCOM	276	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044522	PAWAR NILAY VIVEK	FYBCOM	295	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044523	RAUT RUSHIKESH SUNIL	FYBCOM	314	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044524	SHAIKH NIKHAT AYAZ	FYBCOM	511	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044525	FAROOQUEE FARAAZ AHMAD AJAZ AHMAD	FYBCOM	72	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044526	NARPALI SHIFA FATIMA YUSUF	FYBCOM	278	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044528	SHAIKH MOHD SAMEER SHAKIL	FYBCOM	502	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044530	SHAIKH HUMERA MOHD ASLAM	FYBCOM	472	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044531	VAISHYA SAKSHI SHIVPRASAD	FYBCOM	666	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044533	FAROOQUI MOHD TAHIR	FYBCOM	75	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044534	AGWAN MUSAB USMAN	FYBCOM	5	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044535	SHAIKH MOHAMMED KAMRAN MOHD IKRAM	FYBCOM	494	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044538	SHAIKH AMBREEN MOHD KHALIL	FYBCOM	438	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044541	SHAIKH FIZA MOHD MUBEEN	FYBCOM	468	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044542	MOHD SAHIL QURESHI MOHD SAHIL	FYBCOM	267	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044545	PATEL TOSHIF USMAN	FYBCOM	289	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044546	ANSARI ABEED MOHD RUSTAM	FYBCOM	8	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044548	SAYED TATHIR FATEMA SHAKIL	FYBCOM	409	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044551	KHAN NAZRIN SAEED	FYBCOM	227	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044552	SHAIKH MOHD UMAR JAMAL AKHTAR	FYBCOM	504	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044553	FIZA NOORI JAVED AHMED KHAN	FYBCOM	209	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044556	CHAUHAN FARHAAN IMRAN	FYBCOM	53	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044557	FAROOQUI FATEMA MOHD ANWAR	FYBCOM	74	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044560	BAIG MUSKAN WASIM	FYBCOM	43	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044561	ANSARI AMEER HAMJA MO JUNED	FYBCOM	12	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044562	SAYYED MAHEK SULTAN	FYBCOM	416	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3044563	AHMED NAZIYA NISAR	FYBCOM	6	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044564	KHAN KAIF KADIR	FYBCOM	212	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044565	ANSARI IQBAL USMAN	FYBCOM	19	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044567	DAYATAR MOHAMMED ANAS ABBAS	FYBCOM	62	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044568	NA NAHIDA BANO	FYBCOM	274	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044569	SHAIKH ZOHA MOHD HANIF	FYBCOM	625	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044572	ANSARI MOHD TOUFEEQUE RAHIM	FYBCOM	33	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044573	SHAIKH SUMBUL NAAZ MD AABID HUSSAIN	FYBCOM	616	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044574	SHAIKH AYSHA ABDUL KARIM	FYBCOM	452	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044575	MIRZA ABBAS LAIQUE	FYBCOM	259	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044577	QURESHI MUSKAN ABDUL QAYYUM	FYBCOM	305	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044580	SHAIKH ABDUL TAWAB ABDUL WAHAB	FYBCOM	429	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044581	KHAN SAYEMA BANU FIROZ	FYBCOM	236	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044583	RIZVI BUTULFATIMA NAZAF HAIDER	FYBCOM	318	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044584	SHAIKH AFTAB MURSHID	FYBCOM	435	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044628	SHAIKH JANASHEEN MOHD ANWAR	FYBCOM	477	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044629	SHAIKH SANA AHSANULLA	FYBCOM	601	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044630	KHAN MOHD FALAK AYUB	FYBCOM	221	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044631	SHAIKH MOHD SHAKIR ZAKIR	FYBCOM	605	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044632	NORONHA STUART FRANCIS	FYBCOM	281	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044633	SHAH VEERBAHADUR DINESH	FYBCOM	425	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044634	SINGH NANDANI KUMARI ANAND KUMAR	FYBCOM	646	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044637	SINGH BABI DABAL	FYBCOM	645	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044638	SHAIKH MUSKAN JAVED	FYBCOM	507	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044639	CHOUDHARY RAUNAK KUMAR VINOD KUMAR	FYBCOM	59	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044641	MORE BHAVESH RAJENDRA	FYBCOM	269	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044644	RATHOD HITIKSHA HARISH SHANKAR	FYBCOM	313	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044645	CHAVAN SAI GANESH	FYBCOM	56	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3044646	KHOPTA SHREYA SUBHASH	FYBCOM	248	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044649	MOHD OVAIS ILYAS	FYBCOM	98	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044652	TRIPATHI ANJALI MANISH	FYBCOM	662	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044653	