

Fixed point developed by space Topology

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The theory of fixed point is one of the most powerful tool of modern Mathematics. It is a rich, interesting and exciting branch of Mathematics. Theorems Concerning the existence and properties of Fixed points are known as fixed point theorem. It is a beautiful mixture of Analysis, Topology and Geometry. Fixed point theorems are applied in various fields such as Engineering, Physics, Chemistry, Economics, Game theory, Biology, Medical science, Classical analysis, Functional analysis, Functional analysis, Integral equations, Differential equations, Partial differential equations, Eigen Value problems, Boundary Value problems, analysis, Operator theory, Theory of Non-Linear Oscillations, General and Algebraic Topology etc. The Fixed Point theory has been developed through different spaces such as Topological spaces, Metric spaces, Fuzzy Metric spaces, Manger spaces, Intuitionistic fuzzy metric spaces, Probabilistic metric, Fuzzy symmetric spaces etc.

Every involution on a finite set with an odd number of elements has a fixed point; more generally, for every involution on a finite set of elements, the number of elements and the number of fixed points have the same parity. Don Zagier used these observations to give a one-sentence proof of Fermat's theorem on sums of two squares, by describing two involutions on the same set of triples of integers, one of which can easily be shown to have only one fixed point and the other of which has a fixed point for each representation of a given prime (congruent to 1 mod 4) as a sum of two squares. Since the first involution has an odd number of fixed points, so does the second, and therefore there always exists a representation of the desired form.

The same definition of recursive function can be given, in by applying these results are not equivalent theorems; the Knaster–Tarski theorem is a much stronger result than what is used in de notational semantics.^[11] However, in light of the their intuitive meaning is the same: a recursive function can be described as the least fixed point of a certain functional, mapping functions to functions.

The above technique of iterating a function to find a fixed point can also be used in the states that any continuous strictly increasing function from to ordinals has one (and indeed many) fixed points. Every on a posset has many fixed points; these are the "closed elements" with respect to the closure operator, and they are the main reason the closure operator was defined in the first place.

The theorem has applications in abstract interpretation, a form of static program analysis. A common theme in lambda calculus is to find fixed points of given lambda expressions. Every lambda expression has a fixed point, and a fixed-point combinator is a "function" which takes as input a lambda expression and produces as output a fixed point of that expression.^[9] An important fixed-point combinatory is the Y combinatory used to give recursive definitions. In de notational semantics of programming languages, a special case of the Knaster–Tarski theorem is used to establish the semantics of recursive definitions. While the fixed-point theorem is applied to the "same" function (from a logical point of view), the development of the theory is quite different. Let f be a function which maps a set S into itself; i.e. $f:S \rightarrow S$. A fixed point of the mapping f is an element x belonging to S such that $f(x) = x$. Fixed points are of

interest in themselves but they also provide a way to establish the existence of a solution to a set of equations. For example, in theoretical economics, such as general equilibrium theory, there comes a point where one needs to know whether the solution to a system of equations necessarily exists; or, more specifically, under which conditions will a solution necessarily exist. The mathematical analysis of this question usually relies on fixed point theorems. As stated previously, if f is a function which maps a set S into itself; i.e. $f:S \rightarrow S$, a fixed point of the mapping is an element x belonging to S such that $f(x) = x$. If the system of equations for which a solution is sought is of the form $g(x)=0$, then if the function g should be represented as $g(x)=f(x)-x$. A fixed point of f is a solution to $g(x)=0$.

Below is shown an illustration of Brouwer's Fixed Point Theorem for the mapping of the unit interval into itself. For any continuous mapping there is necessarily some point such that $f(x)=x$. This is indicated by the point where the continuous function crosses the diagonal, which represents $x=x$. There is no way to draw a continuous function that starts on the vertical axis at $x=0$ and ends on the vertical axis at $x=1$ without crossing or touching the diagonal.

Let point A be an arbitrary point in the disk. Point B represents the point A is mapped to. A line is drawn from A to B and continued until it intersects the boundary of the disk at point C . Now the mapping under consideration is the mapping of A to C . This would be a continuous mapping of the interior onto the boundary. The existence of such a mapping is a contradiction of the No Retraction Theorem so the process must break down somewhere. It breaks down if $f(x)=x$ because there is no unique line defined. Therefore, since the assumption of no fixed point leads to a contradiction of the No Retraction Theorem there must be at least one fixed point.

A topological space that is such that any continuous mapping of it into itself must have a fixed point is said to have the fixed point property. Not all topological spaces have the fixed point

property. The annulus shown below does not have the fixed point property. This can easily be established by noting that the continuous mapping which rotates the annulus has no fixed point. If there were no hole in the disk then the center of the disk would be the fixed point of any rotation. But the center of the disk is not part of the annulus. A physical example of a fixed point of a mapping is the center of a whirlpool in a cup of tea when it is stirred. (The fact that the center of the whirlpool moves over time is just due to the fact that the mapping is changing over time.) There is a related problem involving the mapping of the points of a sphere into itself. This is a closed surface but not a convex surface. Nevertheless any continuous mapping of a sphere into itself does have a fixed point. This is illustrated by considering the "hair" on a coconut. Assume each hair lies down so the tip of a hair touches the sphere. Consider the root of the hair as being x and the point where the tip touches the sphere as $f(x)$. The fact that a fixed point necessarily exists corresponds to the existence of a "whorl." Thus, You Can't Comb the Hair on a Coconut Without There Being a Whorl (fixed point). A very important fixed point theorem for economic analysis is:

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Classification of Manet Attacks

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As previously discussed, we have categorized the presently existing attacks into two broad categories: DATA traffic attacks and CONTROL traffic attacks. This classification is based on their common characteristics and attack goals. For example: Black-Hole attack drops packets every time, while Gray-Hole attack also drops packets but its action is based on two conditions: time or sender node. But from network point of view, both attacks drop packets and Gray-Hole

attack can be considered as a Black-Hole attack when it starts dropping packets. So they can be categorized under a single category.

There are few attacks that have implications on both DATA & CONTROL traffic, so they cannot be classified into these categories easily.

So those attacks are left for future discussions.

Data traffic attack Control traffic attack

1. Black –Hole
2. Cooperative Black –Hole
3. Gray–Hole

1. Worm-hole

DATA Traffic Attack :- DATA traffic attack deals either in nodes dropping data packets passing through them or in delaying of forwarding of the data packets. Some types of attacks choose victim packets for dropping while some of them drop all of them irrespective of sender nodes. This may highly degrade the quality of service and increases end to end delay. This also causes significant loss of important data. For e.g., a 100Mbps wireless link can behave as 1Mbps connection. Moreover, unless there is a redundant path around the erratic node, some of the nodes can be unreachable from each other altogether.

hole. If the attacking node is a connecting node of two connecting components of that network, then it effectively separates the network in to two disconnected components.

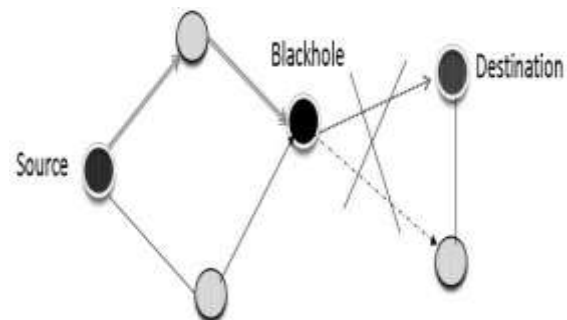


Figure 2: Black-Hole Attack

Black-Hole Attack :- In this attack, a malicious node acts like a Black hole, dropping all data packets passing through it as like matter and energy disappears from our universe in a black

Here the Black-Hole node separates the network into two parts

Few strategies to mitigate the problem:

- (i) Collecting multiple RREP messages (from more than two nodes) and thus hoping multiple redundant paths to the destination node and then buffering the packets until a safe route is found.
- (ii) Maintaining a table in each node with previous sequence number in increasing order. Each node before forwarding packets increases the sequence number. The sender node broadcasts RREQ to its neighbors and once this RREQ reaches the destination, it replies with a RREP with last packet sequence number. If the intermediate node finds that RREP contains a wrong sequence number, it understands that somewhere something went wrong.

Cooperative Black-Hole Attack :- This attack is similar to Black-Hole attack, but more than one malicious node tries to disrupt the network simultaneously. It is one of the most severe DATA traffic attack and can totally disrupt the operation of an Ad Hoc network. Mostly the only solution becomes finding alternating route to the destination, if at all exists.

Detection method is similar to ordinary Black-Hole attack.

In addition another solution is securing routing and node discovery in MANET by any suitable protocol such as SAODV, SNRP, SND, SRDP etc. Since each node is already trusted, black hole node should not be appearing in the network.

Gray-Hole Attack :- Gray-Hole attack has its own characteristic behavior. It too drops DATA packets, but node's malicious activity is limited to certain conditions or trigger. Two most common type of behavior:

- (i) Node dependent attack – drops DATA packets destined towards a certain victim node or coming from certain node (fig 3), while for other nodes it behaves normally by routing

DATA packets to the destination nodes correctly.

- (ii) Time dependent attack – drops DATA packets based on some predetermined/trigger time while behaving normally during the other instances. (fig. 4)

Detecting this behaviorist attack is very difficult unless there exists a system wide detection algorithm, which takes care of all the nodes performance in the network. Sometimes nodes can interact with each other and can advise malicious nodes existence to other friendly nodes. Approach is similar to Black-Hole attack where sequence number feedback might detect some Gray-Hole attack. If multiple paths exist between sender and destination then buffering packets with proper acknowledgement (for e.g. 2ACK^[14]) might detect active Gray-Hole attack in progress. But dormant or triggered attack is difficult to detect with this approach.

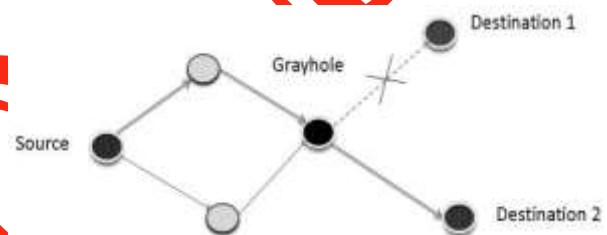


Figure 3: Gray-Hole – Node dependent attack

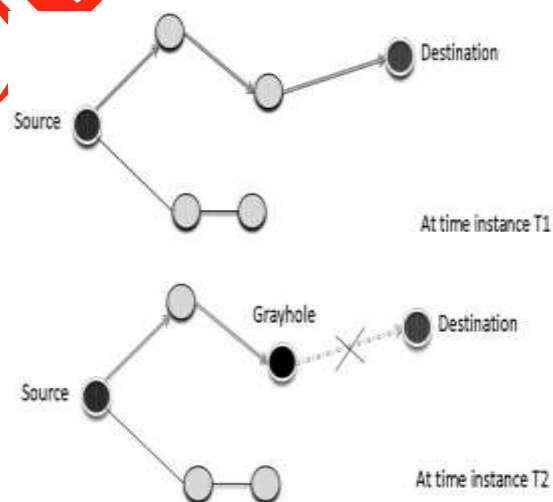


Figure 4: Gray-Hole – Time dependent attack

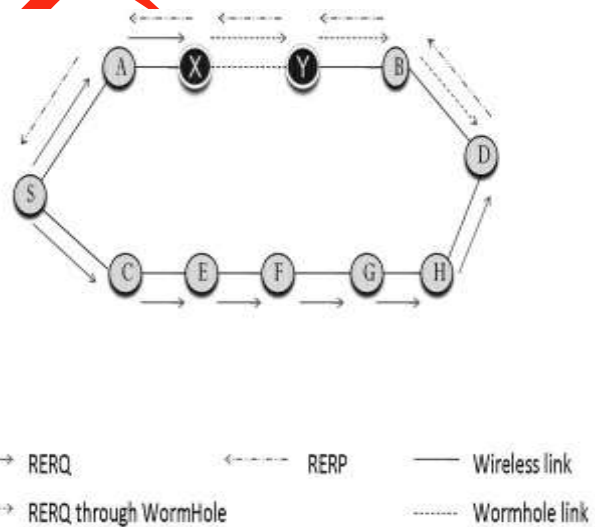
CONTROL Traffic Attack :- Mobile Ad-Hoc Network (MANET) is inherently vulnerable to attack due to its fundamental characteristics, such as open medium, distributed nodes, autonomy of nodes participation in network (nodes can join and leave the network on its will), lack of centralized authority which can enforce security on the network, distributed co-ordination and cooperation. The existing routing protocols cannot be used in MANET due to these reasons.

Many of the routing protocols devised for use in MANET have their individual characteristic and rules. Two of the most widely used routing protocols is Ad-Hoc On Demand Distance Vector routing protocol (AODV), which relies on individual node's cooperation in establishing a valid routing table and Dynamic MANET On-Demand (DYMO), which is a fast light weight routing protocol devised for multi hop networks. But each of them is based on trust on nodes participating in network. The first step in any successful attack requires the node to be part of that network. As there is no constraint in joining the network, malicious node can join and disrupts the network by hijacking the routing tables or bypassing valid routes. It can also eavesdrop on the network if the node can establish itself as the shortest route to any destination by exploiting the unsecure routing protocols. Therefore it is of utmost importance that the routing protocol should be as much secure as it can be.

Though there can be other kinds of attack, such as jamming attacks, which is not CONTROL attack. They can be tackled as a part of physical layer security protocols. Henceforth those attacks will not be discussed as are out of scope of this paper.

Worm Hole Attack :- Worm hole, in cosmological term, connects two distant points in space via a shortcut route. In the same way in MANET also one or more attacking node can disrupt routing by short-circuiting the network, thereby disrupting

usual flow of packets. If this link becomes the lowest cost path to the destination then these malicious nodes will always be chosen while sending packets to that destination. The attacking node then can either monitor the traffic or can even disrupt the flow (via one of the DATA traffic attack). Wormhole attack can be done with single node also but generally two or more malicious node connects via a wormhole-link. In figure 5, Node X and Y performing wormhole attack.



There have been few proposals recently to protect networks from worm-hole attack:

(i) Geographical leases & temporal leases: A leash is added to each packet in order to restrict the distance the packets are allowed to travel. A leash is associated with each hop. Thus, each transmission of a packet requires a new leash. A geographical leash is intended to limit the distance between the transmitter and the receiver of a packet. A temporal leash provides an upper bound on the lifetime of a packet.

(ii) Using directional antenna: Using directional antenna restricts the direction of signal propagation through air. This is one of the crude ways of limiting packet dispersion.

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Development and Progress of Life Insurance Industry in Jabalpur District

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In Madhya Pradesh Jabalpur holds third position in terms of policy status after Bhopal and Indore. The details of the LIC offices are mentioned below :

Table 1
LIC Branch Offices in Jabalpur District

Name of Branch	Code No.	Year of Establishment	Working Area
Jabalpur Branch-1	375	1964	Jabalpur City
Jabalpur Branch-2	202	1972	Jabalpur City
Jabalpur Branch-3	37A	1980	Jabalpur City
C.A.B. Jabalpur	401	1973	Jabalpur City
Jabalpur District Office	374	1956	Jabalpur City, Patan

Source: Jabalpur Divisional Office, LIC (Annual Report 1995-96)

Above table shows the distribution of Life insurance offices of LIC in Jabalpur district. There are four branch offices of LIC and their main working areas are Jabalpur city and Patan. Jabalpur Branch-1 was established in the year 1964, followed by Jabalpur Branch-2 in 1972, followed by C.A.B. Jabalpur Branch established in the year 1973. Jabalpur Branch-3 was established in the year 1980, Jabalpur district office is the oldest branch and was established in the year 1956.

About Life Insurance Corporation (LIC) :- The Life Insurance Corporation (LIC) Jabalpur has emerged as a leading organization in the Life insurance sector of the country. Giving priority to the welfare of customers, LIC has contributed towards the development of nation. In present days cut throat competition with 22 private life insurance, LIC has registered a constant progress and maintaining its dominance in the country. Subhash Jindal, Senior Board Manager, Life Insurance Corporation of India, Jabalpur Board has informed that since

nationalization of LIC on 1st September 1956 till date, it is successfully working as an autonomous body since the last 53 years. Despite of too many challenges and global recession 2008, LIC Jabalpur branches have performed well and Jabalpur Division in the financial year 2008-09 has sold more than 3 Lakhs and 71 thousand policies under New Business performance. Total first year premium income crossed Rs. 290 crore in that year and hold first position in the entire central zone area and ranked 6th at the National level. LIC Jabalpur has a significant role in socio-economic development and invested huge amount of life insurance funds on the various developmental projects of Central Government. State Government, Housing development schemes, power sector, water and irrigation etc. Jabalpur Board is leading amongst the 108 boards in the nation as it has secured first position for highest number of policies and 27th position in income of premium. For excellent work execution LIC has been honoured with various awards and winner of the Most Trusted Brand of India.

Organizational Structure of LIC :- Today, most of functions, nearly 90% related to the marketing and other related activities of the insurance, consumers are dealt and handled at the branch level. The branch office depending upon its business, is headed by a manager and each function of insurance business like marketing, underwriting of policies, accounts, claims, payments, staff and administration matters are identified as departments of the branch office with responsible officials such as Administration and Accounts Officers (AAO). The managerial decisions are based on the information supplied by the AAO, the functional head at root level. All the functions of claims will be settled at the branch level. The AAO of life insurance business will deal with maturity and death claims. If the branch is smaller, all the types of claims will be dealt by one AAO and if the branch is bigger with good number of claims, they will be settled by separate officials. At branch level, these officials have to maintain cordial relations and establish a system of sharing information with the other departments, relating to the policy documents, payment of premium and using the staff or the agents for the settlement of claims disputes. The branches maintain records relating to the claims payment and claims rejections. They will submit the reports to the Zonal Officer, who in turn will forward it to the Head Office or Corporate Office.

The branches report to their respective divisional office :- If any branch gets a claim and there is a problem in identifying the correct claimant among the claimants, or otherwise, a dispute of risk crops up, which will be forwarded to the divisional office with its comments. The divisional office after receiving the papers, verifies them, applies legal knowledge and skills, or seeks advice from skilled persons and tries to solve the problems.

The divisional office is responsible to settle the claims referred by branch office and also report the same to zonal office, which in turn will consolidate the data and submit the same as

required by statute or otherwise under any law to the government. The government will put the same for the approval of the both the houses.

At the division office level, the claims department generally deals with the claims, which are pending with the branches because of some disputes, or some claims which are of high value. Division office comprise of following departments life –

1. Marketing
2. Account and Finance
3. Human Resource
4. Planning and Review
5. Legal and Mortgage
6. New business and Actuarial
7. Information Technology

Branch offices have been set up under the direct control of Divisional offices. Branch offices are the primary centers of LIC Branch through which the insurance business is obtained. A major part of the employees and officers are working in the branch offices. The problems of policyholders are mostly solved by the branch offices. Nearly $\frac{3}{8}$ rd of the total income of the LIC is earned through the branch offices. Nearly 75 percent of the managerial expenses are spent by the branch offices.

The Branch Manager is the head of the branch and he is responsible for effective functioning of the Branch Office. At present 2048 branch offices are functioning in the country. There is a practice for setting up a Management Committee at every branch office. This committee would find solution to day-to-day problems.

Departments of LIC at Branch Level :- Usually the following departments are set-up in branch offices

1. **New Business Department :** Obtaining new business proposal and getting in touch with the agents to remove shortcomings in the new proposals presented for acceptance.

2. **Policyholder Servicing Department** : Preparation of policy ledger and allotment of index number. Payment of insurance claims and maintaining of premium account.
3. **Account Department** : Preparation of final accounts of branch offices.
4. **Offices Service Department** : Looking after the assets and prosperities of branch office.
5. **Sales and Development Department** : Formulation of sales plan of the branch and evaluation of progress of the branch office.
6. **Claim Department** : Discharging of various insurance claims.

Thus It is clear from the above description that Life Insurance Corporation of India holds an important position in Jabalpur District through its network and besides entry of private players, it is still going strong in every aspect.

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History and Initial formation of Jabalpur Municipal Corporation

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Government is responsible for making proper arrangements for education and health of citizens in Indian democracy. For its fulfillment, the government has set up a separate health ministry. The nature of governance in India is decentralized, under which local self-government is responsible for arranging basic facilities like education and health at the local level. It also collects the taxes and uses it for the people's benefit in the municipal limit. In urban areas, this work is done by urban bodies i.e. Municipal Corporation. Jabalpur municipal corporation is called urban area, whose population belongs to the people coming from outside and living in different areas.

The municipality system in Jabalpur started in 1864 AD. In this connection, there are a few ancient records only, but the Gazetteer and the historical texts provide some information. In 1817, the British came here as a winner. They had defeated the Maratha army here and occupied Jabalpur. Their army's permanent residence was built in the Cantonment area.

The Cantonment Board was also established in 1826 with the aim of providing urban facilities to the Cantonment area. When the municipality was established in 1864, there was no such building in the city where municipality office and various departments could be opened. Then, in Garha, an old building was rented and the office was started. Garha was the capital of the Gond rulers, so it was easy to get a suitable place here. At that time, the area of the city was only seven square miles, including the fortress. In the year 1864, the 'Lucknow Municipality Act' was implemented. In 1868 the Punjab Municipal Police Act was implemented in Jabalpur and Sihora. Thereafter, in the Municipal Council Act 1873 and the Local Autonomous Government Act in 1883,

which became applicable to all the municipalities. After independence, Jabalpur Municipality Act No. 3 was formed in 1948, which was followed.

