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

FOUNDATION COURSE – I

SOCIAL AWARENESS
AND
PERSONALITY
DEVELOPMENT

1

ANALYSIS OF INDIAN SOCIETY

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1.0 OBJECTIVES

1   To understand multi-lingual, multi-ethnic nature of Indian Society.
2   To understand multi-religious and multi-cultural nature of Indian Society.
3   To study regional differences such as rural, urban, tribal, dimensions in Indian Society.

1.1 INTRODUCTION

In India we find that there are multiplicity of languages, races, religions, cultures, regions, costumes, food-habits, climatic condition, geographical features, historical legacies etc. Geographically speaking, in India we have the areas where snow fall exists, desert areas, drought prone areas and areas of heavy rains and floods too. Hence, the pluralistic nature of Indian Society is inevitable. India is divided into 28 states according their special features. We have to understand the nature of the Indian Society. Therefore, we have to analyse the various features of our society. Since, we are the citizens of India and wanted to live peacefully, wanted to make progress for ourselves and of the nation, then without knowing our society, there can not be harmony among us. This will help us how to live in a democratic society and how to administer the multiplicity of the features of Indian society according

to our constitution. Therefore, we must try to understand the Indian Society as its analysis from neutral view.

1.2 INDIAN SOCIETY AS PLURALISTIC

The nature of Indian Society is pluralistic which means there are multiple languages spoken and linguistic crisis and even linguistic riots are occured. In India there are multiple ethnicity where one can not boast of his pure racial origin. We also must know that multiple religions are there in India and religious groups and their various ideologies. There is confluence of cultures in Indian Society which affects the living standards of the people of India. Nonetheless, there are various regions and their geographical differences which reflects into rural, urban and tribal. All these dimensions must be analysed so that one can be better acquainted with the pluralistic nature of our Indian Society.

1.2.1 Multi-Lingual Nature

One of the feature of Indian Society is that there are many languages spoken in India.

According to "Linguistic Survey of India" there are nearly 179 languages and more than 1652 dialects in India. There are also some dialects spoken by hilly area or Adivasi people or tribal people are not registered in the government records.

Language is the medium of communication among the individual and the society.
There are 22 languages in India which are included in the Eighth Schedule of the Indian Constitution

Table No. 1.1 Languages in VIIIth Schedule of Constitution

Sr. No.	Name of the language
1	Assamese
2	Bengali
3	Gujarati
4	Hindi
5	Kannada
6	Kashmiri
7	Malyalam
8	Marathi
9	Oriya

10	Punjabi
11	Sanskrit
12	Tamil
13	Telugu
14	Urdu
15	Manipuri
16	Sindhi
17	Nepali
18	Konkani
19	Dogri
20	Maithili
21	Santhali
22	Bodo

It is the responsibility of the Government of India to develop these languages and promote literature to publish for the people of that respective language.

When Indian got free from the clutches of British rulers on 15th Aug. 1947, the states started demanding the creations of 'Linguistic States' for themselves. In 1953, Andhra Pradesh was the first 'Linguistic' State which was followed by the other states to come into being on the basis of 'Language'.

Table 1.2 States and their Languages

Sr.No.	Name of the State	Official Language Spoken
1.	Andhra Pradesh	Telugu, Urdu
2.	Arunachal Pradesh	English, Hindi
3.	Assam	Assamese, Bodo, Bengali, Karbi
4.	Bihar	Hindi, Urdu, Bhojpuri, Magadhi, Maithili
5.	Chattisgarh	Hindi, Chattisgarhi
6.	Goa	Konkani, Marathi, Portuguese, English
7.	Gujarat	Gujarati, Hindi, Urdu
8.	Haryana	Hindi, Punjabi
9.	Himachal Pradesh	Hindi, Pachari
10.	Jammu & Kashmir	Kashmiri, Dogri, Urdu

11.	Jharkhand	Hindi
12.	Karnataka	Kannada
13.	Kerala	Malyalam
14.	Madhya Pradesh	Hindi
15.	Maharashtra	Marathi, Kokani
16.	Manipur	Manipuri, Maithili
17.	Meghalaya	Khasi, Garo, English
18.	Mizoram	Mizo, English
19.	Nagaland	English
20.	Orissa	Oriya
21.	Punjab	Punjabi
22.	Rajasthan	Hindi, Rajasthani
23.	Sikkim	Nepali
24.	Tamil Nadu	Tamil
25.	Tripura	Bengali, Kokborok
26.	Uttaranchal	Hindi, Urdu
27.	Uttar Pradesh	Hindi, Urdu
28.	West Bengal	Bengali

Table No. 1.3 Union Territories and their languages

Sr.No.	Union Territories	Official Language
1.	Andaman & Nicobar Islands	Nicobarese, Bengali, Punjabi, Malyalam,Tamil,Telugu, Eng., Hindi
2.	Chandigarh	Punjabi, Hindi
3.	Dadara & Nagar Haveli	Gujarati
4.	Daman & Div	Gujarati, English
5.	Lakshdweep	Malyalam
6.	Pudduchery	Tamil, French
7.	Delhi	Hindi, English, Urdu, Punjabi

* Delhi has a special status which have Chief Minister and Council of Ministers.

Due to multiplicity of the languages, Indian Society has faced even linguistic riots.

On 7th June, 1955, the first official language commission under chairmanship of Mr. B. G. Kher recommended that as early as possible India should replace English to the Hindi language as a official language of India.

But southern states took it as 'Hindi' Imperialism and started protests against Hindi recommendation. It was only Pt. Jawaharlal Nehru, our great Prime Minister that pacified the situation by promising the southern state of non imposition of Hindi language over them.

Therefore, it is important to understand the linguistic analysis of Indian Society for the harmony and peace.

1.2.2 Check your progress :-
1) What are the languages listed in the VIIIth schedule of our constitution?
2) List out the states and union territories in India with their languages spoken.

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1.2.3 Multi-Ethnic Nature of Indian Society

The multi-ethnic means the composition of many races. In India, there is not a single race population but it is the admixture of all the races of the world. The people in Africa are black in complexion as against people in Europe are white in colour of skin. But in India we find the people of black, white, brown etc. in the colour of complexion. Many a times it is said that aborigines of India were the Dravidians and they were black in complexion and found in South India. But at the advent of Aryans there came the admixture of the blood relations. Aryans were fair in complexion and they married the women of the Dravidians. They fought against them and ruined their culture i.e. Indus Valley Civilization. Although there are divergent of opinions about the ethnic composition in India. The Anthropologist, Sociologists, Historians have given their theories in a different manner. They have built their inferences based on the physical characteristics, group characteristics i.e. skin colour, shape of head, colour of eyes, facial structure, shape of nose etc. In India many invaders from various parts of the world had their conquests and admixture of their culture and civilization was came into existence.

There are found the following racial groups in India.

Table No. 1.4 Multi-ethnic groups in India

Sr. No.	Racial Group	Characteristics
1.	Negritos	• Originally from Africa and first to come in India •They are found in Andaman Islands, Kochin and Travancore ; •Tribes – Jarawas, Onges, Sentinelese and the great Andamanese; Live like 'Early Man'
2.	Proto-Australoids	• Short, flat nose, wavy hair & black in colour. • They grew rice, vegetables and sugarcane. • They are found in Santhal, Kol (Chhota Nagpur), Bhill in M.P. • They could maintain pure racial group.
3.	Dravidians	• Cultured people before Aryans. Short stature, dark skin, ample & long hair, long head, broad nose. • It is said that still they have maintained their identity. • According to Risely they are the original inhabitants of India but in due course they came into contact with Aryans, Mangoloids and got their characteristics changed. • They are the people who developed Indus Valley Civilization i.e. Harappa and Mohen-jo-Daro.
4.	Indo-Aryans	• Aryan tribe that had inter-marriages and inter-mingling of cultures with Indians. Fair skin, tall, long head, pointed long nose. • They settled in North & Central India.
5.	Indo-Mangolians	• Short stature, wheatish yellow coloured, beardless, flat nose and flat face. • They are also found in Tibet, China, Japan & Burma. •In India found in Sikkim, Assam, Nagaland, Mizoram, Meghalaya, Arunachal Pradesh, Manipur & Tripura.
6.	Mangolo-Dravidians	• Admixture of Mangol & Dravidians • These are found in Bengal & Orissa.
7.	Aryo-Dravidians	• Admixture of Aryans & Dravidians. • They are found in Ganga Basin, Punjab, Bihar, Rajasthan & Uttar Pradesh.
8.	Scytho-Dravidians	• They are found in Sindh (Pak). • They also are found in Gujarat and Maharashtra. • It is also said that they represents Marathas and coorg people.
9.	Turko-Iranians	• Tall, fair, dark eyes. • These are coming under the Baluchi, Brahmi and Afghan. • They are found in Baluchistan, Punjab and Sindh.

Table 1.5 New Foreign Races in India

Sr. No.	Racial Group	Characteristics
1	Greeks, shakas, Pallavas, Kushanas & Huns	● These people were the invaders in India. ● They settled and accepted the culture of India and also influenced the Indian culture. ● It is said that origin of Rajputs is to be attached with Huns but Rajputs believe in their 'Agnikula Theory.'
2	Jews, Parsees, Muslim	● Traditionally speaking jews were persecuted by Titus in 70 A.D. and came in India. ● Parsees came from Persia. ● We found both these races only in Mumbai. Muslims came before 712 A.D. and are similar to Persian, Indo-Aryan, Turks & Afghans. ●They also intermingled with Indian culture but even today their ideals are different from Hindus.
3	Europeans	Portuguese, Dutch, French, British are formed in various parts of India in Minority groups.

Therefore, we must say that in India, the people are multi-ethnic and having their characteristics different from each other though their native country is India.

1.2.4 Multi-Religious Nature of Indian Society

India is a multi-religious country. There are Hindu, Buddhist, Islam, Christianity, Jain, Sikhism, Parsi, Zoroastrian religions in India. Every religion has got its founders, preachers, their teachings, their philosophy are different from each other. Hinduism has many Gods & Goddesses as in Islam has one God. Hinduism worship idols of thousands of Gods & Godesses as Islam is an iconoclast religion. Hindus worship cow as Muslims & Christians partake the flesh of cow. Sikkhism has its own philosophy. There are many sects in each religion which believes in the ideology different from each other. Mention can be made of the crisis about 'Dera Sachha Sauda Chief' (one of the sect of Sikhism) Baba Gurmeet Ram Rahim and the original sikh followers.

We must understand the existence of all these religions factfully and then we should behave in our multi-religious society and try to establish unity in diversity.

Table No. 1.6 Religionwise Population in India

Sr. No.	Name of Religion	2001 (census) figures in 1000	Percentage
1.	All Religions people	10,28,610	100.00%
2.	Hindus	8,27,519	80.45%
3.	Muslims	1,38,208	13.43%
4.	Christians	24,150	2.34%
5.	Sikhs	19,216	1.86%
6.	Buddhists	7,955	0.77%
7.	Jains	4,225	0.41%
8.	Others (Parsis, Jews)	7337	0.71%

(Includes Parsis – 6500 & Jews 4000)

1.2.5 Multi-Cultural Nature of India-Society

By analysis, Indian Society as we understand the multi-lingual, multi-ethnic, multi-religious nature as also multi-cultural nature of Indian Society. It is evident that the people of India have diverse habits of dress, food, songs, dances, paintings, poetry, literature, worshipping methods, Gods & Goddesses, rituals, festivals etc. This diversity of culture is also the major concern for Sociology, Anthropology and Behavioural Sciences. We have already discussed about the multi-ethnic nature of Indian Society. These various races have contributed number of things which formed the cultural diversity.

1.2.6 Contribution of various races to Indian Culture

1. Contribution of Negritoes :- The Andamanese people have still kept their own language as well as pure blood. Though they could not contributed to Indian culture but being the primitive tribes they have maintained their identity.

2. Contribution of Proto-Australoids :- They have contributed a lot to the Indian culture as follows:

a. Art of Pottery: This art unknown to Negritoes was initiated by Proto-Australoids. They made beautiful and delicate pottery from clay which is even today one of the great feature of Indian culture.

b. Introduction of Totemism: These people introduced keeping the symbol of our dynasty or family in the form of animals or plants. This was also related to their religion. They were the first to use hoe and digging stick in cultivation activities.

c. Cultivation of fruits & vegetables: They cultivated certain common fruits and vegetables such as banana, coconut, betel, brinjal, pumpkin, lime, rose-apple and also cotton and silk-cotton.

d. Austric language: Aryans after these people were greatly influenced by the Austric speech. Austric speakers gifted to Indo-Aryans their common word for "arrow" (bana) and "Stick" (lakuta) and also "phallus" (linga), which were applied by Aryans in their literature.