KEVIN JAMES	FYBCOM	101	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044655	YADAV BIPIN PALTAN	FYBCOM	676	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044656	KADAM RAHUL MAHENDRA	FYBCOM	108	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044787	DUBEY SANJANA RAMNIWAS	FYBCOM	70	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044790	NAIK VARUN VIJAY	FYBCOM	277	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044792	DAS SIDHARTH ASHISH	FYBCOM	61	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3044862	SAWANT KSHITIJA VIJAY	FYBCOM	404	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045092	MIRZA KHAIRUNNISA REHMAT	FYBCOM	260	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045093	KHAN AYESHA KHANAM SAKIL	FYBCOM	203	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045094	TEGADE ISHA RAMCHANDRA	FYBCOM	658	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045095	SHAIKH JUNED ABDUL SATTAR	FYBCOM	478	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045096	GODAMBE BHAKTI BHALCHANDRA	FYBCOM	84	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045098	DEVLEKAR ANANYA VIPUL	FYBCOM	64	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3045101	ANSARI MOHAMMED ZAMEER MOHAMMED J	FYBCOM	31	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3048175	SHAIKH TEHSIN KAYAMUDDIN	FYBCOM	620	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3048176	SIDDIQUI MOHD EHTESHAM MOHD IKRAMUL	FYBCOM	640	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3048300	ANSARI MOHAMMAD SOHAIL MOHAMMAD SA	FYBCOM	29	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050455	PAWAR DIVYA SANJAY	FYBCOM	294	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050462	KHAN MOHMMAD KHUSHNAID MUMTAJ	FYBCOM	223	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050463	KHAN MD KAIF ABRAR	FYBCOM	214	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050468	SHAIKH SHADAB ROSHAN	FYBCOM	603	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050469	SHAIKH RAHAT SHAKIL	FYBCOM	513	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3050476	SAYED MOHAMMED ZAIB NASHOOR HAIDER	FYBCOM	408	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3065637	ANSARI SAIMA MEHBOOB	FYBCOM	36	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3086796	ANSARI SABA PARVEEN MOHD IRSHAD	FYBCOM	524	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3087384	KHAN DANISH DAWOOD	FYBCOM	207	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3090918	SHAIKH SOHAIL YUSUF	FYBCOM	614	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3091553	CHIPPHA MOHD KAMRAN USMANGANI	FYBCOM	58	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3091570	SHEIKH IMRAN RUKHSAR	FYBCOM	695	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3091666	SHAIKH EKRAMUL SHAKIR	FYBCOM	458	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092340	THACHARAKKAL HOUSE SALMAN FARIS	FYBCOM	659	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092341	RAIYAN ALI	FYBCOM	7	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092342	JOYA SHAIKH	FYBCOM	107	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092343	GADDI ROSHAN JAMIR	FYBCOM	76	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092874	KHAN ABDUL KARIM HAMID	FYBCOM	681	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092902	SHAIKH SHAHBAZ HUSSAIN NISAR AHAMAD	FYBCOM	604	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092926	KHAN MOHD MOIN IFTEKHAR AHMED	FYBCOM	222	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092939	SHAIKH AL FAHAD RIZWAN ALI	FYBCOM	437	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092953	SHAIKH SAMAD SALIM	FYBCOM	682	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3092964	BEG MO RIZWAN MOIN	FYBCOM	698	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094041	SHAIKH IFRA TANVIR	FYBCOM	473	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094042	SHAIKH KAMIL JAINUDDIN	FYBCOM	479	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094043	KHAN ZAHEER AHMAD	FYBCOM	244	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094066	KONDA PRIYANKA KRISHNA	FYBCOM	252	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094067	SHAIKH UBED ABRAR	FYBCOM	621	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094068	KANDERA SHRUTI RAJU	FYBCOM	111	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094069	SHAIKH HAYAATUDDIN SAMEERUDDIN	FYBCOM	471	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094070	SHAIKH DANISH JAVED	FYBCOM	457	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094071	ANSARI KAIF ALAM KARIM	FYBCOM	21	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094072	SHAIKH FARIDA CHAND	FYBCOM	466	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094074	PANCHAL VIVEK KETAN	FYBCOM	283	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094075	KHAN MOHAMMAD USMAN MOHAMMAD SUL	FYBCOM	219	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094076	SOLANKI YASH KIRAN	FYBCOM	125	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3094077	REHMAAN LAIBA MUJEEBUR	FYBCOM	316	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094079	KHAN BUSHRA NASIRUDDIN	FYBCOM	206	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094081	SHAIKH MOHD HASAN FIROZ	FYBCOM	498	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094082	MOHD OSAMA SIDDIQUI JAMSHED AHMAD	FYBCOM	641	