In the Municipal Committee, two representatives of the public were also appointed so that the people could be encouraged that all the schemes were being made for their welfare. The original source of income of municipality was taxed on the public such as water, cleanliness etc. The tax on the butcher houses etc. was also included in this. In the early days, the police department was also under municipality and its salary was also paid by the treasury of municipality. In 1864, the 'Lucknow Municipality Act' was enacted under which the Deputy Commissioner was the President of the municipality. W.H. Nemhard was the first deputy commissioner and first chairman of the municipal committee.

In 1868, the 'Punjab Municipality Act' was implemented in Jabalpur and Sihora. According to this act, two-thirds of the members of the committee were elected from the public and officers of different departments were appointed as one-third members. In 1870, Lord Minto recommended more rights to the countrymen. In 1873, for the implementation of these recommendations, the municipal act no. 2-1873 passed, which was effective till 1883. This year the Local Autonomous Government Act No. 1 - 1883, which was implemented for local municipalities.

In 1882, Lord Ripon started a lot of public welfare works in which he took the desired help of the public. Meanwhile, Madhya Pradesh also constituted the Local Autonomous Government Act - 1883 which was passed in 1889 and implemented in 1895. Under this law, the public

representative of the municipality was elected, in which twenty people's representatives were elected to the committee. Among these, seven representatives were nominated. At that time the annual income of the municipality was Rs 2,314. In 1896-97, several public welfare measures were taken during the tenure of Viceroy Lord Elgin. It was important to have the Municipality Act of 1903 passed. Since then, the annual income of the municipality was Rs 2,43,371 and the expenditure was 1,84,423 rupees from 1906-07.

In 1916, the Indian government passed the local self government rule. Under this, in Madhya Pradesh Central Provinces and Barar Municipality Act No.-2 was passed in 1922 which came into force in July 1923 and remained effective till 1948. In the early days, the sources of income of the municipality were so limited that through the money received from them the welfare work could not have been done completely. To complete these works, the municipality had to take a loan.

Khandari reservoir construction scheme for the supply of pure drinking water to the city could not be fulfilled due to lack of funds. For this, the municipality had to take Rs 6 lakh as loan from Raja Gokuldas in 1881. Some amount of this fund was tax free and tax was payable on the balance amount. The loan payment period was 20 years. Raja Saheb had also constructed Town hall which was inaugurated on 2 September 1892. The municipal office and reading room was also opened in this building.

The honorable post of the municipal president was taken by several renowned persons of the city. Raibahadur B.C. Dutt was the first Indian to become its first president. An advocate from Seoni J.N. Seal was appointed the secretary of the Jabalpur municipality, which led to his big protest from the government. Finally, the government freed Mr. Dwarka Prasad Mishra from the post of President.

In the year 1935, the government of Madhya Pradesh took control of the municipality under government control. Mr. Murli Manohar Seth was made its Administrative Officer, Shri Seth could not do any work for the development of the city. He was only able to resolve everyday problems. People of the city always remembered Shri P.C. Bose who did many works of development according to the needs of the city. He got constructed a vegetable market at Latkari ka Parav, opened many schools for education and was involved in the construction of cement roads upto the Fowara. His tenure is viewed with utmost respect.

Water tax, cleaning and property taxes were levied to increase the source of revenue of the municipality. In 1886, the vehicle tax was levied. In 1871, kerosene lamps were jinstalled at different places to keep the streets of the city glowing in the night. Thus, the municipal work continued till 31 May 1950.

After the independence, in 1948, 'Jabalpur Municipality Act No.-3' - 1948 was passed, following which Jabalpur Municipal Corporation was established on 1 June 1950. Under this Act, the notification to split the city into 30 wards was published on January 18, 1949. There were provision of 43 councilors in corporation council, in which 34 were elected, 6 were selected and 3 members were nominated.

The tenure of the councilors was fixed for five years. There was also a provision for the mayor and the deputy mayor to be elected by the Corporation Council for one year. The first municipal elections were held in 1952 and the second in 1957. The term of the corporation was to expire on September 24, 1962, but it was extended for 6 months, which was published by the government on 19 September 1962 (Gazetteer Page No.-507). Shri Bhawani Prasad Tiwari was elected first mayor in 1952. It is worth remembering that Bhawani Prasad Tiwari was

elected Mayor of Municipal Corporation seven times between 1952 and 1961. His tenure was longest and historic. In 1954 Mrs. Indira Sharma became the mayor. She was the first woman to hold this position. Prior to this, she was Deputy Mayor in 1952 and 1953.

On 20 October 1959 the corporation symbol was fixed at a special meeting of the municipal corporation. Annect sentence for this symbol - 'Anirveda Shriyomulam' was defined, which means - Advancement is always due to continuous functioning.

The area of the present Municipal Corporation Jabalpur is 185 sq. Km. In which there are 79 wards and 8 divisions, whose population is 11.16 lakhs. In the municipal elections 2009, Madhya Pradesh published an extraordinary gazette and declared that Jabalpur Municipal Corporation will now have 79 wards.

The above description clearly depicts the proud history of Jabalpur Municipal Corporation which has crossed several barriers and reached the present status.

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Importance of Self-Employment in India

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The importance and justification of self-employment in India can be clearly understood from the following points :-

Providing employment opportunities :- Self-employment increases employment opportunities directly or indirectly. Self-employment is a practical tool for a country with a large population like that, which can solve a wretched problem like unemployment. The problem of unemployment in India cannot be solved, only by governmental and private sector jobs. In the near future, Indian youth in rural or urban areas may have to rely more on self-employment for their livelihood.

Base of economic development :- Self-employment is to assist in the creation of new venture and business activities. These self-employment units create more employment opportunities for people, on one hand, their income as well as their living standard increases and on the other hand, the increase in savings encourages the creation of capital. The entrepreneurs get assistance for the establishment of new enterprises from the income, savings and profit. Growth in production and national income is very helpful for the economic development of the country. In fact, self-employment is the main basis for economic development.

Maximum use of human and physical resources :- India, with a population of more than 125 crores, is a country rich in human resources. Human resources can not be stored with its capabilities. If it is not used then it is meaningless. The key for locating this priceless fund is self-employment, so that the doors of prosperity can be opened. India's huge human resources base can be used only through self-employment, in the interest of the country and humanity. Even after scientific and

technological progress, any natural resource can be used by humans. If manpower planning and entrepreneurship is not encouraged then available natural resources can not be converted into products. By self-employment, the best use of natural resources of the country can be done to achieve the desired results and this will make the country more prosperous.

Development of entrepreneurial and managerial skills :- Self-employment encourages adventure spirit in the country's younger generation. It develops eligibility for entrepreneurship and planning, as well as provides the ability to build project reports and decision-making and running an enterprise. It enables the younger generation of society to display their creativity. It also controls the thoughts of frustration and negativity. Self-employment encourages people to work independently for their livelihood, develop creativity and become successful people. Attributes such as leadership, self-confidence, patience, tolerance and the ability to take risks encourage self-employment, which increase their personal qualities. Self-development and self-help are unique pathways for personality development. Self-help strengthens the principle of self-help which is the best help. It can understand the dignity of young labor which is the need of the present time.

Development of infrastructural facilities :- Infrastructure facilities like electricity, water, traffic, bank, godown etc. are developed by the Government of India and various State Governments for successful implementation of self employment schemes. In addition, the project reports are prepared to know the potential for the establishment of local resources and enterprise by the government. Ambitious entrepreneurs are

given loans at easy installments and low interest rates at affordable prices, making the basis for rural industrialization and development.

Economic decentralization :- Through self-employment, entrepreneurs are encouraged to set-up their own industries or businesses in different parts of the country, which is also helpful in the process of economic decentralization and economic development. This is a common distribution of money and a socialist form of society can be established.

Implementation of set goals and state policies :- In the Five Year Plans of the country, the Government has always endeavored to achieve the goals set by increasing the opportunities of entrepreneurship and employment. Self-employment is based on the determination of the socio-economic objectives through self-employment, the government can effectively implement its various policies and programs created for rural development.

Increase in Revenue :- Business and Industrial units established under self-employment are an important source of income because the government receives excise duty, sales tax, taxation and income tax from which it increases the national income. In place of all other taxes other than income tax, now the goods and services tax is applicable in the country, so that the entrepreneurs will have to pay a single tax on the basis of many taxes and the increase in the revenue of the government will also increase.

Control on Social and Economic evils :- By encouraging self-employment, social and economic problems arising from large industries can effectively be redressed. Some of these major problems are the centralization and localization of industries, the establishment of industrial slums, strikes, lockouts, mobbing, gambling, alcoholism, moral decline etc. Poverty, illiteracy and social unrest can also be controlled by self employment,

which is helpful in establishing a self-employed, educated and civilized society.

The development of craft art :- Under self-employment schemes, unemployed craftsmen and employees can be financially supported, handloom industry and skills can be given life-long and the cultural heritage, pride and tradition of the country can be preserved.

Therefore, self-employment is a path of economic advancement, social change and personality development, by which developing countries can advance to the path of progress and achieve a respectable place in society.

Future of Self-Employment :- Self-employment; can discharge an important role in the diagnosis of problems such as unemployment, poverty, economic inequality, social stress and dependence on other people. In a country like India, self-employment is not only a necessity but it is also becoming an essential need. The future of self-employment is very bright in the country due to these reasons:-

- India is a country with a vast population where unemployment is a disturbing problem.
- With the reduction in privatization and government expenditure, the number of government jobs is declining.
- In government and semi-governmental organizations, the number of employees is being downsized by voluntary and compulsory retirement.
- Although liberalization and globalization have opened doors for multinationals and institutions in the country, more jobs cannot be acquired in the private sector because these organizations employ less manpower. They are more dependent on modern methods of office, such as computers and other equipment and technical up gradation.
- Many government and private organizations are not providing work on regular basis, they

are completing their work by appointing workers through contracts and focusing only on getting services from outside sources.

- India is a country of villages where poverty and illiteracy are uncontrolled. Due to the lack of required vocational education, the rural youth are proved unfit for multinational companies, so they can earn their livelihood through self-employment only.
- Through self-employment, the protection and propagation of India's heritage can be spread.
- Self-employment will be helpful in the use of natural resources available in villages.

Therefore, the benefits of self-employment schemes initiated by the government can be achieved only by encouraging self-employment.

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Impact of Stress Management on Youth

Akanksha khatri

ABSTRACT :- Stress is seen in every corner of the world and which occurs to everyone. People use the term stress to describe the feeling they have when it all seems too much, when they are overloaded and don't feel that they are able to meet all the demands placed upon them. A child burdened with heavy bag right from school to the manager of corporate world, stress has become a new lifestyle disease. It has become predominant and people have come up with balanced monitored concepts to minimize stress.

This paper proceeds to explain stress, the causes and the ways to minimize stress. Stress is a condition of mental pressure for particular individual facing problems from environmental social well being which leads to so many diseases. Young age is the critical period because at this time youth faces lots of changes in his/her life.

INTRODUCTION :- Research defines stress as a physical, mental, or emotional response to events that causes bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our body or mind.

The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non specific response to the body to any demand for change". In attempting to extrapolate his animal studies to humans so that people would understand what he meant, he redefined stress as "The rate of wear and tear on the body".

In the present competitive age it is reported that young generation are found to be more in stress. We got the information related to depression attempt to suicide and some psychological symptoms among the youth. Sometimes we got the information related to suicide, attempted suicide depression, dropout

and many more psychological symptoms among the youth.

Stress mainly comes from academic tests, interpersonal relations, relationship problems, financial and career exploration. Taking all these factors into account an effort is made to understand the stress and emotional adjustment and academic performance of the students.

When we don't pay attention to what is stressing us certain behavior may appear;

- * Misuse of alcohol
- * Excessive smoking
- * Compulsive gum chewing
- * Being overly critical of others
- * Excessive time in front of the TV, computers, mobile phones, or games
- * Unable to get things done
- * Compulsive eating or not eating
- * Grinding our teeth
- * Taking unusual risks that can have negative

STRESS AND YOUTH

Stress has an impact on physical and mental well being so it is important for each of us to know what causes us stress and how to manage it. Knowing what feeling or symptoms arise when stressed can help us to identify stressors. Feelings or symptoms can be both physical and mental. Many times we notice the physical symptoms first but it is just as important to pay attention to the mental symptoms.

COMMON PROBLEMS :-

1. Relationship problems
2. Depression
3. Anxiety
4. Eating disorder

5. Substance Abuse
6. Sleep problems
7. Cultural differences
8. Aggression or violence
9. Death or illness in the family

SIGNS AND SYMPTOMS OF STRESS :-

- Physical
- Poor appetite or overeating
- Feeling tired and fatigued
- Various aches and pains---headache body ache muscle pain
- Sleeping problems
- Falling sick very often e.g. fever cough cold diarrhea

(Because of lowering of immunity due to stress)

MENTAL STRESS :-

- Feeling low
- Nervousness and anxiety
- Excessive anger or depression
- Being easily upset
- Poor self confidence
- Low self esteem
- Lack of concentration
- Poor performance in studies

MANAGING STRESS :- Stress is a normal part of life, a part of being human .But left unchecked stress can have a long lasting negative impact on our lives .One of the best ways to not be stressed is to avoid the stressor ,but this is a hardly reasonable ,after all we can't always control the situations or people that surround us.

WAYS TO TAKE CONTROL OF YOUR STRESS INCLUDE THE FOLLOWING :-

- Breath.
- Get moving.
- Watch what you eat and drink.
- Sleep.

- Laugh.
- Play and have fun.
- Calm your mind.
- Focus on the positive.

BENEFITS OF STRESS MANAGEMENT :-

1. Strengthened immune system.
2. Better cardiovascular health.
3. Calmer mood.
4. Better digestion.
5. More energy.
6. Less illness.
7. Feeling more relaxed.
8. Sleep better.
9. Focus and more positive.

DISADVANTAGES OF STRESS MANAGEMENT :-

The disadvantage includes:

1. Bad habits of youth.
2. Overcrowding.
3. Stress.
4. Greater spread of infrastructure.
5. Safety concerns.
6. Traffic Jam.
7. Pollution.

STRESS MANAGEMENT TIPS :-

- Making little changes in your can really add up to a big feeling of relief.
- Learn to recognize when you are feeling stressed and simple ways you can relax.
- Take a break have a cold drink ,get some fresh air, or close your eyes for a minute to refocus.
- Stay positive to help friends and family cope with stress.
- Let others know you're feeling overwhelmed and tell them how they can help.

- Allow yourself to simplify say “no” to friends and family when you know you cannot meet their demands without becoming overwhelmed.

CONCLUSION :- Stress is not bad at all.

Stress helps you to deal with life’s challenges, to give your best performance and to meet a tough situation with focus. The body’s stress response is important and necessary.

However, when too much stress builds up, you may encounter many physical and emotional health problems. If you don’t deal with stress, the health problems can stay with you and worsen over the course of your life.

From the findings the results clearly show that youth are stressed toward high level. The symptoms identified are being eating, depression, abd headaches are more among youth. It is identified that among all factors, the main causes of stress among youth is relationship stress, financial, and psychological stress.

We cannot eliminate stress from our daily lives at our work places, but studies have proved that there is much we can do to reduce it. Therefore establishment of stress management foe every individual essential. It is necessary and suggestions to the young people that make objective planned systematically, use technology within limit share your emotions with your family and friends.

become self centered and only connect with the technology .It reduces the physical movement It is observed that due to the increase us of social media the young generation of the body and spending time with relatives and friends.

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The Role of Technology in the Future of Municipal Corporation and impact on Human Resources

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ABSTRACT :- Human resources have been known as an indispensable key for effectiveness and efficient management of the organization. This resource in unspecified a critical role to play in the performance and success of the organizations. The effectiveness of management depends upon optimum utilization of different resources such as men, money, material, machines, methods, marketing etc. From the many factors listed above, Human Resource is an important factor because they can think, plan & arrange the work successfully towards the predetermined goals & objectives. But being on the techno changing world employees needs to technosavy as well organization also with changing phase.

The study aims to understand the role of technology in the future of Municipal Corporation and impact on Human Resources. This paper also analyzes the use and its impact of technology on human resource as it will reflect on the working and smooth functioning at work force.

Keywords :- Municipal Corporation, HR practices, Technology.

INTRODUCTION :- Human resources are not only an important factor of management but they also play an important role in executing different functions such as planning, organizing, staffing, directing, coordinating & controlling. In total, these functions represent the management process. Municipal human resources needed to focus significant time on transactional functions

for future, as more than ever, as they are looking to their human resources teams that can help them for the attainment of organizational objective as well as personal objective which is possible only with balancing with the use of technology. Use of technological framing can make them at place were citizens are expecting greater productivity and higher quality service from their local governments as well.

REVIEW OF LITERATURE :- - In this paper, an attempt has been made to review the earlier studies on Human Resource Practices prevailing in Municipal Corporation.

Pfeffer mentioned in his study about employment of the various HR practices such as security, selective hiring of new personnel, self-managed teams, decentralization of decision making as the basic principles of organizational design, extensive training, comparatively high compensation contingent on organizational performance, reduced status distinctions and barriers, including and wage differences across levels, and extensive sharing of financial and performance information, compensation practices throughout the organization, placement practices, training practices, employee grievance procedure, performance evaluation practices, promotion practices. All such practices are needed for growth of the organisations. He concluded that having good HRM is likely to generate much loyalty, commitment or willingness to expend extra effort for the organization's objectives.

Mathur, P. Mukesh, in his article “Municipal Finances in India: Present Status and Future Prospects” discusses the relationship between the performance of the present municipal civic services and the growing urbanization. He also describes the weak and dissatisfactory function of the urban local bodies. In his article, he suggests that municipal finance should be reformed time to time. He also suggests that the system of fiscal transfer from the state to the urban local bodies needs to be rationalized by the state finance commission. He also suggests Ahmadabad municipal corporation model service tax on low income properties.

Loveday, A Study of HRP with special reference to recruitment, selection and training of managerial and non managerial staff in the Nigerian Banks stated that, —The most important of all factors of production in business is the human factor unlike the component part of a

machine, the people who comprise a human organism, are something more than just parts of that organisation. Flesh men and women with sentiments, ambitions and needs of their own ranging are beyond the confines of the organisation.

OBJECTIVE :- The objective is to assist municipal corporation to make the emphasis of technology so that it will help them to searching for ways to support the initiative of hiring and grooming higher performing employees while providing further value to their administration beyond spreadsheets and documentation and service to the society as a whole.

RESEARCH METHODOLOGY :- This paper is purely based on for secondary data and information of the same has been extracted from the various journals, thesis and dissertation, official websites of municipal corporation.

The Role of Technology in the Future of Municipal Corporation and impact on Human Resources Survey Data

S. No.	Employee Age	Education	No. of Employer	Impact of Human Resource Practice yes	Impact of Human Resource Practice No	Not given Answer
1	20-30	12 th to Master Degree	165	60	40	65
2	30-40	12 th to Master Degree	150	55	50	40
3	40-50	12 th to Master Degree	155	50	60	45
4	50-60	12 th to Master Degree	170	65	70	35

FINDINGS AND SUGGESTIONS :- The Role of Technology in the Future of Local Government Human Resources. The first step for municipal human resources to begin showing their proper value to their administrations and citizens is to reduce the amount of time spent on manual

documentation management. With less time spent on compliance documentation and processing transactions, local government human resource managers can focus on change management and performance management.

Fortunately, advances in technology now allow managers in local government human resources to automate aspects of the hiring and onboarding documentation processes meeting requirements. The future of local government human resources will see a greater shift from manual documentation and record keeping of job applicants and new hire paperwork to digital management using applicant tracking software. Such cloud-based solutions allow local government human resource managers to recruit, identify, hire, and onboard higher quality talent without manual documentation management.

Applicant tracking software solutions streamline the hiring and onboarding documentation processes using centralized, secure systems. By automating elements of the hiring process, like the pre-screening of resumes, sharing of applicants with department managers, identification of candidates that meet pre-defined criteria, and even follow-up communications, local government human resource managers are spending significantly less time on paperwork, and are identifying higher quality talent.

By spending less time managing piles of paperwork and maintaining spreadsheets, human resource managers will be able to show their true value to their administrations and their citizens. With time available to focus on individual employee performance, local governments will meet the growing demands of their citizens by ensuring the highest quality employees are dedicated to the advancement of their community.

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Spatial Analysis of Stream Frequency and Drainage Density with Special Reference to Upper Narmada Basin

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Abstract :- The present paper deals with analysis of stream frequency and drainage density of upper Narmada Basin in Central India. Horton's method is used to get desired result. Stream frequency and Drainage density are two important factors that control the speed of run off in heavy rain. The faster runoff determines the greater density and frequency of streams. It is observed that Upper Narmada basin has lowest drainage density indicating higher rate of infiltration greater subsurface flow, high moisture retentive capacity and relatively low relief, and highest drainage density indicating lower rate of infiltration and more runoff than other area, because basin having part of rocky barren land which has less permeability that's why in this area groundwater table is not well developed. The highest drainage frequencies are reported from the central, northern and eastern part of the basin, which area indicating high permeable geology and low relief. While the lowest drainage frequencies are observed over the peripheral part of the basin, which is having impermeable subsurface and sparse vegetation and high relief conditions.