3. Contributions of Dravidians:-

i. Development of City Culture:- Despite the Proto-Australoids promoted the agriculture and village life, the Dravidians built cities and evolved city – culture.

ii. Introduction of language:- The Dravidian languages have great influence in India i.e. Telugu, Kannada, Malyalam, Tamil and other languages of South India. Even the 'Bahui' language spoken in Baluchistan has its origin in Dravidian languages. Their classical literature also is very rich.

iii. Indus Valley Civilization and Dravidian language:- As it is some times infered that the Indus Valley Civilizations was owned by the Dravidians, same people also used the Dravidian speech though it is not totally deciphered.

iv. Dravidian philosophy:- Dravidians also have contributed to religion & philosophy.

a. Today the cult of Siva and the concept of Shakti cult belongs to Dravidians.

b. Contribution toward Institution of Yoga.

c. Use of symbols of Gods and Goddesses such as lion & bull.

d. The characteristics of offerings of flowers, leaves, fruits, water etc. at the same time of worship today, is all influence of Dravidians.

e. The Hindu way of consecrating an image and then treating it as a 'living' deity by offering it food, ornaments, flowers by burning incense before it and singing hymns in its honour, is believed to be of Dravidian origin.

f. The Dravidian mythological figures of Gods and Goddesses such as, Siva & Uma, Vishnu, Ganesha, Hanumana became the established gods of Hinduism even as of today.
g. The belief in 'tantra-mantra' is regarded as Dravidian legacy.

h. The snake worship (Nag Panchami), both of the sculptured form and the living creature, which is common in India, today, is also the legacy of the Dravidians.

v. Dravidian Influence on Myths & Legends:- Most of the myths & legends of gods, kings, heroes, and sages current among the Dravidians came to be absorbed by Aryans in their modified and improved forms.

vi. Dravidian social customs and traditions in Hindu society:

a. Rites and rituals at the time of wedding ceremony.

b. Use of turmeric and vermilion in wedding ritual.

c. Use of coconut & betel leaves.

vii. Contribution to Economy:

The rice, millets, pulses, ghee, curds, fish, edible oils are Dravidian origin. Aryans produced barley, cakes, meat, butter etc. Dravidians also made unsewn cotton clothes like the dhoti, sari, loin-cloth, shawl and turban. They also started the system of counting on the basis of eight instead ten.

4. Contribution of Indo-Aryans:-

Aryans came in India and settled in North and Central India. Our present day Hindu religious philosophy deeply rooted in vedic literature of the Aryans. They also introduced ethics, art, architecture, science, ideas of social, economic and political life.

5. Contribution of Persian and Greeks:-

a. Impact on art, architecture and coinage.

b. The shape of Asokan pillars with round bell-shaped 'abaci' and bull or lion capitals clearly revealed persian styles.

c. Greeks laid great influence on the architecture and sculpture i.e. Gandhara School of art was developed in India.

6. Mutual influence of Hindu-Muslim Culture:-

In India the greatest influence on our culture is from the Islamic culture. We should understand this fact and try to maintain the harmony and peace in the country. The Islamic culture is also under the influence of Hindu culture.

A. Impact of Islamic Culture on Hindus in India:-

i. Indian architecture:- Hindu temples have adopted the features from muslim architecture. eg. Govind Dev temple (1590), Some royal residences, state buildings at Bikaner palace fortresses such as those at Jodhpur and Orchha. They are adoption from Mughal style of architecture.

ii. Yunani Medical System:- Arabs borrowed this system of medicine from Greeks and introduced in India, which is a degree awarded in Medical Sciences even today.

iii. Influence on Urban life:- Urban life in India also influenced by the Islamic life such as royal courts, and high sophistication of population, refinement in language and literature, arts and crafts, manners, dress, diet, luxuries and forms of entertainment. They developed the centres of power at Delhi, Agra, Lucknow. They set fashion trends which were widely followed in all provincial courts, including even unfriendly states like Rajasthan and the Deccan.

iv. Impact on Indian Dress:- Pajamas of muslims still used in Punjab and now used by all Indians. While Salwar Kamiz and Dupatta of muslims is worn by punjabis and all over India. The Afghan muslims and their Karakuli cap is commonly used in Delhi during winter. Pardah of muslim is also followed by orthodox Hindu women.

v. Impact on Rural Life:- In rural India the ceremonies of birth and death, marriages, fairs and festivals were commonly followed during Islamic rule. Style of building houses, the manner of cooking, spoken language was also influenced by Islamic culture.

B. Impact of Hindu Culture on Islam in India:-

i. Indian muslims are distinct from the muslims in elsewhere in the World and it is due to Hindu influence.

ii. Hindu influence on Islamic Religion

a. Islam condemns priesthood but Indian Muslims do.

b. Muslims also follow the elaborate ceremonies and rituals.

c. Basically, Islam is menotheistic and iconoclastic. However, Indian muslims often venerate saints and visit their tombs. There are number of sacred shrines in India such as Shaikh Chisti at Ajmer and Bhairavanath at Mathura which are frequently visited by both Muslims and Hindus.

d. Idolatrous practices:- The muslims of Punjab worship many gods like Siansi, Magti and Lachi. The Mirasis make offerings to Durga, Bhavani and Turk Nawab of Eastern Bengal worship Laxmi. Many Bengali Muslims worship Kali, Sitala, Baidyanath Dharmaraja and other Hindu deities. The Momins worship the Hindu Trinity of God i.e. Brahma, Vishnu, Mahesh and their salutation is 'Ram Ram'. In the Jhang district in Punjab and Gorakhpur in U.P. muslims regard fire as sacred. Muslims in India also take part in Holi, Diwali festivals.

3. Hindu Women in Muslim Harems :- These women in the harems synthesised the Indo-Islamics cultures. These Hindu women introduced their social customs, ceremonies, rites and rituals to their muslim husband's homes. The Hindu habits of bathing and ceremonial purity were adopted by muslims. eg. Malkana Rajputs converted to Islam still perform Hindu rites and ceremonies and have retained their family names. Hindu titles like Thakur, Choudhary and Raja are also adopted by Muslims.

4. Muslim Mysticism and Hindu Mysticism : Indian Saints like Kabir and Guru Nanak, their preachings have greatly influenced the Muslims and Hindus and in Islam they followed 'Sufism'.

5. Toleration and Patronage:- Muslim rulers as well as Hindu rulers patronised the Hindu scholars, poets, artists, warriors and also muslims scholars, writers, poets respectively in their courts.

6. Mingling of Hindus and Muslims Together : Followers of both the religions study the sacred works of each other at tombs and temples. Muslims also participate in Hindu festivals in large numbers. Before the advent of British, slaughter of cow was not existed among muslims.

7. European Elements in India :-

i. India's commercial contacts with outside world :-

India had commercial contacts with Greek & Roman empire. The traders from Greece and Rome used to come in India and carry away the Indian articles like spices, pepper, sugar. Even Alexander has appointed his officer in India to look after Indian conquests.

ii. Columbus and Vasco-de-Gama, the Portuguese sailors and adventurers came to India via the new sea route.

iii. Conquest of Goa by Portuguese (1510):- Another portuguese sailor Alfonso de Albuquerque captured Goa from the Sultan of Bijapur. He made the conversions of Goan to Christianity.

iv. Other Europeans like French Danes, Dutch, Danish, British also had exchanged their influence among the Indian culture.

a. Portuguese contribution to Indian culture :-

i. Portuguese language:- The words like chavi (key) table (mez), gambling (Jugar) are used by the Indians.

ii. Introduction of Printing Press:- In 1557 the Portuguese could print the first book in the printing press set up by Jesuit priests. After hundreds of years East India Company set up printing press in Bombay.

iii. Portuguese were the first to establish medical school of the western type in Goa which is now a medical college.

iv. They revived the Christian Faith in India.

b. Contributions of the Dutch, the Danes and the French:-

The Danes established their settlement at Serampore, a refuse for Christian missionaries. The French set up their settlements in Pondicherry (Pudducherry), Mahe and Chandranagar where even today people speak French language.

c. The British Contributions:-

The educated Indians always imitated the British system of education, living, ettiquettes, i.e. dress, manner, and some customs. Their impact on Indian society, economy, polity and administration has been a great significance.

1.2.7. Check your progress :-
1. What are the various races found in India?
2. How many religions found in India? List out them.
3. What is the contribution of Dravidians to Indian culture?
4. Describe the contribution of Muslims to Indian culture?
5. State the role of foreign race in Indian culture.

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1.3 FUNDAMENTAL ELEMENTS OF 'UNITY IN DIVERSITY'

We have discussed on the many aspects of Indian Society, analysed them and then we must understand the true nature of our society. Though the Indian Society has a pluralistic nature, it is the need of the hour to maintain unity in these diversities. Only discussing or making analysis of the society is not enough, but one should also understand the fundamentals of unity and diversity. Without discussing the factors responsible or the elements necessary for Unity in Diversity one can not complete the process of analysis of Indian Society.

1. Geographical Unity:- India is sharply separated from the rest of the World by mountains (Himalaya) guarded in the North and sea-girt in the south. Due to this geographical wholeness we love our motherland as 'Bharat Mata' and sing the songs like 'Sare Jahan Se Achha', 'Vande Mataram', 'Hum Sab Bhartiya Hai' etc spontaneously. This geographical unity we must consolidate among the citizens right from childhood irrespective of other social diversities.

2. Political Unity:- We have to go to our ancient past and understand it where we could find the political unity. The ancient Indian rulers used to adopt the titles for themselves as Virat, Samrat, Ekrat, Rajadhishwar, Chakrawarti, Sarvabhauma which underlines the sovereignty of the country. It also suggests of political unity. eg. Chandragupta Maurya (323 B.C. – 239 B.C.), his grandson Asoka the great (284 B.C – 235 B.C.) and Samudragupta (330 A.D.) established their paramount sovereignty practically over the whole of India. We also have to understand that the administrative unification under the British rule was brought for whole of India.

3. Religious Unity:- Though there are many religion and their gods and goddesses, worshiping places and methods, some common practices bring us towards religious unity which will enable us to remain with harmony.

i. More than one religion believes in Trinity of God and worship in temples.

ii. The Hindu religious texts, muslim texts, christian text or other religious texts have common theme of preaching. Whatever is good should be picked up from every religion and to be made available to every citizen of India.

iii. The people do visit and must visit the pilgrimage places of all religions and appreciate the common things which to be acceptable for everybody as a human being irrespective of any diversity & differences.

4.Linguistic Unity:- It is said that Sanskrit used to be a common language of Indians & other languages are originated from it. In India the one national language formula or one official language formula is very significant for the linguistic unity.

5. Cultural Unity:- Many festivals in India are pompously celebrated by the people of all religions such as Rakshabandhan, Dashhara, Diwali, Holi. Even we should wish the citizens of other religion for their festivals. The ceremonies, religious rites, festivals and modes of life in North and South reflect the cultural unity and homogeneity of India. The growth of common historical traditions and the subsequent rise of countrywide nationalism which have physically and emotionally united the people of India irrespective of their religion, creeds or language.

6. Physical Unity:- The Aryans, the Sakas, the Parthians, the Hunas were absorbed in Hindu fold and lost their separate identity. It is important that Muslims and Christians originally belonged to Hindu fold who were converted. In an another way the modern means of transport and communication also promote and foster unity in diversity.

The above discussion if understood well by every citizen without biasness then definitely there will be sustainable peace and harmony among the Indian society.

1.4 REGIONAL DIFFERENCES

While making an analysis of the Indian society with reference to religious, ethnic, linguistic, cultural etc. we also tried to suggest the measures to bring 'Unity in Diversity.' At the same time we also must not neglect the aspect of regional differences like rural-urban-tribal dimensions in our Indian society.

1.4.1 Rural-Urban Differences

The people living in the villages are the rural population. The area which is developed economically, socially, industrially, in degree of urbanisation occupied by the people is urban area. There is basic differences among the rural and urban population. There lived more than 72% population in rural areas. They are directly or indirectly dependent upon land. The Indian economy is totally based on the agriculture production. In urban India there lived the 27.78% of population.