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094084	SHAIKH MOHD ZAID HAFIZUDDIN	FYBCOM	505	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094085	. SHANE AALAM IRFAN	FYBCOM	1	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094086	ANSARI MOHAMMED UMMER IQBAL AHMED	FYBCOM	30	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094088	KHAN RUBY ISMAIL	FYBCOM	230	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094089	KHAN SHAMSTARBEZ MOHD YAKOOB	FYBCOM	238	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094091	SHAIKH RAFIULLAH SAMIULLAH	FYBCOM	512	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094092	ANSARI ARSHIYA BANU ANIS AHMED	FYBCOM	14	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094093	SHAIKH SHIRIN MOHAMMED NIYAZ	FYBCOM	610	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094094	KHAN MOHAMMAD MUSA LALMOHAMMAD	FYBCOM	218	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094095	BUTOLA HITEN HARBANTSINGH	FYBCOM	51	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094096	SHAIKH SHAMIYA MOHD NAIM	FYBCOM	607	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094098	SHAIKH AFREEN ASHRAF ALI	FYBCOM	683	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094099	AFRIN ZEHRA ZIA ALAM	FYBCOM	405	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094101	ANSARI JUNAID YAMEEN	FYBCOM	20	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094104	SAYYED NAVED JAVED	FYBCOM	418	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094105	SHAIKH ROHAAN SALAUDDIN	FYBCOM	126	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094106	SHAIKH MOHD ANNAS MOHD SALIM	FYBCOM	441	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094109	SAYYED SHAHEEN BANOO SHARAFAT ALI	FYBCOM	421	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094110	GOUS ADIL LATIF	FYBCOM	87	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094113	KANOJIYA SHOBIT RAVINDRA	FYBCOM	112	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094114	HUSSAIN FUZAIL NASIR	FYBCOM	129	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094116	SHAIKH MOHAMMED FAHAD	FYBCOM	491	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094117	SHAIKH AMIRA MUSHTAQUE	FYBCOM	439	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094118	SAYYEDA ZUHAIRA FAROOQUE	FYBCOM	424	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3094120	MONDE SHUBHAM BALU	FYBCOM	268	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094122	SAYYED MAHEK NIZAMUDDIN	FYBCOM	415	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094123	SHAIKH IRFAN TOHIR	FYBCOM	475	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094124	SHAIKH MOHD ZOHEB ZAKIR	FYBCOM	626	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094125	SHEIKH IRFAAN RUKSHAR	FYBCOM	630	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094126	QURESHI ANAS SALIM	FYBCOM	699	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094127	SHAIKH BARIRAH MOHD NASIR	FYBCOM	453	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094129	SHAIKH AWEES ASIF	FYBCOM	265	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094131	DHAMANKAR ANISA BASHIR	FYBCOM	66	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094133	SHAIKH FAIZAN ABDUL	FYBCOM	322	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094135	PATEL ARYAAN JITENDRA	FYBCOM	287	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094136	IDRISI ADIBA KAFIL	FYBCOM	323	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094138	ANSARI MOHAMDSAMAR TAHIR	FYBCOM	28	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094155	KHAN AYUB QAIYOOM	FYBCOM	204	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094156	SHAIKH MOHD BASHEER UMAR FAROOK	FYBCOM	484	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094157	KHAN ABDUL RAHIM MOHD JAVED	FYBCOM	116	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094159	SIDDIQUI AMAAN NASEEH NASIR AHMED	FYBCOM	637	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094160	QURESHI NIZAM MUNNA	FYBCOM	306	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094161	SHAIKH MOHD HASAN MOHD HAROON	FYBCOM	499	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094162	GANJA ADNAN GANI	FYBCOM	80	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094164	MISHRA AKASH TIRTHRAJ	FYBCOM	261	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094166	SHAIKH ARBAAZ RAHMAN	FYBCOM	443	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094168	KUDALKAR PRATHMESH PRAMOD	FYBCOM	255	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094171	GAUS E SAQLAIN SHAIKH	FYBCOM	469	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094172	KHAN RASHID ANWAR	FYBCOM	228	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094173	MHD AQIL SADIK ALI	FYBCOM	257	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094176	SAYYED ALFIYA WAJID	FYBCOM	411	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094177	ANSARI SIDRA GULSANOWAR	FYBCOM	39	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3094180	SHAIKH MIZBA ABDUL AZIZ	FYBCOM	703	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094181	SHAIKH FARUKH KHALIL	FYBCOM	467	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094183	QURESHI ZAID MOHD RAFIQUE	FYBCOM	307	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094184	SHAIKH SOHAIL HUSEN	FYBCOM	612	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094185	SHAIKH IRFAN IQBAL	FYBCOM	474	