Key Words :- Drainage Density, Stream frequency, Spatial Analysis, Upper Narmada Basin.

Introduction :- A drainage basin is defined as an area drained by river and its tributaries. A basin is a natural hydrological feature in which various channel, drains and streams are seen as surface runoff. The analysis of stream frequency and drainage density is used to manage various aspects such as drinking water supply, observing runoff, erosion, irrigation, pollution etc. Remote sensing and GIS techniques are important tools in the

determination of morphometric analysis of the drainage basin. It plays significant role in providing spatial data required for calculations of morphometric indices like stream frequency and drainage density etc. The total length of streams of all orders per drainage area is called Drainage density. Drainage density factor has been related to climate, rocks types, relief, infiltration capacity, the cover of vegetation and surface roughness (Horton, 1932). According to Horton (1932), Drainage Density is defined ratio of the total length of all stream segments in a given drainage basin to the total area of that basin.

According to Horton (1932), stream frequency is the total number of stream segments of all orders per unit area. Stream frequency is the measure of the number of streams per unit area (Horton, 1945). A higher stream frequency indicates the higher surface runoff and steep ground surface. Stream frequency or drainage frequency is the measure of the number of streams per kilometer area. According to Rogers (1971), high drainage density is represented by metamorphic rocks, whereas sedimentary rocks shows low drainage values.

STUDY AREA :- The area under "Upper Narmada Basin" comprises of a fairly large tract lying between 21⁰41' North to 23⁰46' North latitude and from 79⁰17' East to 81⁰46' East longitude. The area comes under the tropical belt and location of the area is itself significant. The Narmada River rises in the Amarkantak plateau of Maikal Range in the 'Anuppur' District of Madhya Pradesh at an elevation of 1057 meters above sea level. The river travels a distance of 1312 kms, before it falls in to

Gulf of Cambay in the Arabian Sea near Bharuch in Gujarat. The Narmada Basin hemmed between Vindhychal and Satpura ranges extend over and area of 98,796 kms². The basin covers and large area of Madhya Pradesh (86%), Gujarat (14%) and comparatively smaller area (2%) in Maharashtra.

About 35% of the basin area in under forest cover, 60% under arable land and 5% is grassland, wasteland etc. The climate is humid tropical. Average Rainfall of Basin is 1178 mm. whereas average temperature ranges is 25.80 C.

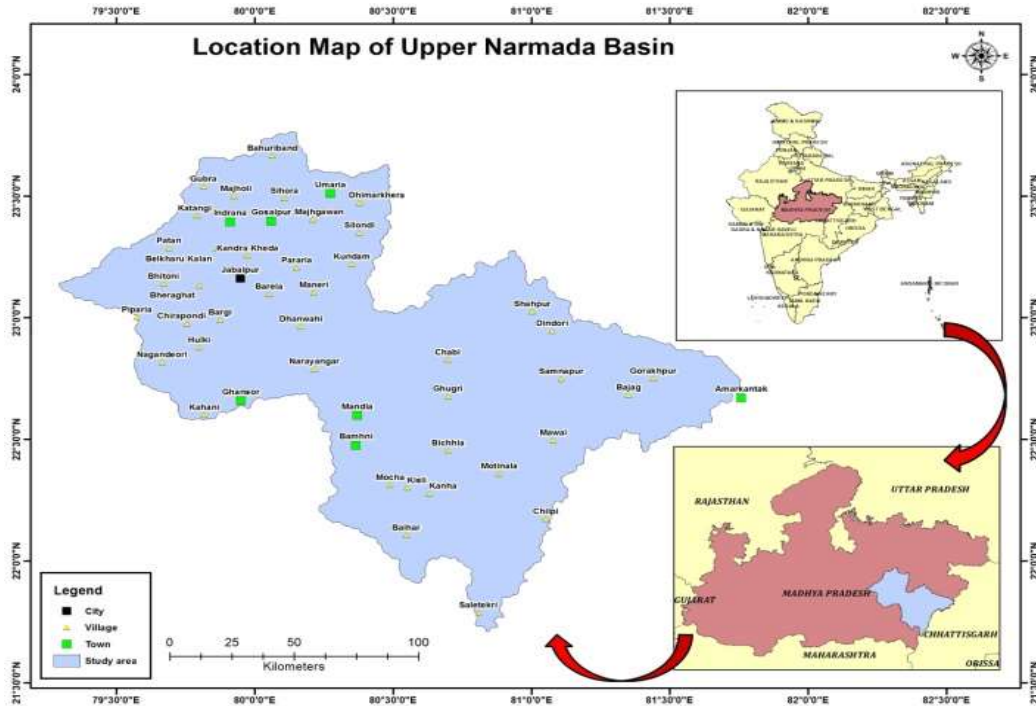


Figure 1.1 Location Map of upper Narmada Basin.

Objectives :

- Mapping and Analysis of drainage density
- Mapping and Analysis of Stream frequency
- Study of correction between stream frequency and drainage density

Data Source and Methodology :- To get drainage density and stream frequency, drainage map is prepared by scanning of survey of India topographic sheets on 1:50,000 scale by Global mapper 10.2 GIS software. After geo referencing toposheets are compiled in single mosaic. stream order is calculated using Strahler (1953) system in Arc GIS 10.6 software. While the stream length, total basin area, perimeter were measured with the help of Arc GIS 10.6 software. The entire catchment and mainstream has been prepared

from the DEM prepared by Toposheet contour and ILWIS 3.7.Hortan Method (1932) Used to get desired results. Hortan suggested stream frequency is the dividend of numbers of streams (NU) with the area of drainage basin (A). Stream frequency (D_f) = NU/A whereas drainage density is the total number of stream Lengths in the basin (LU) divided by the area of basin (A). drainage density (D_D) = LU/A.

Result and discussion

Drainage Density (D_D) :- The special analysis showed the drainage density is range from 0 to 6 km per sq km (Table 4.1) and the very low drainage density (0 to 1) value is attributed due to the presence of permeable subsurface formation, dense vegetation and low relief (Langbein, 1947;

Nag, 1998). Drainage density characterizes the textural measure independent of basin size and considered to be a function of climate, lithology, stage of development, etc. it is a measure of drainage dissection that reflects the competing effectiveness of overland flow and infiltration. Horton (1945) reasoned that basins of low drainage density are the product of runoff processes dominated by infiltration and subsurface flow, whereas basins of high drainage density are the product of erosion and dissection by overland flow. Higher drainage density also indicates the decrease in the length of overland flow with increase in angle of hill slope (Schumm, 1956). It is observed that Upper Narmada basin has lowest drainage density (0 to 1 km/ sq km)

covers 164.59 sq. km (0.71 %) area of the basin, indicating higher rate of infiltration greater subsurface flow, high moisture retentive capacity and relatively low relief, and highest drainage density (4 - 6 km/sq km) covers 4436.37 sq. km (19.21 %) area of the basin, indicating lower rate of infiltration and more runoff than other area, because basin having part of rocky barren land which has less permeability that’s why in this area groundwater table is not well developed. Table (4.1) shows the spatial analysis of drainage density of the Upper Narmada basin. All these facts of the spatial analysis of Drainage density clearly indicate the asymmetrical distribution of Drainage density of the basin.

Table 4.1 Spatial Analysis of Drainage Density

Drainage Density(km/km ²)	Area(sq.km)	Area (%)
0-1	164.59	0.71
1-2	1085.92	4.70
2-3	2298.59	9.96
3-4	15103.53	65.41
4-6	4436.37	19.21
	23089.00	100.00

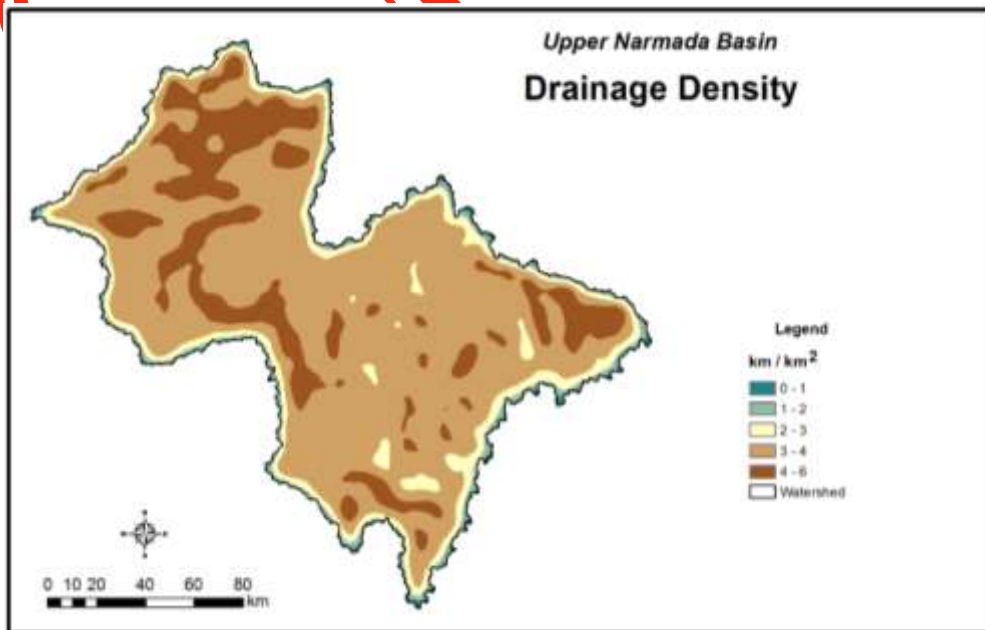


Figure 4.2 Upper Narmada Basin Drainage Density

Stream Frequency :- For the computation of stream frequency, the Upper Narmada basin is conveniently divided into the grid of one square kilometer; then the number of streams are counted in each grid of one square kilometer and tabulated for quantification. The data of stream frequencies are classified as a fixed Class interval as 4 streams per square kilometer area. The highest drainage frequencies (16 to 20 Stream per sq. km) are reported from the central, northern and eastern part of the basin, which area indicating high permeable geology and low relief.

While the lowest drainage frequencies (0 to 4 Stream per sq. km) are observed over the peripheral part of the basin, which is having impermeable subsurface and sparse vegetation and high relief conditions. Table (4.2) shows the spatial analysis of stream frequency of the Upper Narmada basin. All these facts of the spatial analysis of stream frequency clearly indicate the asymmetrical distribution of stream frequency of the basin.

Table 4.2 Spatial analysis of Stream Frequency

Stream Frequency (Streams/km ²)	Area(sq.km)	Area (%)
0--4	182.56	0.79
4--8	951.60	4.12
8--12	7980.74	34.57
12--16	12303.13	53.29
16--20	1670.97	7.24
	23089.00	100.00

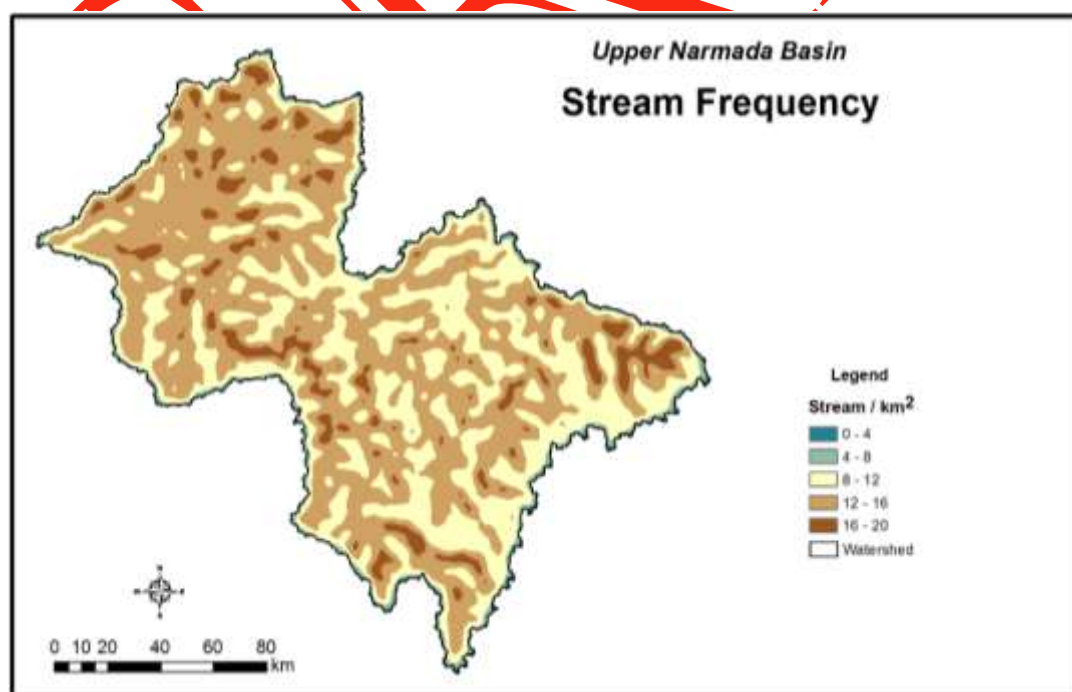


Figure 4.3 Upper Narmada Basin Stream Frequency

Conclusion :- It is observed that Upper Narmada basin has lowest drainage density (0 to 1 km/ sq km) covers 164.59 sq. km (0.71 %) area of the basin, indicating higher rate of infiltration greater subsurface flow, high moisture retentive capacity and relatively low relief, and highest drainage density (4 - 6 km/sq km) covers 4436.37 sq. km (19.21 %) area of the basin, indicating lower rate of infiltration and more runoff than other area, because basin having part of rocky barren land which has less permeability that's why in this area groundwater table is not well developed. The highest drainage frequencies (16 to 20 Stream per sq. km) are reported from the central, northern and eastern part of the basin, which area indicating high permeable geology and low relief. While the lowest drainage frequencies (0 to 4 Stream per sq. km) are observed over the peripheral part of the basin, which is having impermeable subsurface and sparse vegetation and high relief conditions. High Correlation is found between stream frequency and drainage density. The High range of drainage frequency and density indicates the mature stage of basin.

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Feminist notes in Beggar Maid

Rinkal Arora

Research Scholar

Introduction :- Alice Munro learned to appreciate the hardship and cruelty of life and be observant for her life and her people with keen perspectives and meticulous description. Munro's works are not merely interesting and entertaining, but educating and inspiring so that she has become an iconic figure that has won awards and received literary recognition over the years. It is believed that most of Munro's stories derived from her personal experience.

Munro's heroines in her early short stories resemble her own experience: the girl, growing from a poor family in south western rural Ontario town, seems to be certain about who she is and what she wants to do all along the story, but she always turns out to be unsure and begins to seek her identity. Munro marvels her readers and critics by turning the trivial and commonplace event into extraordinary adventure. Alice Munro is one of the most gifted writers of the world. She won the noble prize in 2013 and is mostly called as "the master of short stories". She made the concept of short stories popular and her writings are mostly based on the feministic point of view. She mainly traces the stories of struggle of girls and women. *The Beggar Maid* is definitely one of her best creations which depicts the life of Rose who wanted to achieve something big in her life but the society always proved to be an obstacle in her way.

Life journey of Rose :- In her 1978 collection entitled *The Beggar Maid: Stories of Flo and Rose*, Munro raises the stakes. There is a common belief that the white women are free and independent as compared to the Third World Women but Alice Munro shows the real picture where women living in this country are still treated no less than an object and their wishes and desires are all put

down for one thing i.e. marriage. Rose is a perfect merge of ordinary and extra ordinary. Rose present as a small-town girl with enormous dreams, trying to get away from a place that wants to hold her back. A series of stories are based on exploring the pursuit of ambition, the fear and shame of potential failure. Some critics consider this collection as a novel, as the same characters and similar themes reappear throughout the book, but there is no formal interconnection in plot.

Rose was an ambitious girl who was full of imaginations and dreams. Her childhood dream was to become glamorous and very famous. She wanted to become an actress. But the irony is that the profession of actress is not considered to be very good and instead girls are made to believe that they should only get basic education only so that they can help their children in the future with the homework. Education was never a barrier for Rose. She was admitted to school and she also studied well just to have a respectful status in her society. But deep inside her dream of becoming an actress was growing day by day. When she was in school, she got attracted to a girl named Cora who was glamorous and very famous at school. Rose considered Cora to be her ideal and wanted to be like her. She was so bewitched with Cora that she even stole some candies from her shop and kept it inside Cora's bag.

But with passage of time, the incident was forgotten and finally Rose got graduated. Now, it was the time for Rose to step in the new life and move to city for her higher studies. City life is often considered to be dangerous for the girls especially for the girls living alone. There are so many myths and stories based on the sexual exploitation done to the girls. And so was Flo

(Rose's mother) narrating her stories. One of the scariest stories was that it was not only the men but the women were also included into the gangs. There would be an old woman in the bus who often offers candy to the young girl which is already intoxicated. The girl after consuming the candy gets unconscious and the old woman pretends to be the girl's grandmother and takes the girl out of the bus with the help of a man who is also the gang member. And after this, the bad time of the girl starts. These people prison her, intoxicate her with the drugs and sexually abuse her. With the consumption of the drug, the mind is completely devastated and it takes about 3 years to recover from such thing.

Rose as she grows up in poverty; spends a few years at a university; experiences marriage, rearing a family, and divorce; and finally reaches a measure of success as an actress and university professor. The stories are arranged chronologically, but each story is a blend of the past and the present. Flo, Rose's stepmother, and one of the most powerful and well developed characters, which has often been a powerful force in the background.

Rose develops from the young girl in the poor area of town to the young woman who finds herself married to a wealthy yet boring and unsupportive man she just cannot quite bring herself to love. Halfway through the cycle, in "The Beggar Maid," Rose's questions about her identity—including her identity as a woman, as a creative person, and as someone from a poor, rural background—intersect. In this story, Rose's fiancé, Patrick, implies that their relationship is similar to the one depicted in Sir Edward Coley Burne-Jones' painting "King Cophetua and the Beggar Maid." The painting is based on a legend in which a king falls in love with a poor woman at first sight, marries her, and saves her from a life of poverty. The fact that Rose ends her marriage with Patrick and returns to her poor, rural hometown at the end of the cycle suggests that she does not

share Patrick's interpretation of their relationship, and does not want a relationship that is based on these kinds of socio-economic, and other power, discrepancies.

While the narrative concerns itself with Rose's brief affair with Simon, the pulse of the story has more to do with the fragile state of the woman artist. Rose is underpaid because she doesn't have the proper degrees; she is loudly insulted and unfairly humiliated at a party by a former student; she is often alone, probably because she is a single woman pursuing a career; she has a tendency to ruminate to ill-effect, essentially running herself down until she is run-over.

Suicide is never far from the reader's mind with Rose. As a child, the royal beating her father gave her makes her think of using suicide as a way to punish him. During her ill-advised marriage to Patrick, she (half-heartedly) slits her wrists. In this story, Rose commits career suicide by running off from her teaching job in the middle of the semester. In fact, though, by luck, Rose is an actress. With her, suicide is more of a gesture whose effects and drama she wishes to observe and perhaps enjoy. In this case, it is ironically the career suicide that gives her the big chance. Rose's luck was to be born a poor woman but get a big chance when she chose to run away. The issue is not victimization. Life is naturally victimizing. The issue is choice. The issue is also that running away is not always bad. Sometimes it is survival.

In the end of the story Rose has returned to Han ratty, to the scenes of her childhood, to the stage she has forsaken, in order to help usher Flo out of this world. With her brother, she goes over old memories of the town, which has changed a great deal during the intervening years. Incidentally, her own brother sees Rose as an outsider, someone who chased down a false way of life. He must wonder under his breath who Rose thinks she is.

Conclusion :- Munro tried to present the journey of the girls and women of 60's and 70's with the true colours of social realism. Her characters are chosen with great sense and vivid knowledge of culture and her stories depicts the everyday world of society in its real ways. In Beggar Maid she follows the relationship between very different family members spanning over four decades, revealing through their dialogue how they mirror and resist each other. One of the women, Flo, is level-headed and critical of the pretensions she sees in most people, sometimes feeling disdain for them. Rose is stepdaughter of Flo, who is clumsy and apprehensive but dreams of leaving her small hometown to make it in the world. Different characters are portrayed with depth of reality and the sensible backgrounds. She captivated her readers and played with their minds, she invites her readers to explore the truth with her. She marvels her readers and critics by turning the trivial and commonplace event into extra ordinary adventure.

Key Words :- expectations, marriage, memories, enormous dreams, realism, ambitions.

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Class struggle in Cultural struggle in Ramayana

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Introduction - India is a religious country. People live there from different caste and culture. Ramayana was an important influence on later Sanskrit poetry and Hindu life and culture. Ramayana presents the teaching of ancient Hindu sages in narrative allegory interspersing philosophical and ethical elements. The Ramayana is large piece of oral and written literature, an ancient Sanskrit and hindu epic that is comprised of 24000 verses in seven cantos. It was composed in the 5th century B.C. and tells the story of their marriage and subsequent exile from Rama's kingdom of Ayodhya Sita's abduction in the forest by Ravana, and Sita's rescue by Rama and an army of monkeys. It is deeply interwoven into the socio cultural history of India. It is also one of the oldest and largest epics in the history of the world. There are many versions and adaptations of the epic. It has been rendered into multiple languages by numerous scholars from Hindu, Buddhist, Jain and Sikh traditions both in India and outside in countries such as Combodia, Indonaesia, Thailand, China, Burma and Malaysia.