Table No. 1.7 Rural-Urban dimension

Sr.No.	Rural	Urban
i.	Majority of population i.e. 74,16,60,293 live in rural India.	i] 28,83,54,954 people are living in urban area.
ii.	Agriculture is major occupation.	ii] Industrial, technical occupations are more in urban.
iii.	No spread of higher education as compared to the urban area.	iii] All kinds of higher education is available in urban area.
iv.	Caste consciousness is more rigid.	iv] No caste consciousness or less than rural India.
v.	Superstitions, false beliefs, magical formulas are more prevalent.	v] Less superstitions, modern science, scientific attitude towards life.
vi.	Scarcity of employments.	vi] Ample employments.
vii.	Industrially backward.	vii] Industrially developed.
viii.	More disparities in Per Capita Income, Industrialization, Education, Employments, Technological progress etc.	viii] Problems in urban area are different from rural areas where Per Capita Income-Consumption is more than rural area.
ix.	Health facilities are not much to satisfy the health problems.	ix] High-tech health facilities are available.
x.	Less environmental degradation & pollulition.	x] More polluted areas.
xi.	Housing problems are not so serious like slums.	xi] Slums are of more in numbers.
xii.	Poverty is the main feature of rural area.	xii] People can consume more as their Income is high as compared to rural area.

When we study the urban-rural dimension, then it is to understand that people from urban area looks down upon the rural area people as backward and boast of their modern thinking, progressive living.

1.4.2 Urbal-Rural-Tribal differences

Even today, in India more than 8% of the people (from rural population) live in tribal, remote, hilly area. Probably, they are the primitive people or Adivasi people. Some of them have maintained their purity of blood (racial purity). There live Andromanese, Bhil, Todas, Samthal, Thakur, Waghi, Katkari, Gonds etc. They are more backward in every respect than the rural area people. They live in mountanious, hilly area where the means of communications, means of transportation are not reached. Therefore, they are found to be more uncivilized as compared to rural and urban area people. Their Gods and Goddesses are different, their customs, traditions, practices, are different from the rural and urban people. Some tribes even subsist on roots, fruits, leaves, grass, hunting animals, and birds. They also live with minimum clothes and worship neutral deities. Modern science and technology is hardly known to them. Therefore, we comparatively find the great difference among the rural, urban and tribal people. This kind of analysis of our society must undergo some sort of examination for better life in Indian society.

1.4.3 Check your progress:-
1. What are the fundamental elements of Unity in Diversity in India?
2. What are the differences between rural and urban areas?

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1.5 SUMMARY

We have came across the analysis of Indian society from the viewpoints of multi-religious, multi-ethnic, multi-linguistic, multi-regional, multi-cultural, rural, urban, tribal etc. The main concern behind this analysis is that the society we live. We must at least know about its composition, its formation, its dimension, its plurality. It will help us understand the differences and by removing those aside, we will be able to bring, maintain, strengthen, 'Unity in Diversity' as possible as for better, peaceful and harmonious social life.

1.6. QUESTIONS

1. Discuss the multi-lingual and multi-ethnic nature of Indian Society.
2. Examine the multi-religious and multi-cultural nature of Indian society.
3. Review the fundamental elements of Unity of Diversity.
4. Write short notes on the following:
   i. Rural urban tribal differences.
   ii. Contribution of Dravidians to Indian culture.
   iii. impact of foreign races in India.

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2

DIVERSITY AND DISPARITY IN INDIAN SOCIETY

Unit Structure:-
2.0. Objectives
2.1. Introduction
2.2. Concept of Diversity As Difference
2.3. Concept of Disparity As 'Inequality'
2.4. Inter-Group Conflicts
2.5. Major Inter-Group Conflicts In Indian Society
    2.5.1. Communalism in India.
    2.5.2. Casteism in India
    2.5.3. Linguism in Indian Society
    2.5.4. Conflict of Regionalism
2.6. Summary
2.7. Questions

2.0 OBJECTIVES

1. To understand diversity as difference and disparity as inequality.

2. To study intergroup conflicts among social, political, cultural, religions groups in India.

3. To analyse the causes, consequences and controlling measures for communalism and casteism

4. To explain the cause, consequences and measures to remove linguistic and regional differences.

2.1. INTRODUCTION

In the very first chapter we have discussed the nature of Indian society. Now we know that Indian society in multi-regional, multi-lingual, multi-cultural, multi-ethnic, multi-religious etc. We also have discussed about the regional differences like rural urban and tribal. Therefore, one should also understand where we find the pluralistic society, the differences has to occur. There in Indian society social, economic inequalities are the inevitable part of it. These social groups have conflicts against each other which are to be tackled to the fullest satisfaction of our own society and for the world as a whole society.

2.2. CONCEPT OF DIVERSITY AS DIFFERENCE

Indian society is the reflection of the `Global Society'. Because all the religions are prevailing in India. All the languages are spoken in India. The costumes of the people of India are diverse from community to community. There found the cultures, their traditions, practices, customs, the worshipping methods, Gods and Goddesses, diverse places of worship etc. Their geographical conditions, their historical past is different from each other. This is the original concept of diversity to be understood so far the syllabus is concerned. Otherwise there is diversity in nature too. But when we speak of Indian society then we have to grasp the concept of diversity in the context of Indian society.

Here in this concept we also must deal with 'Diversity' as 'Difference'. The Oxford dictionary gives us the meaning of diversity as 'state of being varied' and 'range of different things'. When we talk of heterogeneous nature of Indian society then the differences among these groups are the natural phenomenon. So far there are many religions, we find difference in the philosophy, teaching, worshipping methods, places of worshipping, their legends, their founders, their texts etc. Therefore, religious conflicts are bound to take place in Indian society. Accordingly, the diversities about languages, cultures, customs, costumes, traditions, practices – create the differences among the religious groups, cultural groups, ethnical groups, linguistic groups etc. These groups term the Indianhood as subordinate and encourage communalism, casteism, linguism regionalism, racialism culminating in the riots. Therefore, one has to understand that despite we are the heterogeneous society, diverse nature society, being an Indian we have to unite for the concept of Indianhood instead a groupism having differences among ourselves. Hence, we also have to divert and channelise our energy for harmonious peaceful Indian Society. We must not fight among ourselves on the issues of religion, caste, creed, political ideology, culture or customs, practices, traditions. We have to respect for all of them as we have respect for overselves.

2.3 CONCEPT OF DISPARITY AS 'INEQUALITY'

Indian society is also faces the problem of disparity along with the diversity. The diverse nature we accept as a positive approach though that means the difference. We can not deny the fact of diversity as a difference in our Indian society. But when there is a problem of disparity which we have to accept it unwillingly. On the other hand, we have to agree with that fact of natural disparity as well as superficial disparity. According to Oxford dictionary 'diversity' means the great difference. Therefore, it can be taken

that disparities in India have created the inequalities. Those may be religious, caste, regional, cultural, gender, rural, urban, tribal etc. e.g. the student from the metropolitan city and town may readily avail the educational, technical facilities which the student from rural, tribal area may not avail them. This create an inequalities. The concept of disparity connotes the regional imbalance such as disparity in degree of employment opportunities, per capita income, per capita consumption, standard of living, industrial production, agricultural production, degree of urbanisation, people living below poverty line, even consumption of electricity and historical background etc. When we say that farmers of Punjab and Haryana have good agricultural production that means the disparity is lying between Rajasthan and Punjab-Haryana which creates inequalities.

In this way the concept of 'Disparity' as inequality could be explained.

2.4 INTER-GROUP CONFLICTS

The man is social animal that he can not live alone. The human being discovers the people around them which have common characteristics, common goals and objectives, common features and problems and try to establish rapport with them. Finally, he becomes the active member of that group where he is able to share his ideas, experience, sorrows and happiness.

2.4.1 What is Group?

Many people having same goal to achieve and common characteristics comes together and forms their group. The members of the group actively involve in the working in favour of their group. They are very loyal towards their group and the group leader. Therefore, group can be defined as two or more people comes together to achieve a common goal whose characteristics are common to each other." The members of the group are united and the have 'we' feeling. There are also 'In-groups' and 'out-groups'. They have their common 'code of conduct' which is obligatory to the members of the group. They have their group leader to control the activities of the group and channelize them towards constructive instead destructive or disruptive activities. Nowadays, it is doubtful to have the group activities constructive because most of the time we find that these groups are involved in destructive activities. But positively speaking, groups must involve in constructive activities as well.

There are various kind of groups in a society such as feminist groups, doctors, lawyers, engineers, teachers, industrialist, peasants, workers etc. They are functioning for the welfare of the members of the group. In India we find many religions, creeds,

castes regions, languages, practices, and their respective group. These groups have their Gods & Goddesses, places of worship manifold and the problem of conflict due to that does arise. The Indian society due to these groupism, had to face many social problems since centuries. These groups engage into distructive activities like communal riots, linguistic riots, regional riots, terrorist activities, violence which disturbs the balance in our society. We should try to understand that though the groups are necessary for the collective welfare, should not encourage the violence and violation of constitutional provisions.

2.4.2 Causes of Conflicts :

1. In-groups ('We' feeling, 'My' feeling) and Out-groups ('They' feeling, 'His' feeling).
2. Superiority and inferiority complex among the groups.
3. Differences of points of views.
4. Unhealthy competitions among the groups.
5. Affliation to different political, philosophical or religious ideologies.
6. Inter- dependence of one group on another
7. Over-ambitions of the groups.
8. Racial discrimination (ethnic groups).
9. Linguistic and caste differences.
9. Regional disparities or regional inequalities leads to inter group conflicts.

Due to these inter-group conflicts, not only that group faces the social tensions but the people of the society as a whole had to face tension and unrest which disturbs the united social fabric.

2.4.3 consequences of inter-group conflicts.

i) Social tension and social pressure.
ii) Feeling of anger and hence desire to avenge.
iii) Public unrest, individual, mental stress.
iv) Loss of life and property.
v) Exhaustion of energy for destruction.
vi) Feeling of fear and insecurity.
vii) Large scale violence and hatred for each other.

2.4.4 Suggestions for avoiding inter-group conflicts.

i) Try to avoid the groups which constantly engage into conflicting situations.
ii) Make adjustments & compromise.
iii) Respect others viewpoints democratically.
iv) Apply positive bargaining.
v) Form an associations with secular groups.

vi) Contest healthy competition and apply fair means to prove your superiority.

2.4.5 Check your progress :
1. Define disparity as inequality.
2. What are the causes of conflicts?
3. Give suggestions to avoid inter-group conflicts.

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2.5 MAJOR INTER-GROUP CONFLICTS IN INDIAN SOCIETY.

As we have learnt about the inter-group conflicts due to the diversity and disparity. It is now natural in Indian Society to have inter-group conflicts. They are mainly four in numbers. 1) Communalism 2) Casteism 3) Linguism and 4) Regionalism. These four types of conflicts have disturbed the weaving of social fabric in India. Therefore, we must devote our attention in understanding these conflicts, their causes, their consequences and also must suggest some controlling measures for the betterment of our society.

2.5.1 Communalism

2.5.1.1 Meaning :- Since, the Indian society is multi-religious society and there persist the conflicts among the religions which makes the followers of each religion feel antagonism towards the followers of others religions. Hence, communalism means, ''an ideology which states that society is divided into religious communities whose interests differ.''. When the members of one religion believes that their religion is the correct way of approaching the God and therefore, is superior to others. It tries to promote the interests of its own members, which may at times, be contrary or hostile to the interests of the members of other religions Communalism existed when one group of religion under estimate other religion, their way of worship, their beliefs, which results into communal riots and the great problem for the society. Communalism leads to social tensions, agitations, violence, bloodshed and spoils the communal harmony which is the great danger to the peaceful development of the nation at large.

Communalist :- Communalist is a person or an institution, or an organization which exploits the religion for his personal fulfillments. Mostly the political parties and religious organisations are responsible for the communalism.

In India Hindu-Muslim riots, Hindu-Christian riots, Hindu-Sikh riots are some of the common features of communalism in India.

2.5.1.2 Causes of Communalism in India.

There are many causes and factors which leads to communalism in India.

1. 'Divide and Rule' Policy of the British:-

The British came in India with the intention of trade and commerce by getting the licence from the Queen of England for their East India Company in 1600 A.D. Though they came for trade and commerce, they studied the multiplicity of the Indian Society. Hence, they set up their settlements and colonies in India and by might of military tactics they became the rulers. Sometimes they favoured muslims and sometimes Hindus against each other. When Hindu and Muslims opposed the status of favours granted to them by the British that resulted into communal riots and violence. Meanwhile, British sowed the seeds of communalism among these two communities. e.g. Partition of Bengal, 1905, Partition of India 1947, nevertheless, Indian society even today facing the fruits of the policy of the British i.e. 'Divide and Rule'.

2. Communal Politics of British Govt:-

The British govt always encouraged the communal politics in India. But that disturbed the unity and integrity of the nation It violated the secular principles prevailing in our country. The British Politics of communalism gave rise to communal organisations and communal Socio-political institutions with antagonistic religious approach towards each other.