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094187	PATIL DEEPAK BAJIRAO	FYBCOM	291	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094189	SHAIKH ARSHI YUNUS	FYBCOM	525	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094191	KHAN AAKIB IKHLAQUE	FYBCOM	119	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094192	KHADKA PARAS BIRBAHADUR	FYBCOM	114	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094195	MOHAMMAD FAIZ SHAIKH SHAIKH MOHAMMAD	FYBCOM	264	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094196	KHAN MUFASSIL PERVAIZ	FYBCOM	225	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094236	QURESHI MOHAMMAD SHARIF ZAKIR	FYBCOM	302	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094239	SHAIKH KASHAF KAISAR	FYBCOM	480	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094241	KHAN MOHD SAHIL MOHD KHALIL	FYBCOM	234	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094242	JAISWAR HARSH SANTOSH	FYBCOM	684	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094243	MODAN AKIL HABIB	FYBCOM	263	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094244	KHAN ABREZ PARVEZ	FYBCOM	732	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094245	SAYYED LUBNA TABASSUM ANEES	FYBCOM	414	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094246	SHAIKH MOHAMMED ADIL SAMEER	FYBCOM	431	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094247	KHAN ANWARULHAQ ABDULHAQ	FYBCOM	202	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094268	QURESHI MOHD SAMEER GULAM NABI	FYBCOM	303	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094269	SHAIKH AQIB RAEES	FYBCOM	442	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094274	SHAIKH MOHAMMED MUSTAFA MOHD HANEEF	FYBCOM	508	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094277	SHRESTHA ANITA GANGARAM	FYBCOM	634	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094279	SHAIKH MOHD SHEHZAN HUSEN IBRAHIM	FYBCOM	503	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094321	SHAIKH TABREZ MOHD SHAFI	FYBCOM	526	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094324	FARUQY ABDULREHMAN MOHD ANWAR	FYBCOM	73	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094327	VAISHYA SANDHYA MAGDOOM PRASAD	FYBCOM	667	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3094328	SHAIKH AALIYA SALIM	FYBCOM	427	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094329	ANSARI AMAN ISLAM	FYBCOM	10	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094330	MUKADAM AZHAR TAUFIQUE	FYBCOM	272	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094331	KHAN ZAID AHMED	FYBCOM	245	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094332	KHAN NAZNEEN MOHD MAKSOOD	FYBCOM	226	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094334	ANSARI MO WASEEM SHARAFUDDIN	FYBCOM	27	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094335	SHAIKH MOHD ADNAN MOHD IMRAN	FYBCOM	497	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094338	KHAN SAHIL AHMED SHAMIM AHMED	FYBCOM	235	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094340	SHAIKH FAIZAL TAJ MOHAMMAD	FYBCOM	461	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094341	ANSARI KULSUM NIYAZI MOHD NIYAZ AHMED	FYBCOM	24	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094345	JHA RAHUL SURESH	FYBCOM	105	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094346	TIWARI VIVEK DHYANPRAKASH	FYBCOM	661	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094348	SHAIKH AHMED RIZWAN	FYBCOM	436	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094349	PAWAR SHUBHAM VILAS	FYBCOM	296	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094352	KHAN AMIR AHMED	FYBCOM	201	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094353	SHAIKH SAHIBA BANO RIZWAN AHMAD	FYBCOM	518	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094356	BHAIN FARKHINDA MO GULJAR	FYBCOM	45	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094357	SHIRKE SANIKA SAGAR	FYBCOM	633	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094358	TALEKAR SIDDHI VILAS	FYBCOM	656	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094359	QURESHI MUSAB RIZWAN	FYBCOM	304	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094362	KHAN FIZA RAIS	FYBCOM	210	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094363	IDRISI MO SAHIL MO ASLAM	FYBCOM	96	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094365	SIDDIQUI HAMID SIRAJ AHMED	FYBCOM	638	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094366	SHEDGE SURYANSH PRASHANT	FYBCOM	627	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094368	JHA RAJIV KUMAR MITHILESH	FYBCOM	106	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094389	CHOUHARY UMAIR ABDUL FAROOQ	FYBCOM	60	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094391	IDRISI SHALU SHAKILAHMAD	FYBCOM	97	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094394	SHAIKH MEHVISH SAMAD	FYBCOM	486	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3094395	SHAIKH FARDIN YUSUF	FYBCOM	463	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094396	CHAVAN ANUJ VASANT	FYBCOM	55	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094397	MISHRA NAGENDRA TRIBHUVAN	FYBCOM	262	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094398	SHAIKH SOHAIL RAMZAN	FYBCOM	613	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094399	SHAIKH WAQAR AHMAD AYAZ AHMAD	FYBCOM	622	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094400	