Cultural struggle in Ramayana is a prose work of Arun krushna ji Kamble. He was born on 14march, 1953 in the village Kargani, Attapadi Distt. Sangli Maharashtra. He was a Marathi writer and Dalit activist. He was a President and founder member of Dalit panther and National general secretary of Janta dal and took favor of Dalit and minorities. He was Head department of Marathi at the university of Mumbai. Kamble formed Dalit panther as a social organization along with Namdeo Dhasal and Raja Dhale in 1976. He worked with former Prime minister Mr. V.P. Singh and demanded the renaming the Marathwada university as Baba Saheb Ambedkar university. Kamble was a poet, writer, editor authored many books. He belong to a Mahar family that was upposed to be an inferior village servant and a tradition to serve village to a watchman, removing of dead cattles, traditionally they were singer, dancers, comedians,

drummers and folk dancers. He was the son of well read mother. His works show the condition of people who belongs to that class. The Literature of Arun Kamble is a document of new movement that bears protest against the existing caste discriminations, his Poetry is important strants in Marathi Literature.

The caste system in India was officially abolished over fifty years ago, the discrimination is still surviving not only in villages but also in big towns. Dalits are often forbidden from using same religious temples, living in same areas and marrying into the families of the country's upper castes. To unfold all these problems to the society, Dalit literature has come into existence. It protests against all forms of exploitation based on class, race, caste or occupation. It had not been recognized as a literature till 1970 but now its name is being heard all around the world. It has made the people think against the exploitation and suppression. The rise of this literature marks a new chapter for India's marginalized class.

Cultural struggle in Ramayana - In his "Cultural struggle in Ramayana", Kamble talks about the cultural and class identity, he defined as the basic problem of one's own groups specify amongst other people, in terms of living habits, customs, language, values etc. Cultural identity is universal, because all people in the world are conscious of some sort of specificity that sets them apart from others. In the history of India Mahabharata and Ramayana considered two great epic poem ascribed to the hoindu sage and Sanskrit poet Valmiki. The Ramayana also plays an important role in hindu literature. It explores the human values and concept of dharma.

There are other versions of the Ramayana in Indian language, besides Buddhist and Jain adaptations, and also Combodian, Indonacian, Fillipano, Thai, Lao, Burmese and Malaysian

version of the tale. There are diverse regional versions of Ramayana written by various authors in India. During the 12th century, Kamban wrote Ramavataram, known popularly as Kambaramayanam in Tamil. A Telugu version written by Gona Buddha Reddy in 14th century was Ranganatha Ramayana. Valmiki's Ramayana inspired the Sri Ramcharit Manas by Tulsidas in 1576, an epic Awadhi version with a slant more grounded in a different realm of Hindu literature, that of bhakti. Gujarati poet Premanand wrote a version of Ramayana in the 17th century. Other versions include Krittivasi Ramayana, a Bengali version by Krittivas in the 14th century; in Oriya by Balarama Das in 16th century; a Torave Ramayana in Kannada by the 16th century poet Narahari; in Marathi by Sridhara in the 18th century; in Maithili by Chanda Jha in the 19th century; and in the 20th century, Rashtrakavi Kuvempu's Sri Ramayana Darshanam in Kannada. If we see The Southeast Asian Versions 'Phra Lak Phra Lam' is a Lao language version, whose title comes from Lakshman and Ram is told as the previous life of the Buddha.

The Cambodian version of Ramayana, the remake, is the most famous story of Khmer literature since Funanera. It adapts the Hindu concepts to Buddhist themes and shows the balance of good and evil in the world. Thus in this way in different versions of Ramayana the characters are same but they belong to different culture and class. The purpose of all the versions is same but they are from different regions. The class struggle in India was in motion in everybody's reality long before the British invaded our country. Before the capitalist revolution began in India in the hands of British imperialists, class oppression was the Indian feudal society which was divided into 'castes'.

Dr. Bhimrao Ambedkar, a social thinker and activist, said so-called "upper caste", the only "learned" castes, own all the wealth and receive all the privileges whereas the so-called "lower caste" have work for them. The 'untouchables' or lower caste represent the working population of India. Their struggle for freedom, liberty, equality and justice.

Conclusion - The problem of caste oppression and discrimination has a long history and is deeply rooted in the pre-capitalist social system. The society under capitalist development has compromised with the existing caste system. The Indian middle class itself fosters caste prejudices. Working class unity presupposes unity against the caste system and all forms of social oppression, through a social reform movement is an important part of the democratic revolution. The fight against caste oppression is interlinked with the struggle against exploitation.

Caste is not unique to India, and no country should be reduced to a single social category, no matter how inherent a part of its reality. There are four ancient and unchanging castes in India ranging from Brahmins at the top, through Kshatriyas and Vaishya in the middle, to Shudras at the bottom, with a fifth group of so-called Untouchables, the preferred term now is Dalits. These are only partial truths, for history is replete with examples of the changeability of caste, and in practice there are thousands of castes. One truth about caste, however, is undeniable: in all its manifestations through history it has been the name for a repulsive and irredeemable system of social hierarchy and oppression based on horrific notions of ritual pollution and exclusion.

Key words - Dalit, caste, Discrimination, Identity, Equality

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Protagonists and Women Characters of Chetan Bhagat and His Youth Calling Approach

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Abstract :- The creativity and open minded influence have brought in the scope of research and study of these writers. Chetan Bhagat is one of such contemporary writers who is famous for his liberal thoughts. His writings portray the emotions and feelings of the present generation especially the lead characters in his novels. This present paper aims to focus on the major theme of equality, feminism and the changing trends of young generation's thought process who are competitive, ambitious and tech savvy in the select novels of Chetan Bhagat. This paper will also discuss the concept of social reflection and concept of modernity and how through the delineation of the various characters he portrays the contemporary reality.

Keywords :- Modernity, Youth and Their Thought process, liberalism and social upliftment.

Introduction :- The secret success for Chetan Bhagat is the selection of topics that are common. He chooses theme that the readers can associate with his novel with a mix of sentiment, romance, relationship, religious and politics, Indian sentiments, Passions, Friendship, Love, Cricket and happy ending, and also has social message that the unique thing about his fictions are sensitive issues and are addressed in the most normal way. His strong narration has people relating to situations, incidents and characters in a neutral way. His novels talk about dreams and aspirations of all characters and characters seemed more real and simple genuine fears. He has written in simple English with no trimmings. Chetan Bhagat has some kind software, which he uses to write his novel. He just puts new character's names, situations in the software and the characteristic of his protagonist is parallel, their thoughts procedure is also alike. One more thing which recommend that Chetan Bhagat is working on well thought

format is that he included numbers in all the title of his book 'Five', 'One', 'Two' and 'Three' or may be it in his superstition to add number in the titles, who don't use heavy duty English instead he used just simple spoken English in India.

India is well known for it is varied cultural heritage as it is known for the sparkling and traditionally different matrimony. Chetan Bhagat explored indifferent ways in all the four books. He highlights various aspects of the country. He has followed a pattern with his books by naming the protagonists. After "Lord Krishna" Hari, Syam, Govind and Krishna and also has used number in the titles of each book. His writing style is basically similar in all his novels, till date, however, it is seen that the seriousness of the novels gradually went on increasing in each novel has set the basic character. The central character is a very ordinary type of young man with whom any Indian teenager can easily react to his moderate in terms of thoughts and view and is not too firm. The protagonists of friends are also of very general in nature. The girls' character of his novels are shown in virtual bondage by their respective families and the girls can be simply compared to an average Indian girl. Thus, the novel has no supernatural characters and is really set in a typical Indian setting and also all typical neighborhood characters. This admixture of humor and pathos, hopes, aims and fears and success and failure brands his work.

Protagonists With Relevance To The Theme :-

Donald Greenless, a critic observes that , "Chetan Bhagat might not be another Vikram Seth, Salman Rushdie or Arudhanti Roy, but he has authentic claims to being one of the voices of a generation of middle class Indian youth facing the choices and frustrations that come with the prospect of growing wealth". In all the five novels of Chetan Bhagat, it

is observed that the middle class youth facing the choices and frustrations. All the five novels are the echoes of the today's young generation problems. The novel 'Five Point Someone' presents the truths of IIT in remarkable manner. His extra-ordinary combination of humour and fun makes this novel full of sensation. His criticism of ragging in the most prestigious institutes of the nation, futile grading systems and false vanity of the IITians is of full authenticity. At the same time, the story of Hari, Ryan, Alok and Neha is told with exceptional clarity and candidness. It is a fascinating book deals with the hopes and aspiration of Hari, Alok and Ryan who are typical as well as strong individuals having different aims and ambitions and at the same time they also represent the broad community of the prestigious institutes of the nation.

The novels of Chetan Bhagat turn around the middle class those applications ambitions, worries, as well as the sad predicament of the middle class are described with an omniscient insider's view in his novels. Being a member of the same level of the society, he is enlightening what he or people familiar to him have experienced in real life and the margins of fiction and real life shape in his novels. The corruption, unemployment, the grasping attitudes of the elder generation, the superficial love- hate relationships amongst the youths are some of the various themes that he has discussed in his novels. The chief principles and ethics of Indian democracy which are really on the cross roads at present because of the all distributing corruption and self-critical tendencies in the society and the protest of middle class for the sorry state of relationships of the country can also be seen in his novels.

Govind, Ish and Omi : Three Mistakes of My life :- Bhagat portrays the character as passionate and ambitious person. Govind is more obsessed with business. As a post modern youth he wants to stand on his own leg by doing his own business to wants to have his own identity. Ishaan has passion for cricket. In the post modern youth don't have time to play outside because they are busy with playing temple run and candy crush, etc, but Ish is

very different he is very good at cricket than his subjects. Omi is more concerned with religion. Through they had different field of dreams. They all faced difficulties in life and at the end of the novel we can see how they came up in their life.

Govind's Mistakes :- The title of the novel The Three Mistakes of My Life has association with the life of the protagonist Govind. The three mistakes are the protagonist mistakes. His first mistake is the investment in the mall which collapses in the earthquake, his second mistake is intimate relationship with Vidya and the third mistake is the delay of moment to save the kid Ali. All these three mistakes made him to commit suicide, but through all his mistakes he learned a lesson in his life. In the modern world youth are of strong outlook, practical, bold and brave enough with passion in their eyes, with the passion and dream the three friends joined together to open up a cricket shop. As they started growing in their business they decided to open up the new cricket shop in the mall, however their fate does not favour them, because the earthquake make the multi storeyed building crumble and it comes as a serious shock to all their efforts. This is the first mistake of Govind in his life.

Two States :- The Story of My Marriage is a love story of a Punjab guy Krish Malhotra and a Tamil Brahmin girl Ananya Swaminathan. The love story begins in IIM-A (Indian Institute of Management- Ahmadabad). The novel deals with complex human relationship. It portrays how the cultural difference can create problems in the matrimonial alliance and how hard the couple has to fight against to be part of the destiny to be in wed-lock. Krish and Ananya have to make an extra effort to turn their dreams into reality. As both Krish and Ananya belong to post-modern world, they are very young and intelligent and they try not to carry any baggage of their linguistic culture and traditional background. But both of their parents carry their culture and traditional baggage behind them. They both belong to upper caste families. In India the marriage is not between boy and girl but between two different communities and families. Inter-caste marriages are

still considered as taboo for the orthodox Indian families.

The youth in the post-modern world will elope if their parents do not accept their love relationship. Contrary to this usual practice, the lovers do not elope, instead choose to seek the consent of their families. The protagonists of the novel- Krish and Ananya are highly educated, independent and living according to the new set of norms while the parents are still rooted in traditions. They both believe that as they belong to the post-modern world they have got the rights to take their own decision. But their luck does not favour them and they have to face a lot of obstacles to convert their love story into love marriage. Their battle becomes almost tough since they belong to the opposite poles of a great cultural divide: North and South India, Aryan and Dravidian civilization. Most societies have had strong opposition towards marriage across ethnic, religious, class, caste and racial lines, and India is no exception. The Indo-Aryan north forms marriage alliances with people to whom it is not already linked by ties of blood, while Dravidian south seeks to strengthen family ties through marriage preferably with blood relatives. In the arrangements of marriage it is the general norm that shared features, such as same religion, same caste, same culture, same creed and same status are strictly adhered to.

Revolution 2020 stands for the revolutionary spirit of Chetan Bhagat. Raghav disregards the suggestion of his father to get admission in IIT, even though he was eligible for it. He listens to his heart. He serves the downtrodden of his city by communicating their pains through the media to the responsible authorities. He emerges as a successful journalist. He continues to serve the wretched even after his printing press is destroyed. He writes the daily news on the papers and distributes them to the social activists. It was quite a tough job but he does not abandon his service. In the end, the exploiters yield to the revolutionary spirit of the journalist. Gopal, the big exploiter of the students as well as Raghav's arch-enemy surrenders to the latter's vitality. Gopal sacrifices his love, Aarti to the saviour of the poor and wretched. The writers often

portray their characters killing each other for woman, property and egoism. They portray their women giving up their mates due to the lack of physical facilities. On the opposite, Bhagat's women get away from their partners due to the lack of time. Aarti of **Revolution 2020** craves to borrow some time of her mate, Raghav but she fails. She depicts her pain thus, "I am lonely too. Raghav has no time".²³ She feels uncomfortable with the revolutionist. Turmoil in Aarti's mind equals the misery of the lady Chatterley, "The point is what sort of a time can a man give a woman? Can he give her a damn good time or can't he? If he can't he's no right to the woman".²⁴ Thus, Bhagat is different from other writers to an extent. He reposes humanity in his characters more than any mundane aspiration. They do not die for the failure in love. Instead, they live for the sacrifice in love. Bhagat's men attempt suicide not because they fail in love. On the opposite, they fail to keep promises with their friends.

First time in the history of Indian English literature, Chetan Bhagat introduced God as a cosy friend with mobile phone in his second blockbuster novel **One Night @ The Call Centre** (2005). A phone call from God is an additional element in his works. No novelist has presented God using mobile phone to guide his devotees in the crisis. Herein God advises his friends-cum-devotees how to come out of the iron web of death. The phone call encourages the survivors to settle account with their boss. They risk their job for the welfare of the thousands of the employees. The boss agrees to cancel the pay-offs if Shyam and Vroom resign their jobs. The two friends force the boss to terminate them from their services. Shyam's sacrifice proves him a true team leader, which results in his engagement with Priyanka.

Thus, in this novel 'Five Point someone' the writer has presented the darker sides of the IITians and tries to show the present's unfair means. Chetan Bhagat has shown the real picture of IITians students and how they try to solve the difficulties and problems.

In Five Point Someone: What not to do at IIT (May 2004), Chetan Bhagat focuses on the lives of three friends of IIT Delhi –Hari Kumar (the narrator), Alok Gupta and Ryan Oberoi. The trio suffers ridicule of the teachers as well as the classmates. However, they avow to reform the patriarchal system of education. They dislike the teaching method, which is as old as the college itself. The students are asked to mug the subjects in order to score good grades. Bhagat puts emphasis on the observational teaching. He believes this technique must help the students in getting rid of mugging. It must support them to apprehend the things in a natural way. The observational technique makes the students to observe the things minutely and find out solution in the objects. After all, if they fail to make it out, they are invited to discuss the same with the teachers and other classmates. At last, the student finds answer to his query. Nonetheless, such method is a good for nothing in the big sci-fi institute. Bhagat grieves for the sterile dogmatism of the education system. He finds the professors bigotry not to allow any prolific change in the system. Bhagat is straightforward in his approach to life. He listens to the voice of his soul, which he strongly believes in, is ever true. The man listening to the inner voice may suffer a big loss but finally emerges out victorious. For instance, all three friends suffer ignominy at college campus. All the teachers as well as the students take them for nuts, idiots and losers only because they underperform in the exams and notch five points something. But like others they are not muggers, they are freethinkers, true lovers of life, harbingers of innovative ideas, icons of liberty and precursors of the youth-calling-approach. They never lose confidence, work harder on the lube project and consequently their project is approved and they succeed to achieve big fame and name.

Bhagat's Lead Heroines with an Overdose of Postmodern Sensibilities :- Bhagat's chief female characters in his fictions like Neha, Priyanka, Vidya, Ananya, Aarti and Riya are depicted as the realistic representation of postmodern Indian female sensibilities. They are educated, advanced, and modernized but in their thinking and behavior

pattern they are suffering from overdose of modernity. They are very practical in their life but their practicality is self-centered and it challenges many ideals of Indian womanhood. Bhagat has depicted all the lead heroines with common mentality of postmodern sensibilities with all possible variations. Bhagat's heroines are individualistic, pragmatic and free-at-will in their temperaments. Bhagat regards life as more valuable than anything. For him enjoyment is not a temporary restraint in life from the daily chores. He sees and feels the triviality of the human life and he sees no sin in accepting what one thinks is good. We cannot see this with other writers Bhagat does not focus on the sufferings and helplessness of his characters in his novels but rather Bhagat manifests the untiring efforts of his characters to come out of the slough of melancholy. He portrays his women as the true revelers of the human life. Adversity does not stay with them for long. It does not subdue their will to enjoy life. They very soon emerge out of it and start delighting in the life. All the women characters of Chetan are intelligent and have the capacity to make their own choices and ready to accept challenges and risk no matter what their decision is. Chetan succeeds to make the young men and women openly accept the truths and realities and deal with it as a mutual need for the betterment of the society nullifying the aspect of hypocrisy. He advises the youth to follow their heart. Bhagat strongly emphasizes on the liberty of women. His woman characters believe in 'an absolute, a perfect, a pure and a noble freedom'. Hence, Bhagat has purposefully employed youth calling approach in his novels probably to bring some revolution and put an end to hypocrisy through his writing. He beautifully picturises the changing mind set of the women of metropolitan cities of the 21st century. In Bhagat's opinion girls are in no way inferior to boys, they are equal to them in all respective. He is an advocate to the liberation and empowerment of woman.

Conclusion :- Bhagat has introduced some unique trends in the Indian English literature. He has focussed the interest of the youth. He has written about their aspirations and for them. He has attempted to guide their ripe energies into proper

direction. This is no surprise if they acclaim him as the youth writer. His characters touch an emotional chord of the third generation. They display the ambition of the youth, mixed with fears and tinged with tears. His men and women observe morality in the warm heartedness of the human relations. They are epicureans in nature. Therefore, they take life for pleasure. They enjoy even being called five pointers that is sort of insulting. Their concern lies specifically in the innovation of education system and the society as a whole. They believe in success comes to those who crave for practicability not for mugginess in life. Bhagat puts stress on liberty of women. His woman characters believe in “an absolute, a perfect, a pure and a noble freedom”. Hence, Bhagat has purposefully employed youth calling approach in his novels.

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Comparative Analysis of the Financial Support in Selective Government Schemes for Education

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Introduction :- Education is one of the fundamental right of all human beings. India is one of the countries of the world which boasts of an Education System like the Nalanda University which was an education system which far more advanced for its time. The civilization of India dates back to the Indus Valley Civilization which is still known for the highly developed Civil Society. Education leads to social order and helps in managing chaos in the society. Knowledge and education go hand in hand. Improving the skills leads to better skilled population leads to better standard of living of the people.

Since education is important for the growth of a developing nation like India, many steps have been taken to increase the number of kids enrolled for education. Education has been made an essential and fundamental part of national development efforts. After independence, an effort has been complete to spread education at all levels of Indian society. To strengthen the Indian training structure, instructive approaches and different plans are embraced by the legislature to accomplish the points of Universalization of Elementary Education (UEE) because of these plans, there has been an improvement at the school level at huge scale. It has expanded the nature of training and also rivalry. But different studies show that it cannot help in improving the level of knowledge. For the development of any nation it is important that various reforms are introduced at National Level.

This paper tries to explain the outlines of various schemes and programs launched by

government for achieving the aims of universalization of elementary education and tries to study the funding of Schemes to see if the Governments involvement has led to an increase in the funds released.

Instruction is the demonstration or procedure of granting or getting general learning, building up the forces of thinking and judgment, and for the most part of setting oneself up or others mentally for development of life. Instruction is fundamental for everybody. The significance of instruction is certain for each individual. Education leads to the shaping of the personality of an individual. It leads to social and economic development of an individual.

An educated citizen is a better citizen. Learning can be done through various sources. Education provides the medium for an individual to enhance their learning and skills. All that we know today is through the learning that we have throughout our life.

As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. Education is the critical input in human resource development and is essential for the country's growth whenever there is discourse on the development of India the people always point out to the eminent names who have made a difference in the field of education and science. Dr Ramanujan, Dr Radhakrishnan, Dr A.P.J Abdul Kalam Azad are a few names that come to mind. They all stood out in their fields and made a

difference in the world. The legacy left by them is hard to follow.

The Government of India has stressed on the importance of education right after independence. The Five Year Plans had special emphasis on funds for education. The Government has rolled out various schemes to bring in more and more people under the cover of literacy. Every year a substantial amount is allocated for Education.