3. Religious fundamentalism:-

The various religious communities started boasting that their religion is the superior to other religions. They believe that the God of their religion has ordained them to follow and even devote their lives for the protection and spread of their religion all over the World. The same belief is observed by the other religious communities. They say that for the sake of religion, destruction of the lives, property, prestige is fair. This religious fundamentalism leads to communalism.

4. Communal Political Parties:-

The communal political and social organizations exploits the society in the name of religion and political ideology e.g. Jamat-e-Islami, student Islamic movement of India (SIMI), Vishwa Hindu Parishad, Bajrang Dal, RSS, etc. Initially, these organizations are registered for social and cultural promotions but later on they start the communal politics and encourages communalism. They exploits the religious emotions of the people and disrupts the communal peace and harmony. To mention, fall of Babri mosque resulted in series of bomb blast in the year 1993 A. D. This lost the hundreds of lives and thousands of crores of financial losses to the Indian society. The Godhra Killing in Gujarat and subsequent communal riots in many district of Gujarat have maligned the prestige of India in the World. The slogans and war cries like 'Garva se kaho hum Hindu hai' and 'Islam khatre me hai ' nurtured the feelings of communalism in India.

5. Existence of social elements:-

The anti-social elements are found in Indian Society. Particularly, underworld is engaged into anti-social activities. They also promote smuggling, thefts, robberies, murders, rapes, trafficking of drugs & human being etc. This leads to the religious faction of the underworld. Sometimes it has happened that Hindus supports the Hindu gangsters against muslims and the Muslims reciprocate the same though it is understood that anti-social elements have no religion or principled philosophy. Therefore, they are divided into communal factions of anti social elements.

6. Politicisation of Local problems:-

Sometimes, there are local problems or local issues which can be sorted out there by the local authorities. But many times it is shaped as danger to the whole religious community and that reflects the other cities, towns and peaceful areas. e.g. There is local issue in Malegaon between Hindus and Muslims but the reflection are found in Bhiwandi and Mumbai which is totally not the common issue. Due to that people of other areas also face the problem of riots.

7. Exploitation of Religion for personal gains:-

We also find that the particular person exploits the religious feelings of the people for his personal gains. These people extracts the political, economic religious gains and encourage the communalism.

8. Controversial role of Media :-

Most of the time the media does not play its role properly. When they are broadcasting news and views on channels, they should beware of certain occasions and using certains sentences which will lead to the communal riots. They should edit and broadcast those only will pacify the people from communal riots. They broadcast the local news and views as it is the common issue of the particular communities. Recently, when there in Malegaon (Nasik) bomb blast, communal riots were going on, then one of the reporter of the news channel was emphatically repeating that still the Mumbai is silent, Mumbai has till controlled their patience. As he wanted to suggest that now Mumbai also should start rioting for Malegaon.

9. Government Elasticity in Religion's Code.

Government for the vote bank, gives elasticity to some religious communities to follow their own code. e.g. Muslims are allowed to follow their own Personal Laws and also in Hindu community there are unconstitutional body of the punch (five people) or Village Judiciary or community which follow their own communal rules and regulations. This generates the feeling of partial religious patronage for the only purpose of political votebank – among the communities which are not allowed to follows their own personal laws and instead they are suppressed under the pretext of secularism.

2.5.1.3 Consequences of Communalism

Communalism leads to the great danger to our society which spoils the harmonious and peaceful environment to pollute.

i.   It generates hatred and animosity for others.
ii.   Communalism encourage prejudices and hostile attitude towards fellow Indians.
iii. It also creates discrimination among each other.
iv.   It leads to violence, interpersonal conflicts and communal riots.
v.   It hinders the social peace, an economic prosperity and economic growth.
vi.   It damages our image in an inter-national platform that the world nations do not co-operate and collaborate such a communal nation.
vii. Communalism does not serve the purpose of national interest, national unity and solidarity.
viii. communalism does not allow us to get best services from the excellent people from different communities.
ix.   communalism promotes the sectarian characters in a society.

x. communalism enables the people to think above the national interest and personal gains and think to be more important than the nation.

2.5.1.4 Measures to Control Communalism

There are following ways by which communalism could be controlled and even some concrete suggestions are welcomed.

1. Public Awareness:-
It is our duty to create public awareness about the evil consequences of the communalism. We have inculcated national values, national integrity and solidarity, respect for our national symbols, respect for national songs and national anthem. We also cultivate that constitution is our secular document which alone can bind together the pluralistic Indian Society. Hence, the constitutional provisions to be understood beyond our religious sentiments. The Individual or religious Community must give importance to national interests rather than personal interests.

2. Ban on Communal Political Parties
The political parties which runs the communal politics and exploits the religious emotions of the people for the purpose of votebank should be banned. The social and cultural organizations which also promotes communalism should be disapproved and their leaders be imprisoned. The Election Commission of India immediately should de-recognise those political parties which are bound to encourage the sectarian approaches in a society. The Government of India had banned the RSS (Rashtriya Swayamsevak Sangh) and recently it has banned SIMI (Students Islamic Movement of India).

3. Substitution for communal & religious politics:-
There should not be the issues pertinent to only single religious community to be raised and sorted out. They are must to be done. But their one should also raise the issues of national importance and development of the nation. It means communal politics should be substituted by the secular politics.

4. Majority-Minority Relations:-
The people should look at everybody as a citizen of India. The majority community should look at the minority as their brothers and sisters. They should be treated with equality and with due respect. There should be sense of safety & security among the minority community. On the contrary the role of minority community is also very important. They should also have their loyalty to their nation and not towards those nations which have got the majority of their religious community. Then majority will not doubt them and communal riots, violence will be prevented.

5. Removal of communal matter from text books :-
It is inculcated on the minds of the children right from their childhood about their religion. Therefore, the textbook containing bias attitude partial viewpoints about a particular community or religion should be immediately removed and the culprits be punished. There should be secular texts to be added, national values and patriotism to be inculcated through books.

6. Responsibility of NGOs:-
The NGOs (Non-Government Organisations) should cherish the secular values and hold counseling sessions for promotion of unity in diversity. They should try to throw light on the evil consequences of the violence, riots, destruction on the basis of religious communities. They should enlighten the people about things of national importance instead of sectarian.

7. Contribution of schools, colleges and educational institutions:-
The schools and colleges should conduct the programmes to promote communal harmony and peace like street plays, dramas, songs, visiting the worshipping places of all the religions and trying to understand the philosophy of each religion. The college student should organize community programmes and promote secular values, patriotism, national feeling, co-operation, tolerance etc.

8. Role of Media:-
The electronics and print media should understand their responsibility and avoid such news & views which will encourage the communal riots, violence etc. Instead they should try to pacify the situation, organize and broadcast the discussions of the experts on channels so that people will be made aware of the bad effects of such activities.

2.5.2 Casteism in India

2.5.2.1 Meaning :-

Caste system is one of the unique social institution in India. It introduced social stratification in Indian society. casteism is one of the form of communalism. In communalism two or more religious communities fights with each other and in casteism two or more castes and subcastes have conflicts with each other. e.g. Thousands of castes and sub-castes in Hinduism has been under constant conflicts. There are conflicts in Shia and Sunni in Islam and also the same thing we found recently in Akal Takht and Dera saccha Sauda. The same kind of inequalities, conflicts are going on among all religions and their castes.

If we have to understand the problem of caste system in India we have to trace the ancient past of Rigveda. It is mostly believed that 10th mandala of Rigveda consists of purushasukta hymn which mentions about the evolution of Varna system. According to their theory, there was a sacrifice being performed and from it there appeared a Giant purasha. Then there was birth of Brahmins from the mouth of Purusha, birth of Kshyatriyas from shoulders, birth of Vaisyas from thighs and birth of the Sudras from the feet of the purusha.

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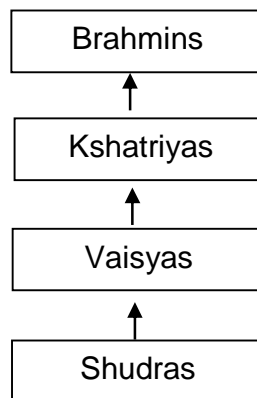
Fig. 2.1 Classification of Varnas

Though some believe it a mythology but the established fact is that these Varnas were practically followed by the society. The ati-sudras had no place in the Varna System. In the beginning, varna system was flexible, anyone could enter into any varna by the merits of his own. But in later vedic period these were restricted and the varna system became the caste system. This varna system was converted to Caste System for the benefit of the top most Varnas. In a caste there came many sub-castes. The members of the caste system were forbidden to marry, dining or other family relations outside their own castes and subcastes. Caste system in India is so rigid that the lower castes are always looked down upon as inferior and subordinate to the upper castes. Even they are treated lower than the birds & animals.

Dr. Babasaheb Ambedkar studied the Indian caste system while he was studying in Columbia University (U.S.A.) He presented a research paper before the anthropological seminar based on castes in India in 1916. He also wrote a Presidential Address to Jatpat Todak Mandal of Lahore in the year 1936 under the title of 'Annihilation of Castes'. These are the published books now. He also had study about varna system and Sanskrit texts of Hindu religion. Dr. B.R. Ambedkar rightly described nature of caste system in India as a multi-storied building without stair cases. He made the exposition of the functions of caste system as well. The

eminent sociologists Dr. G.S. Ghurye and S.V. Ketkar also have an authority over the study of Caste System.

According to Varna system the varna born from upper part of the body will have upper status and lower part, the lower status. These varnas were coverted into castes, castes into sub-castes. Then there came rise of untouchability and they were totally segregated from the main-stream of the society. Many times this untouchability was said to be divinely ordained and it was became the religious duty of the touchable person to observe untouchability and the duty of untouchable to behave like untouchable. Dr B. R. Ambedkar devoted his whole life for the annihilation of castes and untouchability.

When one caste asserts that his caste is superior to other castes and lower castes are segregated, boycotted, treated downtrodden, treated untouchables, inflicted injustice on them, that said to be the Casteism.

According M. N. Srinivas "Caste is a hereditary endogamous, usually localized group, having traditional association with an occupation and a particular position in the local hierarchy of caste consciousness for personal gains and creating unrest in the society".

2.5.2.2 Consequences of Caste System

1. Casteism is unconstitutional element of Indian society. It evidently violates the democratic principles.

2. Casteism results into denial of fundamental right to equality between human being.

3. Due to cateism the unity is disturbed and the relations between the members of the society are spoiled.

4. Casteism also leads to disharmony and conflicts in society.

5. Casteism is responsible for violence, social tension and encourage suspicion about the members of the society.

6. Casteism influence the caste politics and the majority castes dominates the minority castes. It also gives the privileges to the upper castes and discrimination, humiliation to the lower caste (This upper caste and lower caste hierarchy is the strategic provision of upper castes for their personal hold over the others).

7. Casteism gives rise to corruption in politics i.e. election by projecting, promoting and maintaining anti-democratic, narrow caste loyalties.

8. Casteism divides society into groupism and promotes castes above humanities and nationhood.

9. The Caste politics has led to the instability and confusion in establishing govts.

10. Casteism has prevented the meritorious people from all over the society and the majority of highest positions in civil military, judiciary occupied by the upper castes.

11. Due to casteism so called lower castes are socially boycotted by the villages and deprived of humane conditions.

12. Casteist people burns the settlements of the downtrodden.

13. Due to casteism the socalled backward women are nakedly paraded and publicly gang-raped.

14. Casteism results into the death toll of the down trodden. e.g. Khairlanji massacre in Bhandara dist. of Maharashtra on 29th September 2006.

2.5.2.3. Preventive Measures for Casteism.

1. The Rationalistic and Scientific Approach towards the religious philosophy:-
One should follow the Nationalistic and Scientific approach towards the religions philosophy where the justification of Varna System and subsequent caste system is held. In the true sense of the term, the class who have provided those myths should themselves remove and prove these religious provisions futile.

2. Educational and cultural Development:- The so called lower caste who have for thousands of years tolerated the injustice that is no right to education, no right to property, no right to earn property, no right to hold weapons etc. should be made access to education and cultural development. They should be given at least their human rights. The society should avail them the educational facilities.

3. Humanistic treatment:- The so called lower castes and untouchable and backward classes must be looked up as the human beings and accordingly they must be resorted with humane treatment.

4. Promotion of Secular Feeling :- The Society should not follow partial or bias attitude towards the backward castes. Else there should be cultivation of secular feelings among an Indians for their fellow brothers and sisters.

5. Role of Media:- Media (Print and Electronic) should promote the programmes which will help the erosion of casteism form among our society. They should organize the discussion of the scholars from all castes and creeds.