ANSARI FIZA BEGAM MOHD ZUBAIR	FYBCOM	18	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094401	ANSARI SUMAYYA PARVEEN AKBAR ALI	FYBCOM	40	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094402	ANSARI KHUSBOO SHAKIR	FYBCOM	22	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094404	SAYED FARHIN FAISAL	FYBCOM	407	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094406	SHAIKH ADNAN JAMAL	FYBCOM	432	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094412	SHAIKH TABASSUM BANU ABDUL LATIF	FYBCOM	618	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094413	SADIYA MOHAMMAD AALE	FYBCOM	515	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094414	ANSARI SANA GULAM MUSTAFA	FYBCOM	37	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094415	SHAIKH SUZAIIF NAUSHAD	FYBCOM	617	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094416	HAKIM MOHD KAIF BABAR	FYBCOM	92	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094417	ABHALE HITESH GORAKHNATH	FYBCOM	3	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094426	KHAN MOHAMMAD HUSSAIN RAZA AHMAD R	FYBCOM	217	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094428	DHURE KETKI DEEPAK	FYBCOM	67	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094429	TRIPATHI RISHABH RAJESH	FYBCOM	663	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094430	SAYYED EKRA MOHD ARIF	FYBCOM	690	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094431	TURIYA DANISH HASAN	FYBCOM	664	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094432	SHAIKH FARHANA FAZLUL REHMAN	FYBCOM	465	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094436	KHAN SAERA BANOO ABDUL HAMID	FYBCOM	233	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3094440	SONKAR SANDEEP NANHELAL	FYBCOM	651	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3096972	YADAV ARCHANA RAJBAHADUR	FYBCOM	674	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3104865	KHAN UZMAA KHATOON KARIM	FYBCOM	243	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3104866	BHANGRE SHUBHAM SUNIL	FYBCOM	46	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3104867	PATIL SHUBHAM ANIL	FYBCOM	292	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3104868	MUHAMMED IMRAN SHAJAHAN	FYBCOM	270	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3104869	ADSUL UDAY RAVI	FYBCOM	4	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3121017	ARSHAD MOHD IQBAL	FYBCOM	300	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140397	RAJNAGARWALA TAHA BURHAN ALI	FYBCOM	312	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140398	BRIGHTSON DEVA BRIGHTSON	FYBCOM	49	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140565	SHAIKH KHALEEL AHMED LAIQ	FYBCOM	481	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140570	GUPTA RATIDEVI PANNALAL	FYBCOM	90	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140571	DONGRE RAJESHWARI RAJESH	FYBCOM	69	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140572	SAYYED RUBINA SIDDIQ	FYBCOM	420	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140573	SHAIKH SAFA ZAFAR	FYBCOM	516	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140574	VISHWAKARMA ARYAN RAVINDRA	FYBCOM	672	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140575	SHAIKH SAFWAN AKHTAR	FYBCOM	517	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140576	BICHU UMAR SIDDIQUE	FYBCOM	47	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140577	SOLANKI GAURAV JAYRAM	FYBCOM	648	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140578	RAI SANTOSH KEDAR	FYBCOM	310	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140580	NAVIK SURAJ SHIVRAM	FYBCOM	279	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140582	NIRKAR SEJAL JANARDHAN	FYBCOM	280	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140585	DIWAN POOJA RAMESHCHAND	FYBCOM	68	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140587	CHAUHAN ANURAG SAMARNATH	FYBCOM	52	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140588	DANDEKAR NAMRATA PRAKASH	FYBCOM	691	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140589	KHAN ABUSWALEH ABDUL KARIM	FYBCOM	117	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140590	MUPPULI NITYASHA SANTOSH	FYBCOM	273	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140591	KANOJIA PARINITA RAJKUMAR	FYBCOM	113	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140599	SHAIKH MOHAMMED MUQEETH MOHAMMED	FYBCOM	495	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140600	KHILJI BILAL JALALUDDIN	FYBCOM	247	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140601	VARSANI DANISH MAHBOOB ALAM	FYBCOM	668	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140604	SINGH AKASH RAVINDAR	FYBCOM	644	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140605	GAIKWAD YASH PRASHANT	FYBCOM	78	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3140606	YADAV HARSHIT CHANDRA SHEKHAR	FYBCOM	678	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140607	YADAV PRITI SHIVSHANKAR	FYBCOM	679	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140609	ANSARI NAZNEEN KHATOON ZAHEER HUSAIN	FYBCOM	34	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140611	DURAI MANIKANDAN SWAMI	FYBCOM	71	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140626	SAHANI ABHISHEK VIJAY	FYBCOM	320	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140631	JHA ABHISHEK KUMAR