Training was made a critical and necessary piece of the national improvement activities. Education was made a vital and integral part of the national development. To spread education among all Indians, the 86th Amendment in the Indian Constitution was made in 2002. Our nation additionally ventured facilitate toward this path when Right of Youngsters to Free and Compulsory Education (RTE) Act, 2009 was upheld. Training Framework in India: India's training framework is separated into various levels, for example, pre-essential level, essential level, basic training, optional instruction, undergrad level and post graduate level. The National Council for the Education Research and Training (NCERT) is the pinnacle body for educational modules related issues for school instruction in India. The NCERT gives support and specialized help to number schools and supervises numerous parts of requirement of training arrangements. In India the different educational modules bodies administering school instruction framework are: The state government sheets, in which the dominant part of Indian kids are selected. The state government boards, in which the majority of Indian children are enrolled:

- The Central Board of Secondary Education (CBSE)
- The Council for the Indian School Certificate Examinations (CISCE)
- The National Institute of Open Schooling (NIOS)

- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
 - Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.
 - Autonomous schools.
 - NUEPA (National University of Educational Planning and Administration)
 - (National Council for Teacher Education (NCTE)
- These are responsible for the management of the education system and teacher accreditation.

Basic Education in India :- A lot of studies were carried out in this field. It was observed that basic education is the right of every citizen of India.

The Indian government emphasized on important instruction up to the age of 14 years alluded to as basic training in India. Indian government is very greatly conscious of the significance of guaranteeing all inclusive fundamental training.

The part of Universal Elementary Education (UEE) for reinforce the public texture of majority rule government through agreement of the same chances to all has been recognized since the beginning of our Republic. In 1950, the Constitution had settled in Article 45 under Directive Principles of State Policy that the state will give free and mandatory instruction to all youngsters until the point that they finish the age of fourteen. From that point forward, numerous reports including each Five Year Plan, the 1968 National Policy on Education, and the changed 1992 National Approach on Education have endeavored to refine India's endeavors at Universal Elementary Instruction (UEE).

With the plan of NPE, India started an extensive variety of projects for accomplishing the objective of UEE through a few schematic and program mediations, for example, Activity Black

Board, Lok Jumbish Program, Mahila Samakhya, District Primary Education Program, Shiksha Karmi Project, and so on. Presently, Sarva Shiksha Abhiyan is actualized as India's primary education. Its general objectives incorporate all inclusive access and maintenance, crossing over of sexual orientation and social classification holes in training and upgrade of learning levels of kids. SSA accommodates an assortment of intercessions, including bury alias, opening of the new schools and exchange tutoring.

Schemes Propelled by the Legislature for Accomplishing the Points Universalization of Elementary Training (UET):

Education is the most essential element in bringing about a social, social, economic and political change. An accomplished populace, furnished with the important information, states of mind and aptitudes is basic for financial and social advancement in the twenty-first century.

Instruction fortifies vote based system by bestowing to natives the instruments expected to completely take an interest in the administration procedure. Before 1976, training was the elite obligation of the States. The Constitutional Amendment of the 1976, which included training in the simultaneous List, was a broad advance. The substantive, economic and administrative inference required sharing of new responsibility between the Central Government and States. While the part and obligation of States in instruction remained to a great extent unaltered, the Union Government acknowledged a bigger duty of strengthening the integrated character of education, maintaining quality and standard include persons of the teaching occupation at all levels, and the study and monitoring of the educational requirements of the country. Keeping in mind the end goal to accomplish UEE (Universalization of Elementary Education), Government of India has started various projects and ventures. The Government receives an

coordinated approach in the usage of the different midway supported plans, with regards to standards of National Policy on Education, to guarantee that the instruction of evenhanded quality for all to completely tackle the country's human asset potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of deprived group and the weaker sections, and to get better quality of education. The accompanying centrally supported projects are being actualized in the Education Sector under Ministry of Human Resources Development (MHRD).

1. **Operation Blackboard** :- The government of India introduced the scheme in 1987 on the recommendation of NPE. The most important objectives of Operation Blackboard were improvement in the quality of primary education: Reducing rate of wastage and stagnation: To attract all children, especially girls in primary education, so that the dream of education can be realized for all. This plan was mainly focused on providing at least two classes in each primary school; Special toilets for girls and boys; Appointing at least fifty percent female teachers of the total teachers.
2. **District Primary Education Programme (DPEP)** :- In order to revive primary education system and to achieve the goal of universalization of the primary education. The District Primary Education Programme (DPEP) was started in 1994. DPEP adopted for adopting universal approach, improving retention and learning achievements and reducing inequalities among social groups. The main aims of this program are reach to primary education by formal/non-formal stream for all children, to trim down differences in enrolment of the children, drop-out rates knowledge attainment among gender and group of weaker section of the society to less than 5 per cent, to reduce dropout rates for all the children to less than

10 per cent and to rise average achievement rate 25 per cent by measured by measured baseline level and ensure attainment of basic literacy and the numeracy competencies and the minimum of forty per cent in other competencies by all primary education children.

3. **Mid-Day Meal Scheme** :- Government of India was launched the National Program of nourishment Support for Primary Education (NP-NSPE) on 15th August, 1995. The essential or main objective of the scheme is to help get better the effectiveness of elementary education by improving the dietary status of children of primary school. Initially, this scheme was implement in 2,408 blocks in the country so that the students could be fed food in five sections from one to one in the schools run by food, government aided and local body. From 1997-98, the scheme of MDM was executed in all over India. Under this scheme, all the children enroll in course/class 1 to five contain a ripe Mid-Day Meal with three hundred calories and twelve grams of protein. In October 2007, in this scheme, 3,499 educationally backward classes were included in the upper primary classes from six to eight students. It was expected that MDM will improve enrolment, presence and retention of the children in schools.
4. **Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan** :- SSA has been implemented since 2000-2001 in order to facilitate various intervention for worldwide access and retention, interventions of different types to get better the quality of contravention gender in social category interventions and learning in primary education ensure that here is considerable improvement in children's levels of learning achievement at the primary level and upper primary level.
5. **National Programme for Education of Girls at Elementary Level (NPEGEL)** :- this scheme was implement in the educationally backward blocks and addresses the needs of girls who

are "in" as well as "out" of school in 2003. The plan (NPEGEL) likewise contacts young ladies who are enlisted in school, yet don't go to class frequently. It underlines the duty of instructors to perceive defenseless young ladies and give careful consideration to bring them out of their condition of defenselessness and stay them from dropping out.

6. **Kasturba Gandhi Balika Vidyalaya (KGBV)** :- was a scheme which started in July 2004. Under this scheme residential schools set up for the girls of the Scheduled Caste, Scheduled Tribes, the Other Backward Classes and Minority Communities at the upper primary phase. This scheme is being execute in the educationally backward areas of the country where the female literacy rate is below the national average literacy rate and gender gap in the literacy rate is above the national average. This scheme preserves at least 75% seats of the total for girls from Scheduled Castes, Scheduled Tribes, the Other Backward Classes or Minority Communities, and for the remaining 25% priority is given to the girls of the below poverty line families.
7. **The Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** :- With a financing pattern of 75:25 between the Center and the States, a scheme sponsored by the Central Government was launched in 2009-10. The most important objectives of this scheme are: (1) to raise the minimum level of education till class X and to make secondary education entire. (2) To recognize good quality secondary education with focus on Science, Mathematics and English. To (3) educing gender, social and regional interval to get better enrollment, dropout and retention.
8. **Scheme/Plan to set up 6000 Model Schools at the Block Level** :- Scheme/Planning to setting up model schools 6000 at the block level this scheme envisages to make available excellence education to the capable rural children by establishing an excellent level of excellent level of benchmark of 6000 model

schools per school per block rate. The targets of this plan are (1) each square has no less than one great quality senior optional school. (2) To have a pace setting part. (3) To experiment with imaginative educational modules what's more, teaching method. (4) To set up a model in school foundation, educational modules, assessment and school administration.

9. Plan of vocationalisation of Secondary Education at +2 level :-

This is a halfway supported plan of vocationalisation of Secondary Education accommodates broadening of instructive open doors in order to improve singular employability, lessen the befuddle amongst request and supply of talented labor and gives another option to those seeking after advanced education

10. Plan of ICT @ School :-

The Information and Communication Technology in School Plan was propelled to give chances to optional stage understudies to for the mainly part produce their ability of ICT aptitudes and influence them to learn through PC helped learning process. The Scheme offers help to States/Union Territories to build up empowering ICT foundation in Government and Government support optional and higher auxiliary schools.

11. Right to Education Act 2009 :-

The Right of Children to (RTE) Act, 2009, which speaks to the main performing imagined under Article 21-A imply that each child has a opportunity to full time basic training of adequate and reasonable quality in a formal system of school education which fulfill assured basic standard and gauges. Article 21 and the RTE Act became effective on 1 April 2010. The title of the RTE Act fuses the words 'free and mandatory'. 'Free instruction' implies that no youngster, other than a tyke who has been approved by his or her people to a school which isn't uphold by the suitable Government, will be subject to pay any sort of cost or charges or expenses which may keep

him or her from looking for after and finishing basic training. 'Mandatory training' throws an commitment on the fitting Government and neighborhood experts to give and guarantee affirmation, participation and finish of rudimentary training by all kids in the 6-14 age gatherings. With this, India has encouraged ahead to a rights based structure that casts a legal commitment on the Central and State Governments to apply this fundamental right of child as enshrined in the Article 21A of the Constitution, in agreement with the necessities of the RTE Act. The RTE Act provide for the:

- (i) Right of children to free and compulsory education till completion of elementary education in an area school.
- (ii) It clarifies that 'compulsory education' means compulsion of the suitable government to grant free elementary education and make sure compulsory admission, attendance and completion of elementary education to every child in the 6 to 14 age group. 'Free and compulsory' means that no child shall be liable to receive any kind of fee or charge or operating cost which may avoid him or her from pursue and finishing elementary education.
- (iii) It makes provision for a non-admitted child to be admitted to an age suitable class.
- (iv) It specifies the responsibility and appropriate duties of governments, local authorities and parents in providing appropriate and free compulsory education, and also distributes or allocation financial and other responsibilities between central and state governments.
- (v) It presents students' teacher ratios (PTRs), materials and human resources, teacher-working hours, school work days as well as the standards and standards laid down in the land.
- (vi) It provide for balanced employment of teachers by ensure that the specific pupil teacher ratio is maintain for every school, rather than presently as an average for the

State or District or Block, thus ensure that there is no urban-rural inequality in teacher postings. It also provides for ban of employment of teachers for non-educational work, other than decennial census, election to local authority, state legislatures and parliament, and tragedy assistance.

- (vii) It provide for selection of suitably trained teachers, i.e. teachers with the necessary entry and academic credentials.
- (viii) It provides for the development of the course in accordance with the values established in the Constitution, and will make sure the development of the e child, build on the child's knowledge, ability and talent and free the child from fear, trauma and anxiety. It also provides a child centered learning and child friendly system of education.

12. Comprehensive Education for Disabled at Secondary stage (IEDSS) :- The plan for comprehensive training for the handicapped has been begun from the year 2009 to the Secondary Stage (IEDSS). This plan replaces the past plan of incorporated training for kids with handicaps and will offer help for comprehensive instruction of youngsters with inabilities in IX-XII classes. The primary point of this plan is to empower impaired understudies, subsequent to finishing an eight-year grade school, to seek after four years in front of auxiliary tutoring in a comprehensive and able condition.

13. Quality Improvement in Schools amid the tenth Five Year Plan : Quality Improvement in

Schools was presented as a composite halfway supported plan having the accompanying parts:

- National Population Education Project.
- Natural Orientation to School Education.
- Change of Science Education in Schools.
- Presentation of Yoga in Schools.

14. Grown-up Education and Skill Development

Schemes: Adult Education goes for stretching out instructive choices to those grown-ups, who have lost the opportunity and have crossed the period of formal training, yet now feel a requirement for learning of any sort, including, premise training (proficiency), expertise improvement.

15. Scheme of Infrastructure development in Minority Institutions (IDMI)

In order to increase the quality of education for minority children IDMI has been conducted to increase the basic amenities in private aided / unauthorized minority schools / institutions.

16. Eklavya Model Residential Schools (EMRSs):

These schools are subsidized by the administration for the welfare of Scheduled Tribes. Service of Tribal Affairs leads this extraordinary zone program. Pre-Matric Scholarship Plan is a grant for understudies of pre-matric minority networks. Grant at Prematric level urges minority networks to send their school going kids to class, to help their money related weight on school training and to keep up their endeavors to help their kids to finish school instruction.

**ANALYSIS OF THE FUNDS SPENT ON THE SCHEMES
(Rasthya Madhyamic Shiksha Abhiyan)**

RMSA – 2014-15

Table 1

(Rs. in lakh)				
Year	No. of Schools Approved	Amount Approved	No. of Schools where implemented	Expenditure
2014-2015	37521	1947.67	27895	1327.82

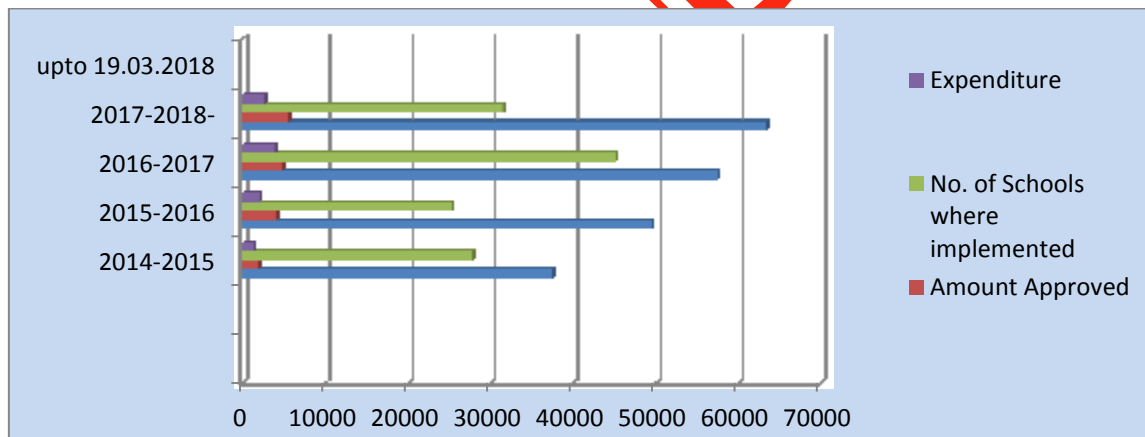
2015-2016	49517	4062.02	25295	2091.27
2016-2017	57500	4880.75	45168	3949.71
2017-2018-	63409	5580.81	31552	2725.11
upto 19.03.2018				
Percentage Change since 2014-15	69.00%	186.54%	13.11%	105.23%

The number of Schools Approved rose by 69%. It was 37521 in 2014-15 and in 2018 it was 63409.

Amount Approved rose by 186.54% and the Expenditure rose by 105.23%

The increase in the amount approved is a good indication that the Government is investing in Education.

Graph 1- RMSA Schools Approved, Amount Approved, Expenditure



Source : Lok Sabha Unstarred Question No. 3876, dated on 19.03.2018.

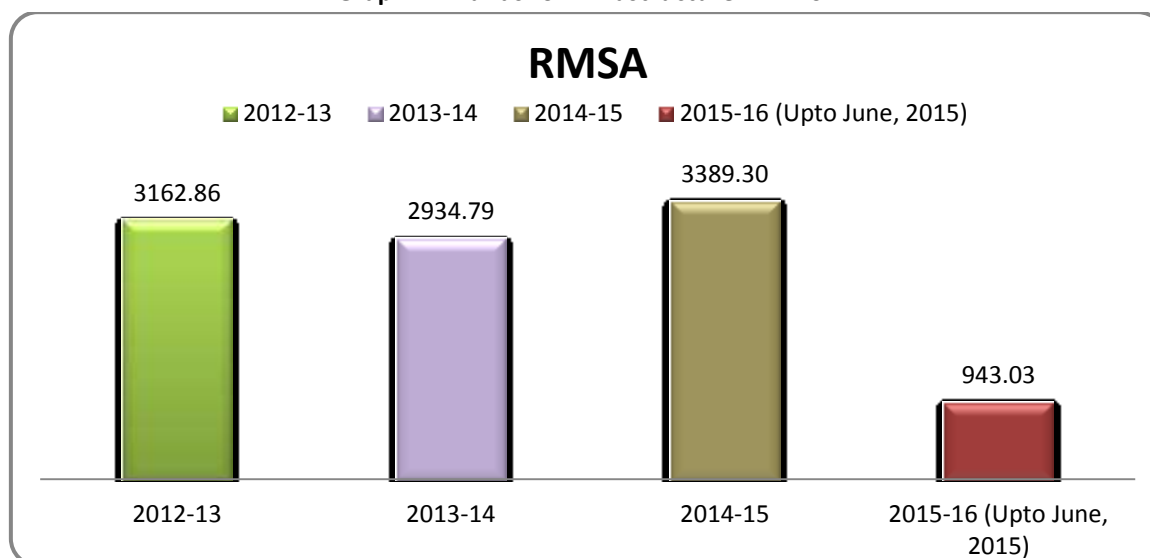
Rajya Sabha Unstarred Question No. 1019, dated on 26.07.2018.

RMSA Expenditure on Infrastructure (Including Toilets)

Table 2

(Rs. in Crore)	
Years	RMSA
2012-13	3162.86
2013-14	2934.79
2014-15	3389.30
2015-16 (Upto June, 2015)	943.03
Percentage Change	-70.18%
Source : Lok Sabha Unstarred Question No. 2749, dated on 05.08.2015.	

Graph 2 – Funds for Infrastructure in RMSA



The Government allocates funds every year for the development of the infrastructure of the schools including the toilets. The funds allocated have decreased in 2013-14 and then again increased in 2014-15. For the year 2015-16 the data is available only up to June 2015-16 and so the Percentage Change comes to -70%.

FUNDS RELEASED FOR IDMI (Infrastructure Devt. of Minority Institutes)

TABLE 3

(Rs. in Crore)								
States/UTs	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total Amount Released
	Amount Released	Amount Released	Amount Released	Amount Released	Amount Released	Amount Released	Amount Released	
Assam		0.00	0.94	0	0	0.00	0	0.94
Gujarat		191.20	1.24	0	3.02	0	0	195.46
Haryana		201.12	1.45			0.18		202.75
Jammu and Kashmir		25.00						25.00
Karnataka		281.98	3.57	3.57	0.78	2.92		292.82
Kerala		337.73	25.89	2.29	0.56		56.06	422.53
Madhya Pradesh		252.94		2.28	0.51	0.32		256.05
Maharashtra		387.61	7.55	4.02	6.05	5.72		410.95
Manipur							25.00	25.00

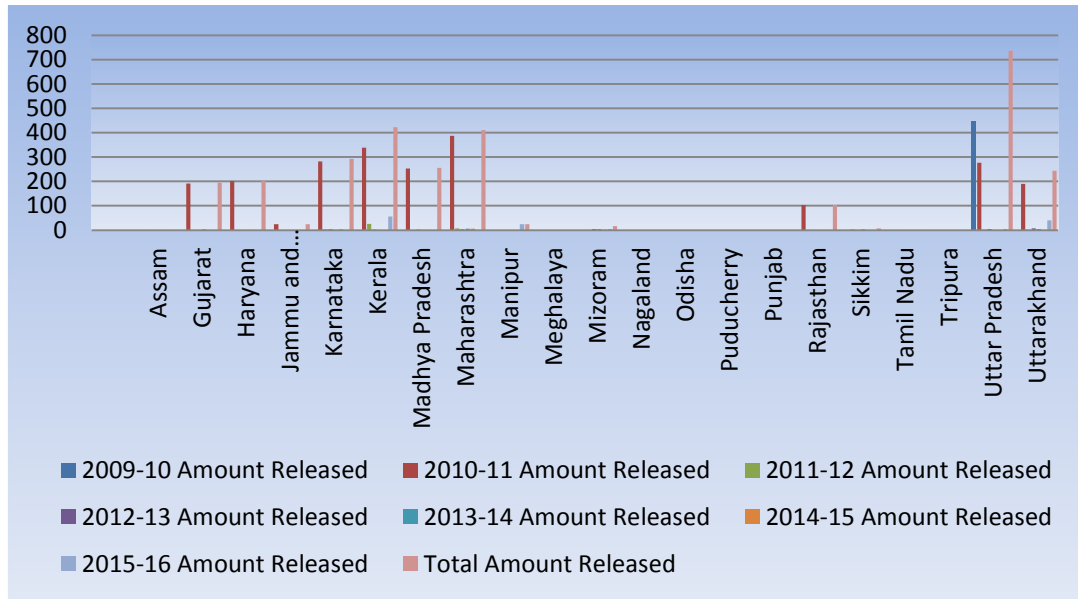
Meghalaya								0.00
Mizoram		0.00	0.25	4.44	4.68	2.06	4.88	16.31
Nagaland								0.00
Odisha								0.00
Puducherry								0.00
Punjab								0.00
Rajasthan		102.83		0.04	0.92			103.79
Sikkim		0.00	3.46	0.56	3.43			7.45
Tamil Nadu						0.05		0.05
Tripura								0.00
Uttar Pradesh	448	277.05	2.00	4.31	0.08	0.05	5.33	736.82
Uttarakhand		190.29	2.08	6.87	4.94	0.15	39.58	243.91
India	448	2247.75	48.43	28.38	24.97	11.45	130.85	2939.83
Source : Lok Sabha Unstarred Question No. 4192, dated on 19.12.2012,								
Lok Sabha Unstarred Question No. 1432, dated on 14.08.2012,								
Lok Sabha Unstarred Question No. 1435, dated on 14.08.2013,								
Lok Sabha Unstarred Question No. 1105, dated on 17.07.2014,								
Lok Sabha Unstarred Question No. 3856, dated on 12.08.2015,								
Lok Sabha Unstarred Question No. 2787, dated on 16.12.2015 &								
Lok Sabha Unstarred Question No. 2441, dated on 08.07.2019.								