6. Contribution of Intelligentsia:- The scholars from the various castes and sub-caste should try to discourage the caste system in India. They should not just encourage the issues against Reservation and fuel the feelings of the masses. The concept of the Reservation should be interpreted as 'Representation of the deprived', 'equality of opportunity', 'Social Justice', 'Equals to be treated equally unequals unequally' etc.

7. Re-distribution of the Country's Resources and Wealth:- When we say-India is my country then I must get my share from the wealth and resources of my country. Otherwise some class of people becomes richest day by day and majority is deprived of the resources. Therefore, if there is a equal distribution of the resources, then no caste group is unsatisfied and casteism can be to some extent prevented.

8. Casteist and Divisive forces be nipped in the bud:-
The people who belongs to any caste creed, religion, political party are fuelling the casteist tendencies, must be nipped in the bud. They should be immediately imprisoned and ban to be laid on speeches who are promoting castiest feeling and unconstitutional ways.

9. Creating Social Awarness:- The young Indians should be made aware that we as Indians should allow inter-dining, inter-marriages. We should create awareness among the future citizens as well as existing citizens about Casteism which has spoiled the image of India in the World.

10. Cultivation of Patriatic Feelings:- As casteism is a hindrance to the nationhood there should be feeling of 'Indian first and the Indian last'. This feeling of patriotism will lay the casteist tendencies to think beyond casteism. All Indians as brothers and sister feeling must be deeply inculcated.

Such a ways and means could be followed to control and prevent casteism in India. It is responsibility of those whose ancestors have structured this system, to destroy the caste system. It will be very

effective when the doer of injustice does the justice than the victim of injustice to pray for the removal or rebel for the same.

2.5.2.4 Check your progress:-
1.   List out the causes of communalism.
2.   What are the consequences of communalism?
3.   Define caste system.
4.   Enlist the preventive measures for cateism

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2.5.3 Linguism in Indian Society.

2.5.3.1 Meaning :- When a particular language speaking group boast of the superiority of their language and ridicule other language speaking group of people means Linguism. We know that India is a multi-lingual country. Linguism even leads to linguistic riots and violence among our own Indian society.

We already have mentioned about the 179 languages and 544 dialects spoken by the Indians. We also have listed the 22 languages mentioned in the VIIIth Scehdule of Indian Constitution.

2.5.3.2 First official Language Commission-1955.

After independence the Government of India appointed a first Official Language Commission under the chairmanship of Mr. B. G. Kher on 7th June, 1955. After studying the post independence situations prevailing in India, this Commission made some recommendations to the Govt. of India. One of the major recommendations was that as early as possible the Government should replace English by Hindi as a official language of administration. But this recommendation irritated the people of South India. They termed this recommendation as the 'Hindi imperialism' imposed on them. Because they were used to English as their popular language. Apprehending the danger of riots, Prime Minister Pt. Jawaharlal Nehru followed the policy of gradualism. He promised the Southern people that Hindi will not be imposed on them and English will be continued as their official language.

2.5.3.3 Anti-Hindi Riots in South and W. Bengal.

January 26th 1965, the Government of India started the implementation of the Hindi as the official language. As the southern states and west Bengal (Basically Crafty Politicians) they were totally against Hindi. Hence, these state broke down the anti-Hindi agitations and they became violent against Hindi speaking people there and the linguistic riots (Anti-Hindi) were taken place. The issue of law and order became prominent. Nonetheless, the Southern States threatened the Central Government to withdraw their support even they were the Congress party people. To pacify these riots and the situation should not go beyond control the Central Government promised to reform the language act.

2.5.3.4 Anti-English Riots (Northern India)

As the anti-Hindi riots were taken place in South India, it was reflected the anti-English riots in Delhi and other parts of north India. There Hindi speaking people started rioting against the English speaking as South Indian people. It was again replied the same way in South India.

2.5.3.5 Tri-Language Formula

The Government of India, tried to control the situation which created violence, anarchy, lawlessness, police firing, self immolation of the agitators etc. Government passed the Official Language Amendment Act, 1967 which provided for 'Tri-lingual Formula' (Three Language Formula).

According the provisions of this Act-

i. English would be continued as the official and International Language of communication.

ii. Hindi was recognised as the official national language.

iii. There should be the development of literature in regional and vernacular languages.

In the year 1968, Government again passed the amendment of 'Official Language Act'.

2.5.3.6 Official Language (Amendment) Act, 1968.

This Official Language (Amendment) Act, 1968, recommended some important provisions which in future proved successful to control the linguistic riots in India. The provisions of this Act are as follows:-

i. The English will be the language of Union Government and the Parliament alongwith the Hindi language.

ii. The Union Government Acts will be translated into Hindi if they are in English.

iii. The State Acts also will be translated into Hindi as a authorised language.

iv. The highcourts in respective states can translate the judgements into their regional languages and also in Hindi language.

v. The States who have not accepted Hindi as their official language for communication between the Union and the State can continue English as their language of communication.

Nowadays, every state can adopt their regional language as their official language and also at the university level it can be used as a medium of instruction. e.g. Maharashtra – Marathi, Gujarat – Gujarati, Tamil Nadu – Tamil etc. Recently, the Union Public Service Commission have given the choice to the students to write the examination (IAS, IPS, IRS, IFS etc.) into their regional language.

2.5.3.7 Prevention of Linguism

It is the fact that the crafty politicians picks up any emotional issue and try to exploit the maximum benefit from it. That may be religion, caste, region, language etc. For example, the Congress Government in U.P. in 1989 made a law to declare Urdu as the Second Official Language of the state, only to win over the Muslim vote bank. The Maharashtra has had the linguistic disputes with Goa and Karnataka. But by some solutions we can prevent the linguism in following ways:-

i. Adopt regional language of the respective state as a official language e.g. Maharashtra – Marathi, Karnataka – Kannad.

ii. At the National level one common language to be adopted so that unity could be strengthened. It is to be Hindi, promoted in non-Hindi speaking states.

iii. No forcefully imposition of any language on the people that does not willingly accept it.

iv. Encourage national language to be followed.

v. Make translations of classical literature of every language (official language) into regional language and Hindi language.

vi. For language of international communication, English also must be promoted without biasness.

2.5.3.8 Check your progress:-

1. State the meaning of Linguism.
2. What are the recommendations of first official language commission?
3. Give suggestions for the prevention of Linguism.

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2.5.4 Conflict of REGIONALISM

2.5.4.1 Meaning:- A region means a territory which has common language, dialects, ethnicity, demographic composition, geographical factors, cultural pattern, historical past, economic life, political background, psychological make-up, a definite consciousness of group identity etc. It also has maximum homogeneity among its inhabitants. Hence, the regionalism means a consciousness and loyalty to a distinct area within a country and at the same time hatred for the people of other states or regions. However, to have love and loyalty to once own region is natural and justiciable but when it threatens a national unity and integration, it becomes a danger to the society. Regionalism also defies the constitutional provisions.

2.5.4.2 Causes of Regionalism

Basically, the disparity in economic, political, per capita income and consumption, industrial progress, urbanization etc. are the causes of Regionalism in India.

1. Disparity in Per Capita Income:- Among our 28 states and 7 Union Territories, we find that some states have more Per Capita Income (PCI) and some states have lower. The State like Punjab, Haryana, Maharashtra, Gujarat have very high Per Capita Income as against the states like Bihar, Madhya Pradesh, Orissa, Assam etc. have very low Per Capita Income. The States of lower PCI criticise the higher states and the higher PCI States underestimate the lower PCI states. This leads to the feeling of Regionalism.

2. Disparity in Per Capita Electricity Consumption:- The State which consume more electricity, means more industrial development in industries, employments etc. Less the electricity consumption, less the development and less the progress.

3. Difference in Industrial Growth:- The Industrial growth symbolizes the economic growth; generation of mass employments, increasing purchasing power etc. For example, since last nine years Maharashtra is industrially most progressive than other states in India. This creates ill-feeling among other states that they are backward in economic development.

4. Disparity in Degree of Urbanization:- The states which industrially developed, they have got the degree of urbanization higher. This denotes the economic, social, political, progress. The cities and towns in Maharashtra, Delhi, Kolkatta, Chennai are more developed than Bihar, UP. Rajasthan, Assam etc.

5. Disparity in Agricultural production:- The states which have favourable monsoon, irrigation facilities can have more agricultural production. Therefore, we find farmers of Punjab & Haryana are rich as compared to the Rajasthan and Gujarat.

6. Difference between the people living Below Poverty Line (BPL):- Sometimes, this is also the reason for regionalism. The state having more the people below poverty line are poor and the state having more the people above poverty line are rich. There we find the difference between Per Capita Income, Per Capita Consumption, consumption of electricity, employments etc. is more.

7. Disparity in Infrastructural Facilities:- In developed states which have large towns and cities infrastructural facilities are more easily accessible that makes the reason for regionalism.

8. Glorious Historical Background:- Some states have glorious history which some states don't have. The states like Bengal, Rajasthan and Maharashtra may boast of the glorious historical background and ridicule the States of Eastern India. That may even reduce the feeling of goodness to these states and become cause for regionalism.

2.5.4.3 Forms of Regionalism

Regionalism can be expressed in many ways which threatens the homogeneous character of our society. The forms of regionalism are as follows:-

1. Demand for Separate State:- Regionalism is sometimes responsible for the demand for separate state. Many times the

discontented people wanted to split from the nation or state and ask for their independent separate state. This may be on the basis of linguistic, religious, economic backwardness etc. e.g. demand for Khalistan, Bodoland, and recent demand for the independent separate state for Vidarbha. The Jharkhand, Uttaranchal, Chhattisgarh are the states created to due disparities in various aspects in those states.

2. Inter-State Border Issues:- Regionalism also leads to the inter-state border issues which the priority to nation is neglected. e.g. Maharashtra-Karnataka border issue is still not resolved and the people in Belgaum faces certain problems.

3. Inter-State River – Water Disputes:- Many times, one river flows through more than one state because the water doesn't know the borders. The states then have quarrels about the sharing of water among themselves. The Cauvery and Krishna river water issue between Karnataka, Tamil Nadu and Kerala is very burning issue. It was only Supreme Court of India could try to pacify the people from the bloody riots. The river water of Ravi-Beas among Haryana and Punjab, Yamuna water between Delhi, Himachal Pradesh, UP, Rajasthan and Haryana was sorted by an accord. These river water problems to be tackled if one studies the Water Policy divised by Dr. B. R. Ambedkar during 1940s as a Labour Member of Vicesoy's Council.

4. "Sons of the Soil" Policy : Due to regionalism the people are asking for the welfare of the sons only who are born in particular state. The opportunities for employments, starting small scale occupation and benefits of social welfare policy of the respective state Government must be given to the native citizens of that state. e.g. Maharashtra, West Bengal, Assam they demand for son's of the soil policy and agitate to expel the migrants from other states even by violent ways.

2.5.4.4 Measures to Control Regionalism

Every citizen must have respect for his own region or state but at the same time the feeling that the national interest is supreme and the constitution is a document which will weave all states and subject together, has to be contemplated by everyone. Regionalism is a result of narrow-mindedness when it creates the conflicting situations. The ways to control it are as follows:-

1. One should understand the analysis of Indian Society and try to contribute towards 'Unity and Solidarity in Diversity'.

2. We must encourage exchange of cultures among various states and have respect for them.

3. There should be equal distribution of the Natural Resources among the States which every state will exploit them for their welfare.

4. There should be postal communication between the people from one state to another and try to understand each others problems.

5. The problems of regionalism could be solved through 'Compromise' and 'Arbitration' which reduces the violent situations.

6. According to Planning Commission disparities could be sorted out which are the major cause of Regionalism in following ways:-

i. Conduct surveys and identify the backwardness of the region or state.

ii. Govnment should introduce Special Area Development Programmes in tribal, hilly, draught-prone, heavy rains areas. e.g. Desert Development Programme (DDP).

iii. Promotion of Private Investments:- The private investors to be encouraged to invest in undeveloped areas where it is difficult for the Government to make an arrangements. They must be given loans at concessional rates, its terms to be flexible and some related benefits to be awarded to them so that they would develop the undeveloped areas and contribute to the national progress.

2.5.4.5. Check your progress:-

1. List out the five causes of Regionalism.
2. What are the forms of Regionalism?

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2.6. SUMMARY

The above discussion regarding our Indian Society is very important. We understand the diversities as differences and disparities as inequalities which could be possible to avoid the communal clashes in our society. The inter-group conflicts like communalism, casteism, linguism and regionalism must be addressed by every part of the society (individually). We have to maintain the unity, solidarity and overcome the diversities and

disparities as early as possible by employing honest efforts. The endeavours by the politicians are not merely sufficient but sometimes they try to exploit the situations for the personal gains but we as a citizen who love our country like a motherland must contribute towards the 'Sustainable Harmony and Peace' in our Indian Society.