KANHAIYA	FYBCOM	104	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140634	SHAIKH MUSADDIQUE JAFAR	FYBCOM	506	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140635	KHAN ZAID ZUBAR	FYBCOM	246	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140639	MANSOORI MOHAMMED FAISAL LALBABU	FYBCOM	256	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140640	KAMBLE ROHIT VIKAS	FYBCOM	110	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140645	ANSARI ZAIN AFZAL ALI	FYBCOM	42	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140647	SAHANI KHUSHI DILIP	FYBCOM	401	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140649	SIDDIQUI UBAID KAFEEL	FYBCOM	642	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140651	ANSARI MALAIKA NASEEM	FYBCOM	25	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140652	GORI SAMEER SALIM	FYBCOM	86	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140653	JAILKAR JITESH JAGDISH	FYBCOM	100	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140655	SAYYED EFAA ZAHID JAHID ALI	FYBCOM	412	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140657	PATEL AKSHAY PRAKASHBHAI	FYBCOM	286	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140658	KHAN MOHAMMAD ANAS MOHMED WAHID	FYBCOM	216	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140659	THAKUR ANIKET JAYKANT	FYBCOM	660	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140663	YADAV AYUSHI ASHOK	FYBCOM	675	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140667	SHUKLA BHAVANA DEVI PRAKASH	FYBCOM	635	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140668	TODANKAR CHARUSHREE NANDKISHORE	FYBCOM	685	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140669	SHAIKH SALEHA ABDUL KALAM	FYBCOM	520	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140670	YADAV GULSHAN DEVENDRA	FYBCOM	677	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140684	SHAIKH MOHD SHOEB MOHD TAHIR	FYBCOM	611	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140686	KHAN ADNAN KAMAL	FYBCOM	118	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140688	ANSARI FAZIL SHAHID	FYBCOM	17	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3140691	KOLEKAR SAKSHI KISAN	FYBCOM	250	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140692	JAFRI ADNAN HIFAZUL HUSSAIN	FYBCOM	103	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140697	SHAIKH MOHAMMAD HANIF TAPAZAL	FYBCOM	489	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140701	NAG GOVIND RAJKAPOOR	FYBCOM	275	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140702	SIDDIQUE FAIZUDDIN AZIMUDDIN	FYBCOM	636	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140704	KHAN MOHAMMED RAYAN NAFI KHAN NOOR	FYBCOM	220	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140705	SHAIKH MD HAMIDULLAH MD OSAMA	FYBCOM	485	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140707	BUTE MOHAMMAD MUFAIZ MOHAMMAD MU	FYBCOM	50	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140708	SOLANKI KARAN MANILAL	FYBCOM	649	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140712	SHAIKH ZAHID NISAR AHMED	FYBCOM	623	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140713	TAILOR RIZWAN AHMED	FYBCOM	655	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140714	SHAIKH AFAQ AHMED ABDUL ALI	FYBCOM	433	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140716	QURESHI ALVINA FURKAN	FYBCOM	298	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140717	KADRI RIZWANA YARMOHD	FYBCOM	297	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140718	GAJENGI SAITEJA RAVINDHAR	FYBCOM	79	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140720	SHAIKH ZENAB MOHD.SALIM	FYBCOM	624	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140722	SHAIKH MISBA MOHD NADEEM	FYBCOM	487	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140723	GOMES JEAN JOHN	FYBCOM	85	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140725	MOHATPURE INAMUL HAFIZUR	FYBCOM	266	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140726	TARKARI PREM DATTARAM	FYBCOM	657	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140728	ANSARI FAREEN BANO WAJID ALI	FYBCOM	16	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140729	KHAN UZMAEMEHWISH IRSHAD	FYBCOM	242	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140732	KHAN MD SALMAN MD SHAFIQUE	FYBCOM	213	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140733	ANSARI MOHD SHOHEB WAKIL	FYBCOM	32	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140735	GUPTA KRISHNA VASUDEV	FYBCOM	93	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140736	ANSARI MERAJ AHMED MD WAKEEL	FYBCOM	26	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140742	JANA JOYDEV RATAN	FYBCOM	102	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140744	SIDDIQUI MOHAMMAD SAIF MOHAMMAD FAI	FYBCOM	639	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3140746	SHAIKH ABDUL KADIR ABDUL MALIK	FYBCOM	428	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140749	SHAIKH MO DILSHAD IMTIYAJALI	FYBCOM	488	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140750	RIZVI AADIL RIYAZ HUSSAIN	FYBCOM	317	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140751	SHAIKH ARMAAN AMIRULLA	FYBCOM	444	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140752	HATISKAR AKSHAY HARSHAD	FYBCOM	95	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140754	SHAIKH AYESHA ASHRAF	FYBCOM	