IDMI was launched for the education of the minorities. India is a country with diverse religious and cultural backgrounds. Efforts were made by the government to protect the minorities and every year the Central Government gives funds to the respective states for the education of the minorities under the IDMI Scheme.

An amount of Rs.125 crore is proposed for the scheme in the Xith Five Year Plan. The scheme will fund infrastructure development of private aided/unaided minority elementary/secondary/senior secondary schools to the extent of 75% and subject to a maximum of Rs. 50 lakhs per school for:

- (i) Strengthening of educational infrastructure and physical facilities in the existing elementary/secondary/senior secondary school including additional classrooms, science / computer lab rooms, library rooms, toilets, drinking water facilities etc.
- (ii) Hostel buildings for children in such category of schools, especially for girls.
- (iii) Any other educational infrastructure not covered in (i) or (ii) above, but which in view of the State/Central Grant in Aid Committee is justified for educational advancement of the minority institution.

Graph 2



The data shows that the funds for the minorities was allocated in 21 States.

The state to receive the highest funding was Uttar Pradesh with Rs 736 Crores, Maharashtra Rs 410.95 Crores, Uttarakhand with Rs 243.91 Crores, Madhya Pradesh Rs 256.05 Crores and Karnataka with Rs 292.82 crores. The funds released were the highest in 2010-11 and after that it has fluctuated by lesser and lesser. The reason of the low allocation in the later years could be due to the change in the Government Policy.

Conclusion :- After propelling distinctive plans and projects for accomplishing points of universalization of rudimentary instruction the motivation of universalizing training at essential and upper essential stage stays incomplete. The quantity of youngsters especially youngsters from SC, ST, OBC, Minorities, Girls and weaker segments of the society stays out of school yet now.

The efforts of the Government have been very consistent and there is a rise in the funding at a constant growth which indicates that the development of the education system is one of the priorities of the Government. The amount of

financial support have poured out by the government to raise the literacy rate of country is worth noting for so many decades but growth of the literacy rate seems quite slow.

After launching different schemes and programs for achieving aims of universalization of elementary education the agenda of universalizing education at primary and upper primary stage remains unfinished. The number of children particularly children from SC, ST, OBC, Minorities, Girls and weaker sections of the society remains out of school yet now. No doubt, government launched so many schemes and programs for achieving the goals of UEE but it is also a reality that after seventy years of independence we cannot provide to access of good quality education for all children.

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Positive Thinking Can Change Our Life As Well As Our Circumstances on Daily Basis**Dr. Indira Barman**

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Abstract :- Our mind is a contemplation factory. It is a busy factory, producing countless thoughts in one day. There are two main ways of thinking; Thinking optimistically and thinking pessimistically. Over the year's lot of research done on the positive effects of being positive and the negative effects of being negative. The research is apparent. Being positive is not just a nice way to live. It's the way to live. A positive thinking helps you cope more easily with the daily affairs of life. It brings optimism into your life, and to avoid worries. It improves your health, relationships, gain satisfaction, happiness and most importantly, inner peace and Negative thinking, for a start, makes you feel bad in the present. So it is better to think positively Instead of think negatively.

Keywords :- Positive, Negative, and Thinking.

The power of positive thinking is the most discussed topic in the recent times. Flashed all around is the message, "Think Positive." In different parts of the world, a lot of seminars and workshops are conducted on this topic for the benefit of people, as positive thinking is the most important key to success. Positive thinking helps you not only to achieve success but even to improve your health, relationships, gain satisfaction, happiness and most importantly, inner peace.

You Need to Know, You Can Enjoy Your Life with Positive Thinking :- Everything in your life can go on smoothly by utilizing this important key to positive thinking, and that can make your life more promising and brighter. It is a contagious trait, and people who pick up this characteristic are also affected. By just thinking about good health,

success and happiness you can source people not only to help you but even like you, as the vibrations emitted by a positive mind are enjoyed by individuals.

It is crucial that you develop a positive attitude in your life, as it yields amazing results and you can anticipate a prosperous outcome in all the activities you do. It is obligatory to practice effective positive thinking regularly, and for that, you require to put in some effort and do inner work. It should be your prevailing mental attitude for which it is necessary to visualize achieving your dreams.

How to Overcome Stress and Have a Peaceful Living :- "Positive thinking is an emotional and mental attitude", and that would help you to focus on brighter sides of life mainly and helps overcome any difficulty in life without stress. It is important that you believe in its effectiveness to gain positive results. It is necessary that positive thinking becomes implemented in everything you do. You can experience pleasant feelings in your life with a positive attitude and it will not only add brightness to your face but even bring happiness, more energy, and peace within. You can improve your health also in a gradual way by thinking positively.

Negative thinking, for a start, makes you feel bad in the present. One of the most common displays of negative thinking fears an event in the future - something that perhaps will never happen. Frankly speaking thinking positively is much better for yourself and your surroundings. Any negative thought can have terrible consequences. Jealousy is an imperfection that man has a role to play in the creation of negative thinking.

How To Developing A Positive Attitude? :- Learn more below positive thinking

1. Choose to be happy.
2. When negative thoughts enter your mind, just refuse to look at them, doing your best to substitute them with happy thoughts
3. Look at the bright side of life
4. Choose to be optimistic.
5. Find reasons to smile more often
6. Have faith in yourself, and believe that the Universe can help you.
7. Associate yourself with happy people.
8. Read inspiring stories, inspiring quotes.

“Negative attitude says: you cannot achieve success”.

“Positive attitude says: You can achieve success”.

Advantages of Positivity

1. Expecting success and not failure.
2. It helps you achieve goals and attain success.
3. It brings more happiness into your life.
4. It produces more energy.
5. Positive attitude increases your faith in your abilities, and brings hope for a brighter future.
6. You become able to inspire and motivate yourself and others.
7. You encounter fewer obstacles and difficulties in your daily life.
8. You get more respect and love from people.
9. Life smiles at you.
10. Making you feel inspired.
11. It gives you the strength not to give up, if you encounter obstacles on your way.
12. It makes you look at failure and problems as blessings in disguise.
13. Believing in yourself and in your abilities.

A positive attitude leads to happiness and success and can change your whole life. This light affects not only you and the way you look at the world, but it also affects your environment and the people around you.

Conclusion :- You can create a precise adjustment in your life with positive thinking and by using positive words in your life like ‘I can do it,’ ‘it is possible,’ and ‘I am able.’ You just need to allow feelings like happiness, success, peace, and strength flow in your life. Ignoring negative thoughts is very beneficial as it substitutes them with happy and positive thoughts. Thus we know two kind of thinking or thoughts first one is positive and the second one is negative. With a positive attitude/thinking we see the bright side of life, become optimistic, and expect the best to happen. When we allow ourselves to think negatively we limit our potential in many ways. A positive attitude helps you cope more easily with the daily affairs of life. It brings optimism into your life, and to avoid worries and negative thinking. Negative thinking, for a start, makes you feel bad in the present. So it is better to think positively instead of think negatively.

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THE SOCIAL STATUS OF WOMEN INDIA

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STATUS OF WOMEN : Women's status is a complex issue and a hard-to-define subject. Around the world, women's status in each society and culture varies in different ways. In some societies, women's status improved gradually, while in other, it declined or remained unchanged. What affects women's status in a society? In what kind(s) of society, is women's status is among the highest? And why? My research paper has been focused on the situation of women how much variation in female literacy, levels of development, and caste and class differentiation.

In the Indian society, the status of women continues to be low. There are unequal gaps between men and women in nutrition and health care, in literacy and education, in life expectancy and in most other aspects of their lives, indicating a low cultural evaluation of women in the Indian setting. Women are responsible for bearing children, yet they are malnourished and in poor health especially the condition of Dalit women who faces triple burden of caste, class and gender. According India's constitution, women are legal citizens of the country and have equal rights with men. Increasing literacy levels has often been regarded as a prerequisite for social and economic development in India. Literacy is considered both as an agent of socio-economic progress and as a reflection of the social, cultural and economic system. For instance, studies have shown that many development processes are feasible only when the population achieves a relatively high level of literacy. And by the same token higher development levels lead to higher literacy levels. Women are situated in an unequal social structure with their identities circumscribed by categories such as class and caste. Due to social and

economic problems women face, their options often remain limited. Hence, it is illusory to talk of affiliation of literacy with a range of social and economic effects independent of the materiality of women's lives.

First of all, I realized that there is no standard on how people define and judge women's status in a society. In my point of view, one of the judgments that could be used for women's status is the "opinion of people" which includes two areas - society and family. That is how the public views females and how parents' treatment of the daughter compares to that of the son. This group of variables is going to be compared with other groups of variables in different areas to test my hypotheses. Besides, there are another two groups of variables related to women's status that are selected to be used in the paper.

FACTORS THAT AFFECT WOMEN'S STATUS : First, a woman's ability to survive i.e. what I refer to as financial independence for women nowadays, would affect women's status in most societies. I believe it is more likely that people would have more respect for productive persons than for independence, WHY? In most cultures. Therefore, I suppose women's contribution to be one of the factors affecting women's status.

Second, in a society in which castes and/or slaves exist, that is, a non-egalitarian society, and women are more likely to have a lower social status. My point in such a case, if public believes that human beings are not equal, and thus they classify people into different classes, socially or politically. Then speaking of genders, there must be a higher class as well. Would that be male or female? I suppose it to be male. The reason is that males are physically advanced relative to females, and therefore, males are traditionally valued over females in many cultures. Females could hardly talk about equal rights with

males in jungles (but look at the Mbuti of the Iruri forest for example - doesn't it depend on the society?) rather than in highly developed civilized societies. In addition, the equality between people is usually taken very seriously in a developed country.

Third, is there a relationship between wealth and women's status? I suppose that as a society gets wealthier, the higher the women's status will be. This hypothesis is based on a scenario that when a society becomes rich, one of the reasons may be more and more women work as men do, so the working labor of the society is increasing and sufficient, therefore, the earnings of the society increase. In addition, because the society gets rich, it could provide education to more people, and thus increase its citizens' competition on production. In addition, this will help raising the status of women in this society

since women would have more chances for to learning and working.

LITERACY SITUATION OF WOMEN IN INDIA : Women in India constitute 50% of the countries human resource and their contributions are vital for the nation progress. Although literary levels are low there has been progress in improving educational attainment for both the sexes in India over the last several decades. In 1991, 39% of women and 64% of men were literate but in 2011, 65.46% of women and 82.14 % of men were literate. Thus there has been a large increase in the proportion of women who are literate in just 20 years. Despite of improvement, there continues to be a large gap between the literacy levels of men and women. The link between female literary rates and development is obvious.

Female vs. Male literacy, bubble proportional to population

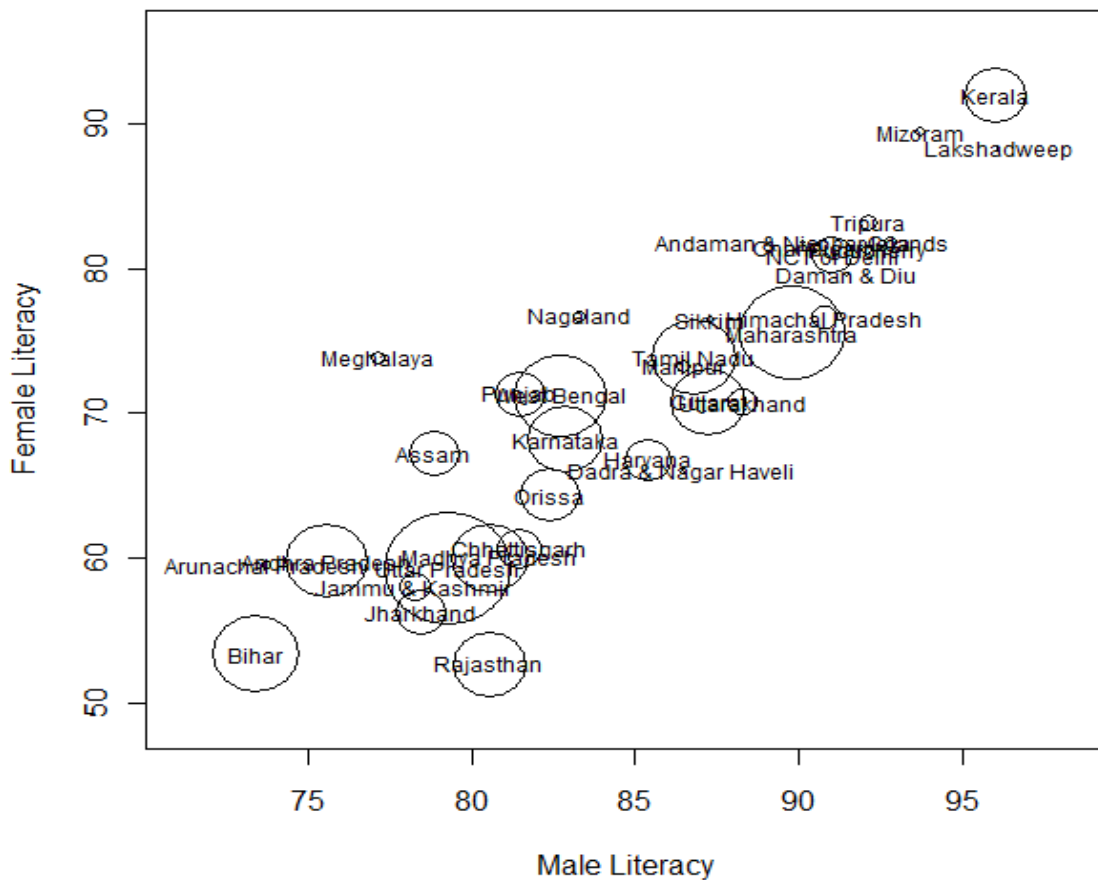


TABLE1.POPULATION OF INDIA 2011 AT GLANCE

POPULATION	STATISTICS
Total population	1,21,01,93,422(persons)
Males	62,37,24,248
Females	58,64,69,174
Ratio	943 Females/1000Males
Decadal growth (2001-2011)	18,14,55,986(17.64 percentage)
Density of population	382per sq.km
Literacy (in percentage)	Total; 74.04, Males: 82.14 Females: 65.46

Source: 2011 census Data (provisional) male includes males and others

DEVELOPMENT OF WOMEN IN INDIA FROM PAST

TO PRESENT IN VEDIC PERIOD : During the Vedic period women enjoyed a fair amount of freedom and equality. The Vedic period can best be termed as a period of feminine glory and also of masculine sagacity and liberalism. Women participated in all spheres like men. The studies in Gurukuls had enjoyed equality in learning the Vedas. Girls in higher societies were allowed to undergo Upanayana rite. Great women like Gargi, Atreyi, Ghosa, Apala, Lopamudra, Visvara, Indrani, and Yami, inter alia, were accomplished in art, music, and even warfare. In Aitereya Upanishad, the wife had been called companion of husband. The word Dampati, so often used in the Vedas, characterizes both wife and husband. According to Macdonell and Keith, this word signifies the high status of women in ancient India. Men and women together performed religious duties, enjoyed and carried out other functions. In Mahabharata the wife has been called the root of Dharma, Prosperity and enjoyment. No man was allowed to perform religious duties without his wife. Thus, like the status of women in the contemporary western world, the status of women in India was based on liberty, equality and cooperation. What, however, made them different was the emphasis on religion, duty and cooperation in family life.

The Vedic period is characterized by the absence of the purdah system, equal rights in selecting life partners, polygamy being rare, mainly confined to the ruling class. The dowry system was prevalent only in rich and royal families and only in the form of movable gifts. A widow could marry again or could undertake recourse to liveratge (niyoga). There was no discrimination between a boy and a girl. Girls were allowed to undergo Upanayana or thread ceremony.

IN POST-VEDIC PERIOD : In the Post-Vedic Period the status of women suffered a setback when various restrictions were put on women's rights and privileges by Manu. This decline dates back to the period of the Manu-smriti and the increasing authority of man. The birth of daughter which was not a source of anxiety during the Vedic period became the source of disaster for the father. Education, which had been an accepted norm for women, was neglected and later on girls were totally denied access to education. Upanayana or the sacred thread ceremony which was performed to initiate a person into the Vedic studies was prohibited in case of women and shudras, thus closing the door to any formal education. The marriageable age of girls was lowered to 9 to 10 years, which not only gave final blow to any effort at educating women but began the sinister practice of pre-puberty marriages. Girls in the

ruling class however did receive some training in military, administration and fine arts. But these were exception. The subservice of women is precisely summed up in the famous injunction of Manu, where it is stated that a women should never be independent. As a daughter she is under surveillance of her father, as wife, of her husband and as a widow of her son. It was said that women should be "loved" but added, "Protected". Strangely, it was still believe that into "where the women are honored there all deities are pleased and were they are dishonored there all religious acts become fruitless". Despite the overall social and culture subordinate of women, it is surprising to find that law givers recognized the right to property, particularly that which was known as Stree-dhan, women's property. Manu defined Stree-dhan as "that" which was given to her before the nuptial fire, in bridal procession, in token of love and which she has received from brother, mother, father, and husband." *Manusmriti* not only justifies the treatment of dalit women as a sex object and promotes child marriage, but also justifies a number of violent atrocities on women as can be seen in the following verse A Brahman, Kshatriya, or Vaishya Man can sexually exploit any shudra woman. (*Manusmriti* IX.25) Even the killing of a dalit woman is explicitly justified as a minor offence for the Brahmins: equal to the killing of an animal (*Manusmriti*). If the killing of an untouchable was justified as a minor offence, you can imagine the treatment they received throughout their lives.

IN MEDIEVAL PERIOD : With invasions of India by Alexander and the Huns, the position of women was further degraded. Their education and training came to a sudden halt. For reasons of security, movement outside was restricted which in turn denied opportunities in community affairs. With invading armies roaming the countryside, women were put behind the veil. Uneducated devoid of a status, they came to be treated as chattels. Social evils like sati, child marriage, and female infanticide arose. Women suffered grate

disabilities specially dalit women. The evil of dowry had become deep- rotted, especially in Rajasthan. Polygamy and the system of Devadasi had already spread. The medieval period saw women being oppressed in the feudal social order and patriarchal families.

IN CONTEMPORARY INDIA : The most important event after Independence has been the drafting of the Constitution of this country enshrining the principles of equality, liberty and social justice. The farmers of the constitution were aware of the sociology of the problem of emancipation of the sex. They realized that equality was important for the development of the nation. It was evident that in order to eliminate inequality and to provide opportunities for the exercise of the human rights it was necessary to promote education and economic interests of women. It became the object of the state to protect women from exploitation and provide social justice. All these ideal were enshrined in the Preamble of the Constitution. Under the leadership of Jawaharlal Nehru, it was directed to take a path of social change by guaranteeing formal equality, economic justice and making the State a welfare State.

The preamble to the Constitution of India resolved to secure to all its citizens justice-social, economical and political; liberty of thought, expression, belief, faith and worship, equality of status and opportunity; and to promote among them fraternity assuring the dignity of an individual and the Unity of the Nation. To attain these objectives, the Constitution guarantees certain fundamental rights and freedom, such as freedom of speech and expression, protection of life and personal liberty. Indian women are beneficiaries of these rights in the same manner as men. Articles 14, 15 and 16 ensure equality and prohibits of discrimination on the basis, inter alia, of sex.

The Directive Principles of state policy though are non-justifiable, are considered by the State in formulating policies and laws. Some of directives are providing free and compulsory

education to children (now recognized as a fundamental right), providing adequate means of livelihood for men and women, equal pay for equal work, maternity relief's. In short, Fundamental Rights and Directive Principles provide the framework to achieve the ideals of the Preamble. Fundamental Duties, too, recognize upholding the dignity of women as one of the duties.

1. Though the necessity of reviewing Indian Women's status across the historical phases is non-controversial, the task is fraught with innumerable difficulties. As historian Romilla Thapar remarks: "Within the Indian subcontinent there have been infinite variations on the status of women diverging according to cultural milieu, family structure, class, caste, property rights and morals."

2. One important point in understanding the values structures in Indian society is the dual concept of the female in Hindu Philosophy. On one hand women is fertile, benevolent best owner of property; this dual character manifests in the goddesses also, as there are dangerous, aggressive, malevolent goddesses like Kali and Durga; there are equally goddesses like Laxmi, Saraswati, Miriam am, who are benevolent.

3. Though Indian Constitution provides equality to all citizens irrespective of caste, creed, region and gender and also directs the State to take various measures to remove the different forms of discrimination and inequality, still the problem persists. This is true of large sections of Dalit women of the country as well, who have not adequately benefitted from the country's social, political educational and economic progress.

DEVELOPMENT IN PARTICIPATION IN ECONOMY

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1) As per Census 2011, the **workforce participation rate for females** at the national level stands at **25.51%** compared with **53.26% for males**. In the rural sector, females have a workforce participation rate of 30.02% compared with 53.03% for males. In the urban

sector, it is 15.44% for females and 53.76% for males.