2.7 QUESTIONS

1. Evaluate the diversity as difference and disparity as inequality in the Indian society.
2. Explain the causes and controlling measures for communalism and casteism in India.
3. Analyse the causes, consequences and controlling measures for linguism in India.
4. Review the forms of and solutions to regionalism in India.
5. Write short notes on the following:
   i. Causes and consequences of inter-group confict.
   ii. Consequences of communalism.
   iii. Anti Hindi and Anti-English riots India.
   iv. Causes and consequences of regionalism.

Suggested Readings :

1. Engineer Asgar ali, Communal Riots in India.

2. Gandhi M.K., The Way to Communal Harmony, Navjivan Publishing House, Ahmedabad, 1994.

3. Madan Gurumukh Ram, Indian Social Problems, Vol. I. Allied Publishers, Bombay, 1966.

4. Pandey Rajendra, Social Problems of Contemporary India, Ashish Publication House, New Delhi, 1994.

5. Wadhwani M.R., Social Awareness and Personality Development, Chetana Publications, Mumbai 2007.

6. Kumar Vipan B., Awareness and Personality Development, Himalaya Publishing House, Mumbai 2007.

7. Basantani K.T., Social Awareness and Personality Development, Sheth Publishers, Mumbai, 2007.

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3

PATRIARCHY AND GENDER DISPARITY

Unit Structure:-

3.0 OBJECTIVES

1. To learn about the Concept of Patriarchy.
2. To study the concepts of gender disparity.
3. To Analyse declining sex ratio in India.
4. To explain violence against women and role of mass media.

3.1 INTRODUCTION

When we had an analysis of Indian Society we went through the conflicts of communalism and casteism. Accordingly, the half part of our population i.e. women are facing many problems. They are all due to the Male Dominated nature of our society. The women has got secondary position in our society. They are always looked down upon by the family members though the members are men or women.

3.2 MEANING OF PATRIARCHY

Derivation:- Etymologically, the word 'patriarch' is derived from the Greek words "patria" which stands for "father" and "arch" which stands for 'Rule', beginning or origin. Thus, literally speaking patriarchy means the 'Rule of Father' in the family, is dominant. Male is the head of the family.

3.3 MATRIARCHAL FAMILY SYSTEM

Derivation:- Etymologically speaking, the word 'Matriarchy' is derived from the Latin words 'Matri' meaning 'mother' and 'arch' meaning 'chief' or 'prime'. Thus, literally Matriarchy means the mother in the family is chief or the Head of the family is female. All the affairs of the family are maintained and controlled by the elder woman in the family. The Matriarchal system gives all powers, freedom, inheritance to women in the family. According to some ancient sources, in Matriarchal Marriage System bridegroom has to go to bride's parents and adopt the family name of bride's family. He stays permanently to bride's home. In this system mother, grand mother or great grand mother becomes the head of the family. This kind of family system was prevailed in India among primitive tribes but at present we don't find the signs of this system in India.

3.4 PATRIARCHAL FAMILY SYSTEM

Patriarchal Marriage System which is at present popular in whole of India where man is the head of the family. According to ancient sources, after marriage bride goes to bridegroom's home and adopts the family name of the husband's family, and stays permanently at her in-laws. In this family, head is the elder male i.e. father, grand father or great grand father in the family. All the property is owned and inherited by the males in the family. The family affairs are controlled and looked after by the head of the family. Here in this type of system woman has got subordinate position.

The patriarchal system was not that much gender sensitive and they were bias towards women. Due to this gender inequalities are seen in different areas such as schooling, literacy, rate, child mortality, inheritance, involvement of women in social, economic, political process etc. This always have showed gender disparities. This gender biasness is not only followed in India but it is the universal phenomenon.

3.5 THE GENDER INEQUALITIES

Particularly in India has always dominated the female in our society. She is regarded as the usable commodity. Women are facing many inequalities, hence the disparities are a lot due to that. The greatest Indian economist and Nobel Laureate Prof. Amartya Sen has done considerable work on gender inequality. He uses the term for the exclusion of women from many areas where she is always excluded as "missing women". According to him there are

seven types of inequalities which are faced by women and resorted by the male dominated society i.e. 'Patriarchy'. They are as under:-

1. Mortality inequality:- Patriarchy does not take health care and nutritional care of women which leads to high mortality rate of women in India and also in Africa, China etc. in the World.

2. Natality inequality:- In this type of inequality we find that male dominated societies always prefer for baby boy and kills the foctus of baby girl or get it abort.

3. Basic facility inequality:- In this kind of inequality women are restrained from schooling and nutritional facilities and not allowed to participate in socio-cultural activities.

4. Special opportunity inequality:- In this, the male dominated society does not allow young women for higher education and go for any interested profession. They are excluded from exposure of their talents.

5. Professional inequality:- Men always underestimate women in case of employments, promotion at work and certain employments are monopolised by male only.

6. Ownership inequality:- In this kind of inequality women are excluded from arriving the property and inheritance rights. They are not allowed to have their assets and land property and can not flower and flourish in commercial activities.

7. Household inequality:- Here the males are making it granted that in a household responsibility women has to share more burden. Somewhere even today, it is the natural rule that women have to look after household affairs i.e. rearing the children, their prime care, cooking the food etc. will be compulsorily done by them.

3.6 GENDER DISPARITY AND LITERACY

As Prof. Amartya Sen rightly have analysed the types of inequalities and due to it there are many disparities to be faced by women. We find in India there is a disparity (Gender disparity) in Literacy rate, as compared to male literacy. The girls in India are not made available with sufficient schooling and therefore the literacy rate among them is very low. This shows nothing but the inequality and gender disparity in our society.

Table No. 3.1 Literacy Rate in India after independence

Year	Male Literacy	Female Literacy	Difference
1951	27.16	8.86	18.3%
1961	40.40	15.34	25.06%
1971	45.95	21.97	23.98%
1981	56.27	29.75	26.52%
1991	64.13	39.29	24.84%
2001	75.85	54.16	21.69%

With reference to above table we come to know that each decade the literacy rate of women is increasing but the difference between the male and female literacy rate remains the same in average.

3.7 SEX RATIO

The concept of Sex Ratio stands for the number of females behind the number of the thousand men in the population or census of India. In India we understand that there is always difference between number of male and female population. The female population almost in all states is decreasing and hence the sex ratio has declined. In the year 1901, number of female were 972 and in 2001 it got down to 933. This is surprising that by the modern times the number of women should be increased, where we find that is declined.

3.7.1 Causes of Declining Sex Ratio

There are three major causes of declining sex ratio in India as shown below.

A] Preference for son:- In Indian religion and culture son is said to be the only successor to the family property. The son only have right to perform the funerals of his to parents. Son only carry the clan or the family or the dynasty. Girl has wed and go to her husband and in laws. Therefore, she is not prefered by the parents.

B] Female Foeticide:- Due to the preference for son, the daughters are killed in the foetus i.e. female foeticide. According to some sources, Devra Village, Barmar district of Rajasthan, there was first time the marriage of a girl taken place after 110 yrs. As the abortions are legalised, the female foeticide has grown beyond numbers. Despite the Government has passed the PNDT – Prenatal Diagnostic Techniques Act, 1994, the female focticide has not declined to satisfactions. The multi-national companies increased the production of Ultra-sound Machines to conduct Sonographies and Ultra-sound tests, they sold these machines in

Indian markets in very large proportion. Recently, the Government has made it a punishable offence to undergo sex determination test to the parents and also the doctors, but even people violates these rules and conduct sex determination tests secretly.

C] Female Infanticide:- Many times, due to restriction on sex determination tests, the female child is born, many states and the societies in India are killing the infant girl children. Mostly to avoid the dowry to be given, the infant girls are killed by their parents.

Therefore, it is to say in India, the sex ratio has considerably been declined. If the female foeticide and female infanticide to be controlled, the PNDT act must be implemented strictly. There should be frequent and sudden raids to be conducted on the hospitals and Ultra-Sound centres. The culprits must be severely punished. So far, preference for son is concern, there should be massive awareness to be created that girls are not incapable of the boys and the lessons of facilities of the girl child must be taught by the educated parents to the illiterate parents. This can reduce the difference and disparity in sex ratio.

Table No. 3.2 Adverse Sex Ratio in India

Sr. No.	Year	Females per 1000 males
1	1901	972
2	1911	964
3	1921	955
4	1931	950
5	1941	945
6	1951	946
7	1961	941
8	1971	930
9	1981	934
10	1991	927
11	2001	933

3.7.2 Important Findings of Sex Ratio

1. There are twice as many "missing girls" among the children of educated women than in those of illiterate women.
2. The sex ratio of the second children when the first child was a girl was as low as 614/1000 in Punjab, 527/1000 in urban Rajasthan and 572/1000 in urban Bihar.
3. Affluent and educated parents were more likely to resort to sex selection than others.
4. The states like Himachal Pradesh, Punjab, Haryana, Gujarat, Uttaranchal, Maharashtra and Chandigarh where sex

determination technology was widely available, have sharpest decline in sex ratio.

5. The Sikh Community has the lowest sex ratio of 893 females.
6. The Union Territory of Chandigarh has recorded sex ratio of 845 which is lowest in the country.
7. The Kerala is the state which has quite favourable sex ratio. i.e. 1058/1000.
8. According to The National Family Health Survey (NFHS) data, Muslims have the highest child sex ratio of any social group in the country. For instance, the child sex ratio among Muslims was 986 girls/1000 boys in the age group 0-5 in 1989-99, significantly higher than the ratio of 931 among SCs/STs, 914 among other Hindus and 859 among other groups.

This problem of declining sex ratio must be taken seriously, otherwise, the time will come when the boys will not find the girl for marriage. Therefore, everybody in India should understand the gravity of the issues of Patriarchy.

3.7.3 Check your progress :-
1. What is patriarchy?
2. Enlist Prof. Amartya sens' concept of gender inequality.
3. What are the causes of declining sex ratio?

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3.8 VIOLENCE AGAINST WOMEN IN INDIA

3.8.1 Status of women in India

In India, social customs, traditions, practices are numerous and they all are religion centred, God-centred. Hence, the restrictions on women are also religion-centred so far as the Hindu, Muslim etc religions. Women are always considered as the commodity like the inanimate objects. She always been exploited by the male dominated society in India and also in many parts of the world. Therefore, problems faced by women is a universal phenomenon. Since, we are studying the Indian society, we would be focussing on the status of and violence against women in India.

3.8.1.1 Status of women during Early Ancient India

During the early ancient Indian society, the status of women was exalted. She was allowed every individual right including education as to widow remarriages. She enjoyed every freedom in her life.

3.8.1.2 Status of women during Later Vedic Period

The later vedic period, the texts like Manusmriti, Mitakshara were compiled and women lost their every freedom. Because of the religious-centred texts and their provision for the restrictions on women, it became the rule of the society not to permit women her freedom. Her education was suspended, she had no choice of her own.

3.8.1.3 Status of women in Modern Times

At the present, women have got every right by Constitution and by the law, despite she enjoys every freedom, she also faces many problems due to patriarchal system in India. Therefore, we have to focus on violence against her.

Table No. 3.3 Status of Women in India

Early Vedic Period	Later Vedic Period
1] Right to education was allowed.	1] No right to education.
2] No existence of child marriage.	2] Prevalence of child marriage.
3] Widow remarriages were possible.	3] No widow remarriages.
4] Right to choose the husband for herself.	4] No right to choose the husband, but to be chosen by parents.
5] No Pardah System.	5] Pardah System.
6] No Sati custom practiced.	6] Sati custom practiced.
7] Right to participate in social, religious, cultural, economic activities.	7] No right to participate in any activities and remain inside the house only.
8] Many times Matriarchal society and great respect for women.	8] Patriarchy and regarded as object of exploitation.
9] She had right to inherit property.	9] Lost the right to inherit property.
10] She could adopt the child as a son & successor.	10] She had to give up her right & was not allowed adoption.
11] She could argue with her husband equally.	11] She was supposed not to back answer her husband.

With above concerns of the status of women in India from early ancient to later ancient we also must focus on her status, her problems in modern times and present day violence against her.

3.8.2 Violence Against Women

The violence against women is not directly a physical action but this lies in the minds of the men and her in-laws (men & women).