451	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140756	SHAIKH ARZOO MANSOOR	FYBCOM	445	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140757	SHAIKH FALAK KADAR	FYBCOM	462	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140760	SYED JAFAR SARTAJ MEHANDI	FYBCOM	654	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140761	ANSARI SHADAB ALAM	FYBCOM	38	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140762	GHOSH MOHD SAMEER MOHAMMAD FAROOC	FYBCOM	83	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140765	ANSARI AQIB KHALID	FYBCOM	13	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140766	SAYED ALTAMASH ZAKIR	FYBCOM	406	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140767	SHAIKH MAKHDOOM ALI MASTAN	FYBCOM	483	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140783	SHAIKH ASHRAFUDDIN MUSHTAUDDIN	FYBCOM	448	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140785	SHAIKH MOHD KAIF ABUHUREKA	FYBCOM	500	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140786	SHAIKH AFTAB AHMED MUSTAQU	FYBCOM	434	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140788	RAZA ALI AHMAD	FYBCOM	315	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140790	MOHD FAISAL RAZA NASIR ALAM	FYBCOM	459	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3140792	KHAN MOHAMMAD UMAR LALMOHAMMAD	FYBCOM	215	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3141803	SHAIKH MEHTAB ALAM MOHD BELAL	FYBCOM	527	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3142449	KAMBLE ESHA SANDESH	FYBCOM	109	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3149013	PAWAR BHAVESH MANGESH	FYBCOM	293	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3149014	KORI AKSHAY RAJESHKUMAR	FYBCOM	254	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3151529	VERMA SHUBHAM AJAYKUMAR	FYBCOM	669	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3151690	KHAN SHARIQ MOHD RAFIQ	FYBCOM	239	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3151727	SHAIKH ASIF KALAM ABDUL KALAM	FYBCOM	449	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3151851	SHAIKH SAJIYA WAJID	FYBCOM	121	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3154384	SHAIKH MOHAMMED ISTEKHAR MOHAMMED	FYBCOM	476	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3154385	JADHAV UMESH SHASHIKANT	FYBCOM	99	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3154538	PARSEKAR AKSHATHI RAJESH	FYBCOM	284	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3154939	SAYYED UMAR ASLAM	FYBCOM	422	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3158511	SHEIKH HEENA NAZIR	FYBCOM	628	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3178804	KHAN SADAF PEER MD	FYBCOM	232	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3178806	RAI ABHIMANYU RAVINDRA	FYBCOM	309	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3179641	SIDDIQUI HEENA FIROZ	FYBCOM	324	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3179725	KHAN TABREZ MEHMOOD AHMED	FYBCOM	240	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3185123	VISHWAKARMA SARITA KAMAL BAHADUR	FYBCOM	693	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3185124	PARIYAR POONAM BALBAHADUR	FYBCOM	694	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186459	CHAVAN TANMAY TUSHAR	FYBCOM	57	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186460	PAGDHARE SIDDHESHWARI HITENDRA	FYBCOM	686	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186461	GUPTA HRITIK KUMAR MAHESH KUMAR	FYBCOM	88	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186462	TANISHQ SAIGAL UMESH SAIGAL	FYBCOM	402	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186463	YELAVE SOHAM SUDARSHAN	FYBCOM	680	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186464	ANSARI MOHD AMAN USMAN	FYBCOM	11	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186465	FAZAL ABBASI	FYBCOM	2	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186466	SABLE SAHIL UMAKANT	FYBCOM	319	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3186467	SALUNKHE RUPESH LAHU	FYBCOM	403	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3193666	KINNY SHANE RAPHEAL EUDES	FYBCOM	249	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3193667	SONKAR RAMASHANKAR SHYAMLAL	FYBCOM	650	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3193668	RAJBHAR KARTIK ASHOK	FYBCOM	311	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3193742	GURAV AKSHI AJAY	FYBCOM	205	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3195274	SHAIKH SHAHEEN MOHD SHARIF	FYBCOM	696	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3195291	MUKHI AHMED ABBAS MD ALI	FYBCOM	697	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3197627	SHAIKH KAIF KASIM	FYBCOM	501	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3201841	SAYYED FARUG ZAHRA SUHAIL ABBAS	FYBCOM	413	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3201842	BORKAR YASH PRAMOD	FYBCOM	48	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3209242	SHAIKH NASIRUDDIN NAKIBUDDIN	FYBCOM	509	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3210006	SHAIKH FARHANLAL MOHAMMED	FYBCOM	464	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3210771	PADALE NIKHIL LAXMAN	FYBCOM	282	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3210772	SHAIKH BUSHRA FATIMA ABDUL KARIM	FYBCOM	454	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3222406	QURESHI AQUIB AYUB	FYBCOM	299	