- 2) As per Census 2011, **41.1% of female** main and marginal workers are **agricultural laborers**, **24.0% are cultivators**, **5.7% are household industry workers** and **29.2% are engaged in other works**.
- 3) As per National Sample Survey (68th Round), the **worker population ratio for females in rural sector** was **24.8 in 2011-12** while that for **males was 54.3**. In **Urban sector**, it was **14.7 for females** and **54.6 for males**. Among the States/UTs, worker population ratio for females **in the rural sector** was the **highest in Himachal Pradesh at 52.4%** and in the **urban sector**, it was the **highest in Sikkim at 27.3%**.
- 4) In the **rural sector**, **59.3% females were self-employed**, **5.6% females had regular wage/salaried employment** and **35.1% females were casual labors** compared with 54.5%, 10.0% and 35.5% males in the same categories respectively in **2011-12**.
- 5) A **total of 20.5% women were employed in the organized sector** in 2011 with **18.1% working in the public sector** and **24.3% in the private**.
- 6) With 9.7 lakh employees, manufacturing sector occupies the first place for women employment in the organized sector. The second and third places are held by 'community, social and private services' (8.5 lakh women employees) and 'agriculture, forestry, fishing and hunting' (4.3 lakh women employees).
- 7) The labor force participation rate for women across all age-groups was 25.3% in rural sector and 15.5% in urban sector compared with 55.3% and 56.3% for men in the rural and urban sectors respectively in 2011-12 (NSS 68th Round).
- 8) The unemployment rate for women of all ages was at par with men at 1.7 in the rural areas in 2011-12. It was 5.2 for women and 3.0 for men in urban areas during the same period.

- 9) The **share of women** in the person days employed through **MGNREGA** stood at **51.0% in 2012-13** (all districts with rural areas).

DEVELOPMENT IN LITERACY AND EDUCATION :-

- 1) As per **Census 2011**, 73.0% of the population is **literate** comprising **64.6% females** and 80.9% males. The **incremental increase over Census 2001 of 10.5% for females** is higher than 5.0% for males.
- 2) Among the States/UTs, the **female literacy rate is the highest in Kerala at 92.1%** followed by Mizoram at 89.3%. The highest male literacy rate is also observed in Kerala at 96.1% followed by Lakshadweep at 95.6% as per Census 2011.
- 3) **As per NSS 64th Round, 2007-08**, of the currently attending **students aged 5-29 years**, **69.2% females in primary schools**, **65.6% females in the middle schools** and **56.8% females in secondary and higher secondary schools** were attending Government schools. The share of males is across the board lower at 65.4%, 64.0% and 55.6% in the respective categories.
- 4) Share of females getting free education/exemption from tuition fee and receiving different types of incentives is higher than that for males in all the three levels of school education. However, the average annual expenditure for females is lower than that of males.
- 5) The main reasons of females never attending school are 'expensive cost of education', 'not interested in studies', 'education is not considered necessary' and 'required for household work'.
- 6) The gross attendance ratio for females in the classes i-v in rural areas was 103 compared with 106 for males in 2007-08 (NSS 64th round). The net attendance ratio was observed to be 83 and 86 for females and males respectively in the rural areas in the classes i-v.

- 7) There were **92 girls per 100 boys in primary classes**, **89 in middle classes** and **82 in secondary classes** during 2010-11.
- 8) There were **76 female teachers per 100 male teachers in primary schools**, **80 in middle schools** and **65 in secondary schools** during 2010-11.
- 9) The drop-out rates were observed to be 25.1 and 28.7 for females and males respectively in the classes in 2010-11. These were 41.0 and 43.0 in classes i-viii and 47.9 and 50.4 in classes i-x for females and males respectively.

WOMEN'S PARTICIPATION IN DECISION MAKING :-

- 1) In 2013, women occupied only 12 out of 78 Ministerial positions in the Central Council of Ministers. There were 2 women judges out of 26 judges in the Supreme Court and there were only 52 women judges out of 614 judges in different High Courts.
- 2) According to National Family Health Survey-III (2005-06) in the rural sector currently married women take 26% decisions regarding obtaining health care for herself and 7.6% in case of purchasing major household items. 10% decisions are taken by females in respect of visiting their family or relatives. For urban areas, these figures are 29.7 %, 10.4 % and 12.2 % respectively.
- 3) In the age group of 15-19 years, 46% of women are not involved in any kind of decision making. In the rural sector, 23.4% females are not involved in any decision-making while, in the urban sector, only 13.9% of urban resident women are not involved in any decision making. It is found that 32.7% illiterate women, 21.6% unemployed women are not involved in any decision making. For the country as a whole, 59.6% have access to money.
- 4) There were 342.2 million female electors in the Fifteenth General Elections in 2009 out of which 55.8% exercised their voting rights.

There were 374.7 million male electors and 60.3% exercised their voting rights.

IMPORTANT CONSTITUTIONAL AND LEGAL PROVISIONS FOR WOMEN IN INDIA : The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favor of women. Within the framework of a democratic polity, our laws, development policies, Plans and programs have aimed at women's advancement in different spheres. India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. Key among them is the ratification of the Convention on Elimination of All Forms of Discrimination against Women (CEDAW) in 1993.

CONSTITUTIONAL PROVISIONS : The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favor of women for neutralizing the cumulative socio economic, education and political disadvantages faced by them. Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard.

CONCLUSION : In any age, place, and time, women, actually all people, should always remember that, one's status might be determined by others, but it's also always needed to be earned, but not given. As persistent gender inequalities continue we need to rethink concepts and strategies for promoting women's dignity and rights. There is a need for new kinds of

institutions, incorporating new norms and rules that support equal and just relations between women and men. The implementation of the law is becoming extremely difficult as sex detection is done within the doctor-patient confidentiality. The only foolproof method to stop this crime of pre-birth sex selection is to bring about a change in the mindsets of the people. Today the issue has reached such colossal proportions that a multi-pronged strategy with the single goal of balancing the sex ratio is the need of the hour. This is not an issue that can be dealt by a few but requires a mass movement. Women's status does vary around the world, but the key to improve it is universal. That is the message is to start from improving oneself.

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A Study of the Functioning of Indian Railways with Reference to Finances and Passenger Services

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Introduction :- Rail transport system is the main public transport system in India and is an Indian state-owned railway enterprise, owned and operated by the Government of India through the Ministry of Indian Railways. Rail transport system is connected with all the major cities of the country. Rail transport system is aiding movement of the people with lowest fare and the source of transportation from big cities like Delhi, Chennai, Mumbai, Kolkata, Bangalore and Hyderabad. Especially on these routes, a number of nonstop trains are operated in order to minimize the time and reduce the distances.

The Indian Railways is a principal service provider in the transport sector in the country. It has already crossed 150 years of its existence. The first train was introduced in India on 16th April, 1853 between Boribandar (Mumbai V.T.) and Thane. The Indian Railways has successfully adapted itself to the changing needs of travel and transport in the country. It has also absorbed various advancements in the field of railway technology and kept itself equipped continually to meet the growing requirements of passenger and freight traffic.

The Indian Railways is among the world's largest rail networks. The Indian Railways route length network is spread over 115,000 km, with 12,617 passenger trains and 7,421 freight trains each day from 7,349 stations plying 23 million travellers and 3 million tonnes (MT) of freight daily. India's railway network is recognised as one of the largest railway systems in the world under single management.

History of Indian Railways :- Railways were first introduced to India in the year 1853 from Mumbai to Thane. In the year 1951 systems were nationalized as one unit, the Indian railways, becoming one of the largest railway networks in the world. IR operates both long distance and Sunuran rail systems on a multi gauge network of broad meter and narrow gauges. it also own locomotive and coach production facilities at several places in INDIA assigned code identifying there gauge , kind of power and type of operation . Its operation covers twenty nine states and seven union territories also provide limited international services to NEPAL, BANGLADESH and PAKISTAN.

The history of rail transport in INDIA began in the mid nineteenth century. The core of the pressure for building railways in INDIA came from LONDON. In 1848, there was not a single line in INDIA. The country's first railway built by the GREAT INDIAN PENINSULA RAILWAYS (GIPR) opened in 1853, between Bombay and thane.The great southern Indian railways co. was founded by BRITAIN in 1853 and registered in 1859.The 80 mile link from Trichnopoly to Negapatam was opened in 1861.

Indian Railways is the world's fourth largest commercial or utility employer, by number of employees, with over 1.4 million employees. after Wal-Mart with 2.1 million employees, China National Petroleum Corporation with 1.61 million employees and State Grid Corporation of China with 1.53 million employees. As for rolling stock, IR owns over 229,381 Freight Wagons, 59,713

Passenger Coaches and 9,213 Locomotives. Railways were first introduced to India in 1853.

By 1947, the year of India's independence, there were forty-two rail systems. In 1951 the systems (many of which were already government-owned) were nationalized as one unit, the Indian Railways, becoming one of the largest networks in the world. IR operates both long distance and suburban rail systems on a multi-gauge network of broad, metre and narrow gauges. It also owns locomotive and coach production facilities. The Indian railways is proposing to build the highest railway track in the world overtaking the current record of the Beijing-Lhasa Railway line.

From 20 December 2010, the railways had deployed a 5 digit numbering system instead of the 4 digit system. The need is due to the fact that the Indian Railways runs 10,000 trains daily. Only a prefix of the digit 1 will be added to the four-digit numbers of the existing trains to make the transition smoother. The special trains run to clear festivals and holiday rush shall have the prefix of 0 (zero) In 31 March 2011, 21,014 km of the total 64,215 km route length is electrified (33%). Since 1960, almost all electrified sections on IR use 25,000 V AC traction through overhead catenary delivery

Indian Railway is the one of the largest rail network in the world which carried more than 22 million passengers per day also it has more than 150-year-old history. It is a state-owned public service under the Ministry of Indian Railways. Indian Railways has greatly affect the India's social, environmental and economic development It is affordable and cheap transportation for many passengers where 8 billion passengers rely on Indian Railways.

India's railways are now governed by the 1989 Railways Act (as amended), which replaced the old Indian Railways Act of 1890, under which Government was envis- aged primarily as coordinator and regulator. The railway was

nationalized in 1951, and virtually the entire rail system became part of the Government of India. The 1989 Railways Act authorized government and non-government railways. Now, a few separate special-purpose railways exist as joint ventures between the MOR and other entities such as the Kutch Railway Company Ltd. and the Konkan Railway Corporation Ltd. However, the ZRs still carry over 99 percent of railway traffic.

Organisation of Railways :- Indian Railway is a department of Government and the Ministry of Railways functions under the guidelines of Minister for Railways assisted by Minister of State for Railways. The policy formation and management of Indian Railway Board comprises of Chairman and six functional members. Wide powers are vested in the Board to effectively supervise the running of 17 zonal railways, metro railway (Calcutta), production units, construction organisation and other rail establishments. These are generally headed by General Managers. Nine subsidiary organizations under the Ministry of Railways viz. IRCON, RITES, CONCOR, RCIL RVNL, MRVC, IRFC, and KRCL undertake specialized jobs contributing to Indian Railways' growth and progress. RITES and IRCON have their business abroad also.

In the year 1951 the Indian railway was divided into six different zones. Each group was under group itself for its better working and developments. Also a central management system was retained to ensure that Indian railway work as single working entity.

The six original zones have since been divided into sixteen administrative zones covering almost 64015 route kilometers. By the year 1947 Indian railway was consisting of forty two independent systems which were then combined and brought under single central entity and new six zones were introduced for its better working development. In the year 1951 the Indian railway system was nationalized and becoming one of the biggest networks in the globe. In 1951-52, after

the amalgamation of the princely states, the Railways were separated into the following six zones, beginning with the southern zone which is established on April 14, 1951 and ending with the Eastern zone established on April 14, 1952 name them Southern Railway zone, Western Railway zone, Central Railway zone, Northern Eastern Railway, Northern Railway zone, Eastern Railway, soon after the regrouping of six zones, their working was found incompetent and additionally three new zones introduced between 1953 to 1966 namely North East Frontier Railway zone, South-Eastern Railway zone and South Central Railway zone. Moreover seven new zones introduced during the year 2003 and 2004. Today Indian railway is separated into seventeen zones.

The seven new zones are North Western Railway zone, North Coast Railway zone, East Coast Railway zone, East Central Railway zone, South Eastern Central Railway zone, South Western railway Zone and Western Coast Railway zone. Indian Railways is regrouped into different zones, which are additionally sub-categories into various divisions. The number of zones in Indian Railways enlarged from six to eight in 1951, nine in year 1952 and finally 16 in year 2003.

The significant zones of Indian Railway that have been defined here are as per the following:

Central zone of Indian Railway :- The Central Railway zone is the oldest zone of Indian Railways. This is one among the biggest of the seventeen zones divided by Indian Railways.

Eastern Zone of Indian Railway :- The Eastern Railway zone is one of the significant zones among all zones of Indian Railways. Its head office is located at Fairley Place in Kolkata, the Eastern zone is comprising four divisions namely Howrah, Asansol, Malda and Sealdah for improved administration and organization.

Northern Railway zone :- The Northern Railway zone is one among the nine zones of Indian Railways. Headquarter of Northern Railway is located in Delhi, India's capital city.

Southern zone of Indian Railway :- Southern Railway is defined to be the main zone of Railway that looked for foundation in freed India. On 14th April 1951, Southern Railway was built up by consolidating three state Railways comprising Madras and Southern Railway, Maharashtra Railway, Mysore State Railway and South Indian Railway.

Western Railway zone of India :- In India Western Railway zone is one among the busiest rail organizes. Headquarter of Central Railway is located in Mumbai, additionally Mumbai delight in the expert over this Railroad organize as well, being the central command sited at Church gate (Mumbai).

Railways' Finances and Budget :- Indian Railways is financed through: (i) its own internal resources (freight and passenger revenue, and leasing of railway land), (ii) budgetary support from the central government, and (iii) extra budgetary resources (primarily borrowings but also includes institutional financing, public private partnerships, and foreign direct investment).^[2] Railways' working expenses (salaries, staff amenities, pension, asset maintenance) are met through its internal resources. Capital expenditure (procurement of wagons, station redevelopment) is financed through extra budgetary resources (58%), the budgetary support from central government (33%), and Railways' own internal resources (9%) (for the year 2018).

Internal Resources :- Railways earns its internal revenue primarily from passenger and freight traffic. In 2016-17 (latest actuals), freight and passenger traffic contributed to about 63% and 28% of the internal revenue respectively. In 2018-19, Railways expects to earn 61% of its internal revenue from freight and 26% from passenger traffic. The remaining 13% will be earned from other miscellaneous sources such as parcel service, coaching receipts, and platform tickets.

Passenger Traffic :- Passenger traffic is broadly divided into two categories: suburban and non-

suburban traffic. Suburban trains are passenger trains that cover short distances of up to 150 km, and help move passengers within cities and suburbs. Majority of the passenger revenue (94% in 2017-18) comes from the non-suburban traffic (or the long-distance trains).

Within non-suburban traffic, second class (includes sleeper class) contributes to 67% of the non-suburban revenue. AC class (includes AC 3-tier, AC Chair Car and AC sleeper) contributes to 32% of the non-suburban revenue. The remaining 1% comes from AC First Class (includes Executive class and First Class).

To make travel more comfortable and pleasant, 87 new services have been introduced and destinations of 51 trains have been extended. The frequency of 5 trains have been increased and 293 additional stoppages have been provided in various trains for the benefit of passengers. With an aim of providing more passengers with confirmed berths, 586 additional coaches were attached in regular trains, thus generating an additional capacity of 43420 berths. Special trains were also run to clear the extra rush, especially during vacations and festive seasons. About 31440 trips of these special trains were run in the year 2016-17. Antyodaya Express with completely unreserved general coaches have been introduced on 2 routes. These long distance superfast trains are operated especially for the common man. 4 Humsafar Express with fully III tier AC coaches have been introduced.

With a view to provide better services to its bonafide rail users and to curb ticketless travelling, ticket checking drives are conducted from time to time. 9.75 lakh more ticketless travelling cases have been detected in the year 2016-17 as compared to last year, which is an increase of 6 percent. The total earnings from fines through ticketless travelling is estimated to be Rs.950 crore, which is Rs.58 crore more than the previous year.

Flexi-fare system :- Over the years, passenger traffic and consequently passenger revenue have been on a slow decline. In order to rationalise fares, and improve passenger revenue, in September 2016, the Ministry of Railways introduced a flexi-fare system for first and AC class passenger traffic in Shatabdi, Rajdhani and Duronto trains. The Comptroller and Auditor General of India (CAG) (2018) notes that this system was introduced irrespective of the demand and occupancy of these trains and classes.[7] The system resulted in a decrease in occupancy in almost all the classes. The CAG also noted that the classes where flexi-fare was introduced, the occupancy was already low. Further, in AC 3-tier (one of the most profitable classes), the vacancy in berths increased from 0.66% to 4.46% post implementing the flexi-fare system.⁷ However, while the number of passengers carried declined by 2.65% post implementation of flexi-fares, the revenue increased marginally by Rs 552 crore.

Budgetary support from central government :- The central government supports Railways in order to expand its network and invest in capital expenditure. Until recently, this budgetary support from the central government used to be the primary source of funds for capital expenditure for Railways (51% in 2014-15). However, post 2015-16, over 56% of the capital expenditure is being met through borrowings, and external investments. In 2018-19, the gross budgetary support from central government, towards capital expenditure, is proposed at Rs 53,060 crore. The central government also reimburses Railways for the operating losses made on strategic lines, and for the operational cost of e-ticketing to IRCTC (Rs 2,028 crore in 2018-19).

Extra Budgetary Resources (EBR) :- Extra Budgetary Resources (EBR) include market borrowings such as financing from banks, institutional financing, and external investments. External investments in Indian Railways could be in the form of public private partnerships (PPPs), joint ventures, or market

financing by attracting private investors to potentially buy bonds or equity shares in Railways. Railways mostly borrows funds through the Indian Railways Finance Corporation (IRFC). IRFC borrows funds from the market (through taxable and tax-free bond issuances, term loans from banks and financial institutions), and then follows a leasing model to finance the rolling stock assets and project assets of Indian Railways. In the past few years, borrowings have increased sharply to bridge the gap between the available resources and expenditure. As mentioned earlier, majority of the Railways' capital expenditure was met from the budgetary support from central government. In 2015-16, this trend changed with majority of Railways' capital expenditure being met through EBR. In 2018-19, Rs 81,940 crore is estimated to be raised through EBR.

Railways Expenditure :- In 2018-19, Indian Railways plans to spend most of its working expenses on staff (41%) and pension (25%), followed by fuel (16%). Most of the remaining expenditure is towards the depreciation and safety funds. In 2018-19, the total revenue expenditure is estimated at Rs 1,88,100 crore.

Staff wages and pension :- Staff wages and pension together comprise nearly two-thirds of Railways expenditure. As on March 31, 2017, Railways had around 13 lakh employees. For 2018-19, the expenditure on staff is estimated at Rs 76,452 crore, and allocation to the Pension Fund is estimated at Rs 47,600 crore. Together, these constitute about 66% of the Railways' estimated expenditure in 2018-19.

Fuel and electricity :- In the last few years, Railways has been spending between 16% - 19% of its revenue expenditure on fuel. In 2018-19, the expense on fuel and electricity is estimated to be Rs 30,328 crore, which is about 16% of revenue expenditure. In 2015-16, due to the fall in fuel prices, the expenditure on fuel was lower by around 5% from the expenditure in 2014-15. Since

then, Railway's expenditure on fuel has been increasing gradually. Recently, with fuel prices increasing, it remains to be seen how it will affect Railways' expenditure.

Depreciation Reserve Fund (DRF) :- Appropriation to the DRF is intended to finance the costs of new assets replacing old ones.⁵ In the last few years, appropriation to the DRF has decreased significantly. In 2016-17, appropriation to the DRF was Rs 5,200 crore. This means that Railways spent Rs 5,200 crore towards its depreciating assets in 2016-17, as compared to Rs 7,775 and Rs 5,500 in 2014-15 and 2015-16 respectively. Under-provisioning for the DRF has been observed as one of the reasons behind the decline in track renewals, and procurement of wagons and coaches.

Passengers Amenities in Railways :- In 1952, the Railways, for the very first time issued a set of guidelines with regard to passenger amenities. These guidelines were revised during 1995, 1999, 2003 and finally in 2007. The following considerations normally determine the scope and scale of the passenger amenities at the stations

- Class of Station
- Volume of passengers handled Special characteristics of the station, such as, those having tourist/religious importance, and;
- Availability of funds

The Railways have categorized their entire 8241 stations into 7 categories (A1 and A to F). Passenger amenities provided at stations have been classified into the following three categories: Minimum Essential Amenities: Amenities like booking facilities, platforms, shelters/shady trees, drinking water arrangements, waiting hall/shed, seating arrangements and time table display are required to be provided at all 'A-1' and 'A' to 'E' category and halts if train stops at night.

Recommended Amenities :- The recommended amenities are based on the category of the stations and also the number of passengers dealt

with at any time during peak hours, including the inward and outward passengers. These include facilities like water cooler, Public Address system/computer based announcements, parking area and public phone booths, etc. Desirable Amenities: These amenities are considered desirable to improve customer satisfaction and the interface process at stations. The quantum of desirable amenities depends upon the category of station. These include items like catering and vending stalls, adequate parking and circulating area, train indication board, public address system, etc.