Therefore, injustice is initiated through certain mild problems and culminates into violent actions against women. This violence is in various forms as below:-

1. Exclusion from Fundamental Rights:-

In the 21st century India is making tremendous progress in various sectors. For example Science, Technology, Information technology, Space science, Genetic engineering, Media, Nuclear, thermal, hydro-power, Green revolution, White revolution etc. Inspite of this, we are lagging behind in the gender equality. The woman in India always face many kinds of atrocities. She is not able to enjoy even her human rights well in advance. Therefore, we get a question that are there only men have human rights? Many of us think that only male is responsible for the injustice and violence against women and it also true but at the same time women themselves are also playing the part role (in-laws) for the same. Justice V. R. Krishna Ayyar have very rightyly described the injustice resorted to women in India – "Indian women treated with injustice and inequalities due to her changing female characteristics. She has to face the gender discrimination in her home, office, education, marriage inheritance, fundamental rights, economic opportunities, public life and political empowerment. If she demands for her rights, she is punished or expelled from home, sometimes stabbed mentally poor, said to be adulterate, given divorce, left alone in public, burnt alive for dowry or sent as Sati."

2. Domestic Violence : The woman is physically and mentally tortured by her husband and in-laws. Many times she is beaten and burnt alive for dowry and many other reasons. The violence include physical aggression, burning, hang her to death, sexual abuse, rape and mental torture. It also include insults, humiliation, coersion, blackmail, economic or emotional threats. She also faces the trafficking and forced prostitution from the hands of husband and in-laws.

3. Mental torture and suicides : We see in the many newspapers about the mental torture and she is intimidated to commit suicide. This kind of mental torture of woman does take place from slums to the multi-storied flats and highly educated like IAS, IPS officials too. The violence against women is a violation of human rights. According to many sociologists the 'Male dominated' or 'patriarchal' society in India is responsible for the violence against women. In August 2000, the Bangalore based International Centre for

Research in Women (ICRW) had organised one conference in which many research papers were presented. The conference had focused on the problems of women from Bangalore, Mumbai, Thane & Gujarat and came to conclusion that women in all over Indian society had to face physical and mental problems.

In this conference Smt. Nata Durvani recorded her opinion that some places women are tied to the wooden pillar and publicly beaten up. She is compelled to consume urine and also forced to have intercourse with other men publicly.

The recent WHO (World Health Organisation) report says that violence resorted against women is responsible for the death and handicapness of women and particularly the women aged between 15-44 are the major target.

4. Sexual Abuse and exploitation of women: By following way the women are sexually abused and exploited by the male dominated society :-

i. The discussion about the sexual topics, pictures, porn pictures are held against her will and made her prone to sexual abuse and exploitation.

ii. Passing of lewd remarks, touching her deliberately in rush, and at working places.

iii. She is forced to have intercourse (rape) at the places like railways, working places, buses, schools, colleges, home, hospitals etc.

iv. At the places of pilgrimage also women had to face sexual torture and rape.

5. Bride Burning and dowry deaths: To burn the bride for the sake of dowry is a inhuman, cruel customs even in modern Indian society. Many times women fulfil the high list of the demands of her husband and in-laws, but when unable to fulfil she is burnt alive by the in-laws and her husband.

6. Rapes on women : Day by day the amount of rapes on women are increasing. It is very unnatural and inhuman to do rape on them. According to one of the study of 1982, it is found that after every two hours, the rape case is registered in police diary in India. The unregistered cases of rape might be lakhs in numbers. It will be shame to the whole family for this reason many women do not come forward to register a rape and the family members also force her to do that. Because in the lawyers of the accused interrogate the victim with many questions which she is supposed to describe

publicly in the court. Therefore, if some lacuna is found, the judge even sentence woman as adulterate and her character is maligned. In such cases the accused is acquitted freely. Many times, women (in laws) are responsible for the death of women. The intercourse against the will of the wife is also rape.

Many times rapes are taken place in the police custody and also by gang rapes. In Rajasthan Bhanwari Devi was gang raped by the group of Gujjars after she had strongly objected against their decision to carry out child marriages. During communal riots in Gujarat (Feb-May 2002) several rape cases came to light. Mumbai have seen many cases of rapes against policeman e.g. Sunil More's marine drive rape case.

7. Exploitation at workplaces

Today, the company owners and high profile officials wanted them the beautiful young women personal secretaries (PA/PS). But they are sexually harrassed at their workplaces. They are exploited for sanction of leave, increment, confidential Reports, making them permanent etc. Many times the University and colleges also harass girls and women employees. Therefore, SNDT Women's University of Mumbai in 1997 have introduced the 'Sexual Harrasment Cell' which recently has become the 'Statutory Body'. Mumbai University also have started 'Women's Development Cell'. According to their directives the person engaged into sexual exploitation could be punished like demotion, suspension or dismissal and the victim would be compensated.

8. Trafficking in Women:–Many times women are sold as sex toy in the market of prostitution. According to some sources, Devali dist. in Rajasthan's Itundar village, women named Kamala was sold to the widower person of her father's age for about Rs. 42,000/- The amount was partially shared by her husband and by her father. Finally, at new house also she had to face some atrocities.

In Andhra Pradesh women were auctioned. Many women are killed publicly due to playing magic or witchcraft. 22nd July 1997, one of the village a woman was tonsured and exiled from the village.

9. The Custom of Sati :– Lord William Bentinc with the movement of Raja Ram Mohan Roy passed the anti-Sati Act, in 1829. The Government of India also passed the Commission of Sati (prevention) Act, 1987. But even in modern Indian society women are forced to perform sati. It is believed that women must die 'Suhagan' and offer herself on the funeral pyre of her husband. This is totally an in-human practice in Indian society. Recently, in the year 1986, Roopkanvar in Rajasthan was compelled to commit sati. On 11th Nov. 1999, the Satpura village in Mahoba district of U.P.

also witnessed the 'Sati' of Charan Shah. On 17th Aug. 2002, in Patna, Timoli village of Madhya Pradesh, a 65 year old Kutti Devi was alleged to have walked on her husband's funeral pyre.

The Marwadi community from Rajasthan have 'Rani Sati Temples' where the queen who performed 'Sati' is worshipped as a Goddess. The Rani Sati Temples are not only in Rajasthan but at many places in Mumbai like metro-politan city we found 'Rani Sati Temples'. These temples may encourage the women to commit sati so that they could be worshipped in the temples.

10. Nakedly Parading of Women : Most of the time women are nakedly paraded. We find that Dalit women are more victims of this kind of atrocities. We observe that if the women is from Dalit community her atrocities are more and very severe. One of the Dalit woman in Karnataka, Bellari district was nakedly paraded through the whole village. We never find such atrocities against high caste women. It doesn't mean that they should be. In Haryana, one of the dalit girl was passed matriculation and started going on cycle to the college, this enraged the upper class people in the village and therefore, she and her family and community was threatened of the dire consequences. Recently, in Maharashtra's Khairlanji village of Bhandara dist. two dalit women were gang raped and their organs were cut into pieces, then nakedly paraded by upper caste people of that village. In the 21st century Indian women are facing such kind of violence.

11. Eve teasing:- The man also harass women by whistling at her, throwing lewd remarks, chasing her way, catching her hand, expressing her the one track feeling of love etc. in a public places is also problems for them.

3.8.3 Check your progress :-
  1. Write about the difference between the status of women in Early ancient and Later vedic period in India.
  2. Enumerate the violence against women in India.

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3.9 MEASURES AGAINST VIOLENCE TO WOMEN

There are various acts, passed by British Government and Government of Independent India, Indian Constitutional

Safeguards, some Non-Govt. Organisations (NGOs), Women's Commission at National level etc. for controlling the injustice and problems of women in India.

3.9.1 Various Acts (Legal Remedies) by the Government.

There are various acts passed by the British Goverment and thereafter the independent Indian govt. to control violence and provide privileges to women in male dominated Indian society.

Table No. 3.4 Acts for Female Safety

Sr. No.	Year	Act
1.	1829	Abolition of Sati Act
2.	1856	The Widow Remarriage Act
3.	1870	The Female Infanticide Prevention Act
4.	1872	The Special Marriage Act
5.	1923	The Special Marriage (Amendment, 1872) Act
6.	1929	The Child Marriage Restraint Act
7.	1934	The Devadasi (Prevention) Act
8.	1955	The Hindu Marriage Act
9.	1955-56	The Hindu Succession Act
10.	1955-56	The Hindu Code Bill
11.	1956	The Hindu Adoption & Maintenance Act
12.	1956	The Hindu Minority and Guardianship Act
13.	1959	The Hindu Succession (Amendment, 1955) Act
14.	1961	The Prohibition of Dowry Act
15.	1971	The Medical Termination of Pregnancy Act
16.	1983	The Indian Penal Code
17.	1986	The Immoral Traffic Act
18.	1986	Indecent Representation
19.	1986 & 1987	The Prohibition of Dowry (Amendment) Act
20.	1987	The Commission of Sati (Prevention) Act
21.	1988	The Pre-natal Diagnostic Techniques Act
22.	1994	The Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act
23.	2005	Protection of women from Domestic Violence Act
24.	2007	Protection of Women Against Sexual Harassment at work place Bill

3.9.2 Constitutional Safeguards for Women

Dr. Babasaheb Ambedkar, the constitutional luminary and chief architect of Indian Constitution has based the constitution on equality, liberty and fraternity which also provides gender equality through the articles, safeguards for women in India as follows:

Table No. 3.5 Articles of Constitution in favour of women

Sr. No.	Article No.	Provision
1.	14	There will be equality before law.
2.	15	There will be no discrimination before law on the basis of sex, creed, religion, caste, race etc.
3.	16	Guarantees equality of opportunity in matters of public employment. It says, 'no citizen shall be discriminated on grounds of religion race, caste, sex etc.'
4.	23	Prohibits trafficking in human being means prohibition of sale & purchase of women & children.
5.	39	Guarantees equal pay for equal work for both male and female
6.	42	The state shall make provisions for securing just and humane conditions of work and maternity relief.
7.	45	This makes the primary education free and compulsory for the children between 6-14 yrs. of age. Recently it is going to be the Fundamental Right.
8.	Section 498 (A) of Indian Penal Code (IPC)	It provides marital cruelty against woman as an offence of punishment.
9.	Section 113(A) of Indian Evidence Act	It provides the presumption that woman has been intimidated to Suicide by her husband and in-laws.
10.	Section 174 of CriminalProcedure Code (CPC)	It has made it compulsory to have post-mortem done when a woman has committed suicide in suspicious circumstances.
11.	Notification of Labour Ministry, 1999	It provides for the curbing of sexual harassment at workplace.
12.	Govt. notification to Indian Evidence (Amendment) Act, 2003	It lays down that, in a rape case, the victim cannot be questioned or cross-examined about her "general immoral character".
13.	73rd Amendment in 1993	33% seats were reserved for women in the village panchayats.
14.	74th Amendment in 1993	1/3 of the seats in Local-self-Government institutions and municipalities were reserved for women.

3.9.3 National Commission for Women

This statutory body was set up in Jan. 1992 by Government of India.

* The objectives and functions of National Commission for Women (NCW)

1. To review the constitutional and legal safeguards for women.
2. To recommend remedial legislative measures.

3. To facilitate redressal of grievances.
4. To advise the Govt. on all policy matters affecting women.
5. To take up cases of violation of the provisions of the constitution and or other laws relating to women with the appropriate authorities.
6. To look into complaints and take suo moto notice of matters relating to :

i. deprivation of women's rights;

ii. non-implementation of laws enacted to provide protection to women and also to achieve the objective of equality and development;

iii. non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships, ensuring welfare and providing relief to women and take up the issues arising out of such mattes with appropriate authorities.

7. To call for special studies or investigations into specific problems arising out of discrimination and atrocities against women & identify the constraints so as to recommend strategies for their removal.

8. To undertake promotional and educational research so as to suggest ways of ensuring due representation of women in all spheres.

9. To participate and advice on the planning process of socio-economic development of women.

10. To evaluate the progress of the development of women under the union and any state.

3.9.4 Role of NGOs for women

Though some NGOs for women are working for the solution on the problems faced by women, its multiplicity has to be grown at all India level as well as local level. The NGO known 'Vatsalya' has women-in-crisis programme in Bangalore. This helps the unwed mothers and find adoptive homes for homeless children. This organisation also conduct counselling sessions for unwed mothers, offers them free medical care, trains them in new skills and places them in jobs when they leave the shelter.

'Dilaasa' is a one-stop crisis centre at the Bhabha Hospital in Bandra (Mumbai). It is a model project run by CEHAT (Centre for Enquiry into Health and Allied Themes) and the Mumbai Municipal Corporation. This centre receives aid from the Ford Foundation.

This centre offers medical counselling and legal services as well as a temporary shelter facilities to victims of domestic abuse.

'Vimochana' also one of the NGO which is working for the problems of women.

It is suggested that more Non Government Organisations (NGOs) should work to remove the problems and plight of women.