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3222407	KHAN RANA KHATOON MOHAMMED SALEEM	FYBCOM	687	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3222408	SHAIKH NIDA PARVEZ	FYBCOM	688	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3222409	FARHEEN BANO MOHD MUSTAQUEEM	FYBCOM	700	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3222419	SHAIKH AYAN MOHAMMAD	FYBCOM	450	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227579	SOLANKI PRADUMAN SUNIL	FYBCOM	701	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227580	KHAN SHANAWAZ AFTAB	FYBCOM	702	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227581	ANSARI MOHAMMAD AVESH IRSHAD AHMAD	FYBCOM	15	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227582	SAYED PEER FARUK	FYBCOM	689	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227751	KHAKE SURAJ PRAKASH	FYBCOM	704	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3227752	BHARANKAR OM VISHWAS	FYBCOM	705	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234309	ABDUL TAUSIF ABDUL FAROOQUE	FYBCOM	706	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234310	ANSARI IRFAN ABDUL SATTAR	FYBCOM	707	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234311	SAYYAD ADNAN MUSTAFA	FYBCOM	708	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234312	SHAIKH SANYA YASIN	FYBCOM	709	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234403	KHAN MOHAMMAD RAJA SHARUN	FYBCOM	710	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234638	ANSARI GHULAM MOHIUDDIN MOHAMMED A	FYBCOM	692	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3234655	SAYYED ADNAN AHMED ALI	FYBCOM	91	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3237351	MITHA MOHD HAMZA MOHD ISHAQUE	FYBCOM	711	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238468	SHAIKH MD SHAMIM MD AMIM	FYBCOM	712	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238469	SHAIKH SABREEN SHAMSE ALAM	FYBCOM	713	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238470	NATEKAR PALLAVI VINOD	FYBCOM	714	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238471	SHAIKH HEENA JASIMUDDIN	FYBCOM	122	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3238472	GUPTA AMRUTA TILAKDHARI	FYBCOM	715	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238473	KHAN SUMAYYA KAFEEL AHMED	FYBCOM	716	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238474	KHAN BURHANUDDIN MERAJ	FYBCOM	717	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238475	KHAN ARSALAN ABDURREHMAN	FYBCOM	718	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3238476	SAYED MUJTABA SALIM HUSSAIN	FYBCOM	719	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3239122	MANIHAR AMANULLAH ATIULLAH	FYBCOM	720	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3239123	SHARMA DHRUV PANKAJ	FYBCOM	721	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3249803	KHAN M KASIF RAZA GHULAM	FYBCOM	722	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3249804	SAYED TARANNUM ASHRAF	FYBCOM	723	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3249806	QURESHI ARBAAZ MOHAMMAD HANIF	FYBCOM	724	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3249807	SHAIKH MOHD HAMZA ABDUL HAMID	FYBCOM	725	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251753	KASHYAP KOMAL KAMLESH	FYBCOM	325	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251754	HASALKAR JAIHIDA KHAJAALI	FYBCOM	726	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251755	SHAIKH SAQLAIN ABDUL HAMID	FYBCOM	727	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251756	ANSARI ARSHEEN MANZOOR ALAM	FYBCOM	728	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251757	MOHAMMED SAMEER SHAUKAT ALI	FYBCOM	729	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3251758	SHAIKH MUSAB ABDUL RASHID	FYBCOM	82	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3252011	SHAIKH DILSHAD MOHAMMAD SAHENAFAZ	FYBCOM	730	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3263179	JANGAM YOGESH ANIL	FYBCOM	123	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3274049	SHAIKH SAIF MOHD JALEEL AHMED	FYBCOM	124	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3276255	MOMIN UMAIR MOHD AYAZ	FYBCOM	521	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3286446	POSHARKAR ZAID ARIF IBRAHIM	FYBCOM	321	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3293600	ANSARI MUSKAN MUBARAK	FYBCOM	522	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3293614	SHAIKH IQRA ZAFAR	FYBCOM	127	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3293925	BELKAR ATHARV DILIP	FYBCOM	326	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3305421	JHA PINTUKUMAR SUMANJUMAR	FYBCOM	128	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3307302	PRAJAPATI SHASHIKANT DHIRENDRA	FYBCOM	327	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3399696	SALMANI MO TARIK RIYAJUDDIN	FYBCOM	528	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

3404148	SHAIKH MUSKAN JAVED NAJAGAT HUSEN	FYBCOM	731	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3409686	SINGH SATYAPAL NA	FYBCOM	733	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3433060	YADAV MALA ARJUN	FYBCOM	734	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3450733	MISHRA ROHIT DINESH	FYBCOM	131	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-
3453754	KHAN AMMAR TAJDAR	FYBCOM	130	BUSINESS ECONOMICS - I-(UBCOMFSI.3), ENVIRONMENTAL STUDIES - I-