On-Board Amenities :- The on-board minimum facilities to be provided to the passengers, while on board a train includes amenities and fittings which should be maintained in proper condition so as to give comfortable services. These include: Lighting and fans, Cushioned berths and seats, Toilets (except where by design not provided), External fittings such as, reservation chart display plates, destination boards. The guidelines also provide that all long distance trains will have Conductors/Coach Attendants/Train Superintendents/ Travelling Ticket Examiner (TTEs) to assist the passengers and for attending to their complaints and grievances .

Easier Ticketing :- With a view to facilitate purchase of tickets by passengers from convenient and numerous locations, without the need to go to the Railway Counters, various measures have been taken such as Ticketing through Internet, Short Message Service (SMS)/Unstructured Supplementary Service Data (USSD) based ticketing through mobile phones, Station Ticket Booking Agents (STBA) at 'E' category station, Tickets through EASIER TICKETING With a view to facilitate purchase of tickets by passengers from convenient and numerous locations, without the need to go to the Railway Counters, various measures have been taken such as Ticketing through Internet, Short Message Service (SMS)/Unstructured Supplementary Service Data (USSD) based ticketing through mobile phones,

Station Ticket Booking Agents (STBA) at 'E' category station, Tickets through mobile phone, and a scheme of concession based ticketing including online ticketing for the physically challenged persons using Photo Identity Card issued by the Railways.

Catering :- The Railways have developed and operationalized an institutionalized mechanism for monitoring of quality and hygiene of catering services through regular inspections at various levels. The passenger satisfaction levels are also regularly monitored through direct feedback and other means to address catering complaints. The steps taken to improve the quality of food in Railways inter-alia include:

- Introduction of station based e-catering at all A1 and A category stations for widening the range of options available to passengers for ordering food of their choice.
- Introduction of precooked food ('ready to eat' meals) in the range of options available to passengers.
- Operation of centralized Catering Service Monitoring Cell (CSMC) (toll free number 1800-111-321) for prompt redressal of passenger grievances relating to the catering activities and real time assistance to travelling public.

Conclusion :- Indian Railway is the one of the largest rail network in the world which carried more than 22 million passengers per day also it has more than 150-year-old history. It is a state-owned public service under the Ministry of Indian Railways. Indian Railways has greatly affect the India's social, environmental and economic development It is affordable and cheap transportation for many passengers where 8 billion passengers rely on Indian Railways.

The Indian railways provide the principle mode of transportation for freight and passengers. Indian railways have been a vital component of the social, political and economic life of the country. Indian railways transportation network has played a key role in weaving India in to a nation. This

network has not only integrated markets but also people across length and breadth of the country. It has bound the economic life of the country and helped in accelerating the development of the industry. Indian railway is one of the fast growing service sectors which operate trains in and around different parts of the country. It offers various facilities to the passengers and making sincere attempt to enrich and improve the infrastructure arrangement in the respective railway junction.

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Globalization and Legal Education in India

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Introduction :- “Education is the manifestation of perfection already in man” as quoted by Swami Vivekananda. For a society to survive and progress, each generation must pass its knowledge, skill and values on to the next. This process is known as education. In fact, education brings actual pleasure and perfection in the life of human beings. It takes the man to its ultimate aim of life viz Moksha (perfection) from this mortal world. It also gives us the lesson of humbleness and politeness in life.

Law and Society :- Law is an expression of the will of any government. It is an embodiment of the will of the people and is a manifestation of social and political needs of any country. It touches every walk of human life. In a Democratic Republic like India, every function of state is governed by the rule of law. The role that the law has to play in such a system is very pervasive, delicate and vital. “Law is a means of social control and social change.” Therefore, it ought to be studied as such. As observed in Keshwanand Bharti Vs. State of Kerala AIR 1973 SC1461, where Hon’ble Supreme Court held that rule of law is the basic foundation of our democracy. Rule of law says, “Be you ever so high, the law is above you.”

Legal Education :- The Law Commission of India defines ‘Legal education as a science which imparts to students knowledge of certain principles and provisions of law to enable them to enter the legal profession’. Law, legal education and development have become inter-related concepts in modern developing countries. The main function of the legal education is to produce lawyers with social vision.

Law and legal education has an important role to play in protecting rule of law and the

democracy as a whole. Lawyers are the backbone of the society. The legal education plays an important role in promoting social, so Law professionals are characterized as “Social Engineer”. Legal education in modern times is required to cater the needs of variety of fields – Legal Professional, Lower Judiciary, Corporate Sector, Multinational Corporations, International Banking, Arbitration including International Arbitration, Academics etc.

Today Indian legal education is struggling in comparison to its counterparts across the world, while India continues down its path of growth, it is essential that Indian education is reformed so that ultimately the Indian legal profession is strengthened to take on the challenges of the global world.

Shri N.R.Madhava Menon has perhaps rightly observed that:-“the present state of affairs in the legal education front, in the country is indeed quite depressing, if not alarming. Of course, part of the malaise is shared by the entire system of higher education and with improvements elsewhere in the system the climate for reform in legal studies also will necessarily improve”.

Legal education is the education of individuals who intend to become legal professionals or those who simply intend to use their law degree to some end either related to law (such as politics or academic) or business. It includes; First degree in law, which may be studied at either undergraduate level depending on the country, vocational courses that prospective lawyers are required to pass in some countries before they may enter practice, and higher academic degrees.

Legal Education a Technical Subject :- Legal education is a technique, arena and platform for rational, orderly and non-violent settlement of dispute and handling of conflicts which makes men law abiding and socially conscious. It also helps in bringing and establishing socio-economic justice. In fact, legal education is the heart and the very soul of the society for administering rule of law. Therefore, quality legal education is to be imparted to the people taking into consideration the changing needs of the society as it has a direct impact on the prestige of the legal profession. In Manubhai Vashi Vs. State of Maharashtra AIR 1996 SC 1, Hon'ble Supreme Court held that the legal education should be able to meet the ever growing demands of the society and should be thoroughly equipped to cater to the complexities of different situations.

Historical Past :- Legal education in India traces its origin to the Ancient period when the kings and princes were given teachings about Dharma and Nyaya. Then in the Mughal Period, the concept of legal representatives of people or vakils came into existence.

In the colonial era, the right to act as counsel was granted only to the British or the Irish. In the same period, Indian lawyers had played an important role in attaining independence and developing democratic ideas and values. In other words the lawyers have always been in the forefront in all the sphere of life, might be political, social and economic. They have to act as a leader of the people and guide government directly or indirectly to give society justice.

Objectives of Legal Education :- Objective of legal education should be practical and generally in tune with accepted goals and demands of the community to which it caters. Intimate involvement of law with social aspirations accepted and expected goals and values make it pertinent rather imperative to first clarify these before planning legal education. Sometimes it may be aimed broadly at understanding the functioning

of law in society as training for administrators and civil servants as much as for legal practitioner; or it may be more narrowly aimed at training persons for legal practice.

Factors Affecting the Standard of Legal Education

:- Now a day the standards of the legal education in colleges and universities have fallen largely. The education system in our country seems to have been commercialized. Legal education in India is influenced by a multiple factors like:-

Governmental Policy; Bar Council India (BCI); University Grant Commission (UGC); Affiliating Universities; private Governing Body of Law College; National Litigation Policy; developments in the Legal profession; developments in the Legal System ; the kinds of Students who enroll; the Caliber and commitment of the Faculty; the Infrastructure available; Technological advancements; the developments in the other fields of Education and the changes in the Society.

Causes for Stagnation :- The causes that retard the development of our legal education are-lack of financial resources; lack of adequate materials; lack of teaching of teaching standards; deterioration of teaching standards; lack of teaching staff incentives and discrepancies in the goals of legal training; and the general desire for uniformity has led to a tendency to emphasize the importance of memorised learning of substantive laws. The huge proliferation of law colleges, the low level of funding and full-time staffing means that the ability of Indian law schools to undertake substantive research and scholarship was very limited.

Present Position of Indian Legal education :- In India the legal education is regulated by multiple agencies including University Grant Commission (UGC), Bar Council of India (BCI), the Government and the respective universities authorities. Law degrees in India are granted and conferred in terms of the Advocate Act, 1961. Under the Act,

the Bar Council of India is the supreme regulatory body to the legal profession and to ensure the compliance of the laws and maintenance of professional standards by the legal profession in the country. In India, legal education has been traditionally offered as a 3 years graduate degree. However, the structure has been changed since 1987 and a 5 Years Integrated law course for first law in India was setup in Bangalore, which was named as the National Law School of India University (NLSIU). NLSIU offered an integrated degree with the title of "B.A.LL.B. (Hons.). After success of NLSIU, many other law universities were setup, all offering 5 years integrated law degree with different nomenclature. The 5-year LL.B. programme has now become the flagship and mainstream law programme today.

However despite these specialized law universities, the traditional 3 year degree continues to be offered in India by other institutions either private law colleges or law institution and government law colleges and universities and are equally recognized as eligible qualifications for practicing law in India.

The admissions to national law schools are currently governed by the Common Law Admission Test (CLAT). Admissions and legal education are, however, fraught with hiccups that require urgent attention.

In a landmark judgment in 2015, the Supreme Court of India scrapped the upper age limit (under Rule 28 of the Legal Education Rules, 2008) imposed by BCI for applicants of the Common Law Admission Test (CLAT) for admissions to state law colleges and universities, making it clear that no age limits can apply to aspirants seeking to study law in the country.

As an apex body, having access to the entire legal profession the BCI undertakes the mission for the improvement of legal education. In this regard, BCI drafted a Bar Council Rules, 2008 on the standards of legal education.

Globalization and Legal Education :- The legal education in 21st century should consider the

globalization and its implications on legal field at national and international levels. The BCI, the State Governments, the UGC and universities have a great role to play for improving the standard of legal education in the country. They should work in a comprehensive manner without any conflict. New avenues should be explored by the BCI and UGC in the era of computer applications and information technology in the legal fields and potential uses of internet in the practice of law and legal education. They should find out the ways and means to meet the new challenges and provide better tools of research and methodology of learning for the generations to come.

Globalization :- According to International Monetary Fund globalization the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transaction in goods and services free international flow and more rapid and widespread diffusion of technology. Globalization is the process of international combination arising from the interchange of world views products ideas and other aspects of culture.

After 1991, the Liberalization, Privatization and Globalization policy was accepted by the Indian policy makers and entering into the international level economical agreements. As a result, multinational companies, corporate sectors expanded their wings throughout the world without political national barriers. Therefore, there is a need for legal professionals in this area. Our education policy also changed, the central government encouraged the private law schools and started the national law schools and introduced new course like B.Com. LL.B. (Hons.) or B.Sci. LL. B. (Hons.) courses. The Advocate Act, 1961 and Bar Council of Indian Rules (Part IV) on legal education also accepted the globalization hunger.

Global Philanthropy and International Research Centers :- Reforms of legal education in India requires global Philanthropic initiatives that can

help the country build the educational institutions of the future such law schools will be able to attract the best of faculty from India and world which in turn attract best students from everywhere. The creation of internationally reputed research centers and promoting research activity enhance the ability to bring together brilliant minds to solve the problems of humanity.

Global Infrastructure and Resources in Law Schools :- Indian law schools and colleges have to meet the demands of the changing global society, over schools and colleges have to seek a dramatic transformation in providing infrastructure and recourse to faculty and students. Library facilities in our law schools need to be substantially upgraded for which resources have to be mobilized.

International Treaties, WTO, International Conventions increases trade related activities across the world. As a result, there is a shift in litigation. Therefore, legal education should concentrate on policy planning, business activities, negotiating abilities, communication skill, mediation skill, economic advisory, political advisory, constitutional expertise, financial wizard, taxation and labour law expertise all at global level.

Conclusion :- To achieve the above, legal education should help us to assimilate many factors first and foremost to improve, introduce global curriculum, syllabus match those curriculum and syllabus, the necessary teachers, the potential academicians who are equipped with the knowledge to impart legal education to the students who can deal with these syllabus and curriculum, they have to equip themselves, institutions have to equip themselves, the library facility and other infrastructural facilities have to be developed.

Legal education in India is going through a very exciting phase. Though India has the largest

population of lawyers in the world, there is need for eminent lawyers. The opportunities for bright law graduates are massive and the new generation law schools have a major role to improve the standards of legal education in India. Hence, the scenario of legal education is becoming more and more specialized as was envisioned by the well-wishers of the legal profession.

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Elements of Dream in Fitzgerald's Novels

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The Great Gatsby is a 1925 novel written by American author F. Scott Fitzgerald that follows a cast of characters living in the fictional towns of West Egg and East Egg on prosperous Long Island in the summer of 1922. The story primarily concerns the young and mysterious millionaire Jay Gatsby and his quixotic passion and obsession with the beautiful former debutante Daisy Buchanan. Considered to be Fitzgerald's magnum opus, The Great Gatsby explores themes of decadence, idealism, resistance to change, social upheaval and excess, creating a portrait of the Roaring Twenties that has been described as a cautionary tale regarding the American Dream.

Fitzgerald—inspired by the parties he had attended while visiting Long Island's North Shore—began planning the novel in 1923, desiring to produce, in his words, "something new—something extraordinary and beautiful and simple and intricately patterned." Progress was slow, with Fitzgerald completing his first draft following a move to the French Riviera in 1924. His editor, Maxwell Perkins, felt the book was vague and persuaded the author to revise over the following winter. Fitzgerald was repeatedly ambivalent about the book's title and he considered a variety of alternatives, including titles that referred to the Roman character Trimalchio; the title he was last documented to have desired was Under the Red, White, and Blue.

First published by Scribner's in April 1925, The Great Gatsby received mixed reviews and sold poorly. In its first year, the book sold only 20,000 copies. Fitzgerald died in 1940, believing himself to be a failure and his work forgotten. However, the novel experienced a revival during World War II, and became a part of American high school curricula and numerous stage and film adaptations in the following decades. Today, The Great Gatsby is widely considered to be a literary classic and a contender for the title of the "Great American Novel."

Set on the prosperous Long Island of 1922, The Great Gatsby provides a critical social history of Prohibition-era America during the Jazz Age. That period-known for its jazz music, economic prosperity, flapper culture, libertine mores, rebellious youth, and ubiquitous speakeasies-is fully rendered

in Fitzgerald's fictional narrative. Fitzgerald uses many of these 1920s societal developments to tell his story, from simple details such as petting in automobiles to broader themes such as Fitzgerald's discreet allusions to bootlegging as the source of Gatsby's fortune.

Fitzgerald educates his readers about the hedonistic society of the Jazz Age by placing a relatable plotline within the historical context of "the most raucous, gaudy era in U.S. history," which "raced along under its own power, served by great filling stations full of money." In Fitzgerald's eyes, the 1920s era represented a morally permissive time when Americans of all ages became disillusioned with prevailing social norms and were monomaniacally obsessed with self-gratification: "[The Jazz Age represented] a whole race going hedonistic, deciding on pleasure." Hence, The Great Gatsby represents Fitzgerald's attempt to communicate his ambivalent feelings regarding the Jazz Age, an era whose themes he would later regard as reflective of events in his own life.

Various events in Fitzgerald's youth are reflected throughout The Great Gatsby. Fitzgerald was a young Midwesterner from Minnesota, and, like the novel's narrator who went to Yale, he was educated at an Ivy League school, Princeton. While at Princeton, the 19-year-old Fitzgerald met Ginevra King, a 16-year-old socialite with whom he fell in love. However, Ginevra's family discouraged Fitzgerald's pursuit of their daughter due to his lower-class status, and her father purportedly told the young Fitzgerald that "poor boys shouldn't think of marrying rich girls."

Rejected as a suitor due to his lack of financial prospects, Fitzgerald joined the United States Army and was commissioned as a second lieutenant. He was stationed at Camp Sheridan in Montgomery, Alabama where he met Zelda Sayre, a vivacious 17-year-old Southern belle. Zelda agreed to marry him but her parents ended their engagement until he could prove a financial success. Thus Fitzgerald is similar to Jay Gatsby in that he fell in love while a military officer stationed far from home and then sought success to prove himself to the woman he loved.

After his success as a novelist and as a short story writer, Fitzgerald married Zelda and

moved to New York. He found his new affluent lifestyle in the exclusive Long Island **social milieu** to be simultaneously both seductive and repulsive. Fitzgerald—like Gatsby—had always exalted the rich and was driven by his love for a woman who symbolized everything he desired, even as he was led towards a lifestyle which he loathed.

In Spring 1922, Nick Carraway—a Yale alumnus from the **Midwest** and a veteran of the **Great War**—journeys east to **New York City** to learn finance and to obtain employment as a **bond salesman**. He rents a summer **bungalow** in the village of West Egg on **Long Island**. Next door is a luxurious estate inhabited by an enigmatic multi-millionaire called **Jay Gatsby** who hosts dazzling soirées yet does not partake in them.

On a summer evening, Nick motors to the more fashionable town of East Egg to dine with his second cousin once removed, Daisy Buchanan. She is married to the supercilious Tom Buchanan, formerly a Yale **football star** whom Nick knew during his college days. The couple—who recently relocated to Long Island from **Chicago**—reside in a **colonial mansion** directly across the bay from Gatsby's estate. At their mansion, Nick encounters Jordan Baker, an insolent **flapper** and **golf champion** who is a childhood friend of Daisy's from **Louisville**. Jordan confides to Nick that Tom keeps a mistress, Myrtle Wilson, who brazenly telephones him at his home and who lives in the "**valley of ashes**," a sprawling refuse dump. That evening, Nick returns to his bungalow where he glimpses his secretive neighbor, Gatsby, standing alone on the darkened lawn of his estate and staring at a green light across the bay.

Days later, Nick reluctantly accompanies a drunken and agitated Tom to New York City by train. En-route, they stop at a garage inhabited by mechanic George Wilson and his wife Myrtle. After their departure, Myrtle later joins them, and the trio proceed to a small New York apartment that Tom has rented for trysts with Myrtle. Other guests are invited to Tom's apartment, and a party ensues which ends near midnight with Tom angrily slapping Myrtle and breaking her nose after she says Daisy's name several times. Nick departs and sleeps on a bench at **Pennsylvania Station**.

One morning, a uniformed chauffeur visits Nick's bungalow and delivers a formal invitation to visit Gatsby's mansion that evening. At the mansion, Nick joins the revelry but is embarrassed that he recognizes no one. He begins imbibing heavily until he meets Jordan Baker. While chatting with Jordan, he is approached by a

charismatic figure who reveals himself to be Jay Gatsby and who insists that both he and Nick served in the **3rd Infantry Division** during the war. Gatsby attempts to ingratiate himself to Nick and, when Nick leaves the party, he notices Gatsby watching him from the mansion's veranda.

In late July, Nick and Gatsby have lunch at a **speakeasy**. Gatsby regales him with tales of his **war heroism** and his **Oxford days** in order to make a favorable impression. Afterwards, Nick meets Jordan at the Plaza Hotel. She reveals that Gatsby and Daisy had met circa 1917 when Gatsby was an officer in the **American Expeditionary Forces** stationed in Louisville. They fell in love but, when Gatsby was deployed overseas, Daisy had reluctantly married Tom instead. Gatsby now hopes that his dazzling parties and newfound wealth will make Daisy reconsider him as a suitor. Gatsby uses Nick to stage a reunion with Daisy, and she is lured to Nick's bungalow for tea where Gatsby secretly awaits her. Reunited, Daisy and Gatsby embark upon a sexual affair.

In September, Tom discerns their affair when Daisy carelessly addresses Gatsby with unabashed intimacy in front of him. Later, in a **Plaza Hotel** suite, an argument ensues between Gatsby and Tom. Gatsby insists that Daisy declare that she never loved Tom, but she refuses to do so. Tom reveals to Gatsby that he and Daisy share a deeper relationship of which Gatsby is ignorant. Tom then discloses that Gatsby is a swindler and **bootlegger** whose fortune comes from **selling grain alcohol**. Upon hearing this revelation, Daisy chooses to stay with Tom. With magnanimous scorn, Tom suggests that Gatsby drive her back to East Egg, knowing that Daisy will never leave him.

While returning to East Egg, Gatsby's yellow **station wagon** passes by Wilson's garage and strikes Tom's mistress, Myrtle, killing her instantly. Gatsby tells Nick that Daisy was driving the car, and Nick urges Gatsby to flee to avoid prosecution but he refuses. Meanwhile, George—distraught with grief—assumes the owner of the yellow vehicle was Myrtle's **paramour**. Learning that the vehicle's owner is Gatsby, George fatally shoots Gatsby in his mansion's swimming pool and then commits suicide.

Several days after Gatsby's murder, his father Henry Gatz arrives from Minnesota for his son's funeral which is attended by only himself, Nick, and one of Gatsby's former guests. With Gatsby's passing, Nick now despises New York and believes that Gatsby, Daisy, Tom, and he were all Westerners unsuited to Eastern life. Nick encounters Tom on **Fifth Avenue** and balks at

shaking his hand. Tom admits that he was the one who told George that Gatsby owned the vehicle which killed Myrtle. Before returning to the Midwest, Nick returns to Gatsby's mansion one last time and stares across the bay at the green light emanating from the end of Daisy's dock.

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