3.9.5 Some Suggestions for the removal of the problems of women

We have discussed about the various problems of women in India. We also know about the various acts passed by the British govt. and post-independence Government of India, Constitutional Safeguards for women, the role of National Commission for women and its objectives and functions, role played by the NGOs etc. We also can make some suggestions to remove or control injustice resorted to women as below:-

1. To control domestic violence like physical, psychological, emotional, sexual and financial abuse that hurt women, there must be comprehensive law and stringent action must be taken against the culprits immediately.

2. Make available the economic opportunities to her.

3. Conduct counselling sessions & trainings in legal, constitutional and private aids available for the women.

4. Create public awareness through media about human rights of women.

5. Inculcation of the gender equality be made through elementary education.

6. Conduct counselling sessions for husbands and in laws and create awareness about the rights of women.

7. Provide comprehensive medical and psychological services for the victims of violence.

8. Seek help of private section for the elimination of injustice and rehabilitation of victimised women.

9. The services and programmes for women should be extended to the rural areas. There should be Mahila lok adalat and women police stations for the redressal of women problems.

10. The follow-up and monitoring must be maintained about the women clients.

3.9.6. Check your progress :
1. What are the various acts passed by the Government for protecting women in India?
2. Enlist the constitutional safeguards for women in India.
3. Write in short on National Commission for women in India.

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3.10 WOMEN AND MASS MEDIA

The depiction of women and their problems, their news and views is the concern of this sub chapter. It also has to include the role of women in media because the women nowadays are not only restricted to the four walls of the house and only cooking activities, begetting children and looking after them. But they are having large exposure in the media about their qualities, talents, calibres, social, economic, political, cultural, sport, scientific activities.

3.10.1 Meaning of Media

According to Oxford dictionary the word 'media' is the plural form of the word 'Medium' which stands for the means by which something is communicated or achieved and a substance through which a force or other influence is transmitted. It also could be understood that the means by certain data, information, thought, concept is carried away to the expected destination. It is the channel. Mass stands for public. Thus we can specify the meaning of Mass Media as a means of enlighten the public positively.

3.10.2 Major types of Media (Mass Media)

1. Print Media:- These are the written materials in the form of newspapers, magazines, periodicals, books and advertisements. These kinds of media gives us lot of information about the socio-economic, political etc issue in the country and specified the problems of women.

2. Radio:- Various programmes are telecast by the radio waves to the public. These programmes can create public awareness about the problems of women, their rights, their legal provisions etc.

3. Television and Films:- These are audio-visual media. The information broadcasted by these media is appealing to audio and visual senses, hence is more consolidated.

4. Outdoor Media:- This includes print and visual media. eg. charts, advertisements on various pictures.

5. Traditional Media:- These include puppet shows, folk arts and folk dances, folklores, Adivasi arts, rural theatre art and contribute to the enlightenment of the public.

These media has relieved a revolution in its technology. They have got the printing machines, electronic print media, telecasting towers and stations, computer and internet camera, satellite projection is very useful due to the explosion of the knowledge.

3.10.3 Women and Role of Mass Media

The contribution made by Mass Media in the problems of women and their exposure to the public is very important. This media plays positive and negative role in the projection of women.

I – Positive Role of Media about women :-

i. Media projects the ideal and greatness of women by various articles and serials and films.

ii. Media also presents the achievements of women in various fields like politics, science, police, administration, literature, music, arts, dance acting, economics, social work, medical, trade & commerce, judiciary etc.

iii. Media have broadcast about the first IPS officer Kiran Bedi who is very successful in her career.

iv. Media have also projected successful women in politics like Indira Gandhi, Sonia Gandhi, Pratibha Patil, Sushma Swaraj, Vrinda Karat, Mayavati etc.

v. The media have projected the ideal women in literature – Anita and Kiran Desai for her Booker award, Lata Mangeshkar in Singing etc.

The positive Role of Media about the women's achievement have led several other women to take an ideal and practice into life as an inspiration.

II – The Negative Role of Media about Women :-

It is a controversial and debating point whether media is playing negative or positive role. One can have lot of information about the negative role of the media about the projection of women.

i. Copying the Western Culture:- Media immitate the western culture and project the women from the negative news and views eg. Serials on T.V. , films, musical programmes and competitions, beauty contest etc.

ii. Exhibit the violent criminal & sexual scenes:- The projection of illegitimate views have spoiled the social, political, economic & cultural life of the people. The scenes may be of killing with weapons, guns, theft, robbery, smuggling, rapes by men, gambling, drinking, physical & sexual harassment etc. in these pictures or views the role of women also have been presented supportive to these actions. But in a real life these views creates frustration, stress and psychological disorders.

iii. Western Music and dance:- Media gives projection to the western musical albums and dancing scenes where women are depicted semi-nude and scenes of kissing etc. are creating negative feelings about women.

3.10.4 Participation of women in Media

Nowadays, media has exploded and there is great demand for women in the mass media as reporter, newsreader etc. Every channel has certain number of women in their team. Hence, it is the duty of women media persons to project the women's problems with due care and assistance.

3.11 SUMMARY

Though the women in India have provided with various legal Acts and constitutional safeguards, they are still facing many problems. The problems may be in various forms. Therefore, it is the need to change the attitude towards looking at women and one should think about our women in our own house i.e. wife, mother, daughter etc.

3.12 QUESTIONS

1. What is patriarchy? Elaborate important findings of sex ratio in India.
2. Discuss the various forms of violence against women in India.
3. Review the various acts and constitutional provisions for women in India.
4. Write short notes on:
    i. Female Literacy in India.

ii. Sexual abuse against women.

iii. Objectives of national commission for women (NCW).

iv. Women and Mass Media.

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DISPARITIES DUE TO DISABILITY

Unit Structure:-
4.0. Objectives
4.1. Introduction
4.2. Meaning of Disability
4.3. Classification of The Disabled
      4.3.1. Physically Challenged and Its Types
      4.3.2. Mentally Challenged / Mentally Retarded
      4.3.3. Socially Disabled
4.4. Summary
4.5. Questions

4.0 OBJECTIVES

1. To understand the meaning of disability.
2. To study the problems of physically disabled.
3. To study the problems of mentally challenged.
4. To know about the rehabilitative services available for the disabled.

4.1 INTRODUCTION

We have already talked of the diversity and disparity in our Indian Society. Indian society is constantly engaged into inter-group conflicts like communalism, casteism, Linguism and regionalism but we find it very difficult about the active participation of Indians in removing and at least controlling of these issues. The Indians are also not much sensitive about the problems of Indian women and gender discrimination is still followed by our own people. At the same time we should know that the physically, mentally and in particular socially challenged people are the important weaker section of our society. These disabled people are facing certain problems which are many times are not attended properly by our society. Hence, we have to understand their problems and bring out some solutions for them.

4.2 MEANING OF DISABILITY

Whenever any physical organ or the part of the brain of the person does not function normal, the person is said to be disabled or

handicapped or physically challenged and mentally challenged. In short, the physical and mental deficiency among the person is called as disability.

Due to disability and ability there is an inequality about the efficiency or the working ability of the person. Hence, the disabled people have certain problems in their day to day activities. The Government functionaries and the individuals and NGOs has to render their help for the disabled and make available the rehabilitative services for their problems.

4.3 CLASSIFICATION OF THE DISABLED

1. Physically Challenged:- The person where physical organs like eyes, ears, hands, legs, tongue etc. are not functioning normal are the physically challenged people.

2. Mentally Challenged:- Due to some neurotic deficiency the brain of the person does not function normal is called as 'Mentally Challenged' or 'Mentally Disabled'.

3. Socially Challenged:- Due to social restrictions, traditional customs, practices, the certain part of the population in the society faces some problems called as socially challenged or socially disabled.

4.3.1 Physically Challenged and its types.

1. Visually disabled (Blindness)
2. Hearing Impaired (Deafness)
3. Orthopaedically disabled (Crippled)
4. Stuttering and Stammering

4.3.1.1 Visually Disabled

A. Meaning:- The person who is born blind or the person whose vision is 6/60 or less after using the best spectacles and can not see any object in its original form called as Blind or Visually disabled person.

When a person can see the objects before him in its original form with his one eye only can be called as 'partially blind' or 'partially sighted'.

B. Causes of Visually Blindness

i. Cataract:- This disease to eye is caused due to the deficiency of proteins where the person face clouding of lens. It also may be due

to eye injuries, diabetes, or exposure of eyes to ultraviolet rays. Basically, this disease is associated with increasing age.

ii. Glaucoma:- This is an accidental disease or it develops in gradual process. Person can not see the objects clear and some time can lose the sight.

iii. Trachoma:- It is a very serious and contageous disease. Person can become permanently blind.

iv. Ratinal disorders:- Ratinal separation, accident and also certain severe disease can lead to the Ratinal disorder.

v. Cornea:- Transparent ratinal layer is injured and person can lose sight in this type of eye disease.

vi. Night blindness:- Due to deficiency of vitamin 'A', person can not see the objects after there is dark.

vii. General causes:- Malnutrition, deficiency of vitamin 'A', smallpox, hypertension, mental stress, diabetes, blood pressure (high), accident etc.

C. Treatment for Blindness/ Visually disabled

Generally speaking, there is no treatment for born blind. Artificial blindness can be treated by following ways :-

i. Treatment through medication by Opthalmologist..

ii. Supply of vitamin 'A' from the food.

iii. Treatment by a surgeon.

iv. Cornea transplant surgeory.

v. Control on diabetes, high blood pressure, mental stress.

4.3.1.2 Hearing Impaired (Deafness)

A. Meaning:- When a person is not able to hear any kind of voice or sound is called as hearing impaired. The person can be partially deaf or permanently deaf.

Generally, the normal human being can hear the sound waves at 0-30 decibel (db). The deafness is measured by 'audiometre' through minimum intensity (loudness) of sound that person can hear. The results of this test are shown by 'audiogram'.

According to WHO (World Health Organisation) the normal conversation is possible between 30-45 db. If this much sound the person can not hear is the deaf person.

B. Kinds of Deafness

a. Conduction deafness;- In this type, sound is blocked before it reaches the inner ear. It may be because of the defect in eardrum or the bones of middle ear.

b. Nerve deafness:- Something is wrong with the auditory nervous system due to damage to the basilary membrane or connecting nerves. This is related with growing age after 60.

C. Causes of Hearing Impaired

i. Hereditary deafness.

ii. If a pregnant woman caught by German Measles which affects inner ear.

iii. Excessive dose or over dose of antibiotics in any kind of sickness.

iv. The diseases like jaundice, brain damage, virus diseases, meningitis and the treatment for these diseases can cause disability in hearing.

v. Overdrops of medicine.

vi. Neglect of middle ear.

vii. An accident and severe injury and

viii. Noise pollution.

D. Treatment for Hearing impaired

i. Treatment through medication from a ENT specialist.

ii. Ear drum transplant surgeory.

iii. There is no treatment for born deaf, therefore, control the related diseases.

iv. Admit the deaf children in special schools of hearing impaired.

v. Give them machines to hear properly.

vi. Treat them with Speech Theory and train them in a lip-reading & sign language.

4.3.1.3 Orthopaedically disabled / Crippled

A. Meaning:- The person whose muscles, bones, joints, hands, legs, spine, spinal cord does not functions or ill-functioning are called as 'crippled' or 'orthopaedically handicapped.'

According to the Association of the physically Handicapped, Bangalore, "Persons who have defects which cause deformity or an interference with normal functions of the bones, muscles and joints called as orthopaedically handicapped".

B. Causes of orthopaedically handicapped
1. Polio:- Due to the polio virus this disease is caused since childhood. It can turn into paralysis. Sometimes heart can stop its function and person can die.

2. Pregnancy deficiency:- Due deficiency to the foetus, the nervous system may collapse & the child may be born crippled. e.g. Infection by German measles.

3. Malfunction of Spinal Cord;- If the spine and spinal cord does not function well or its ill functions lead to orthopaedically handicapped.

4. Epilepsy:- The frequent seizures of epilepsy can lead to handicapped or crippled.

5. Medication:- The medicines consumed for other sickness may lead to the crippled. eg. If a pregnant woman consumes the Thalidomide tablets for the 'Morning Sickness' can deliver the child without hands and legs.

6. Brain damage may cause the organs crippled.

7. The severe accidents can make the person crippled or orthopaedically disabled.

C. Treatment for Orthopaedically handicapped

1. Give regular polio dose
2. Physical Therapy through one expert physicist
3. Occupational Therapy
4. Artificial limb transplant surgeries. eg Jaipur foot.

D. Criteria for Measuring Handicapped

The Government and the experts have prescribed following criteria for measuring the handicapped.

Table No. 4.1 Types of Handicapped

Sr. No.	Type of Handicapped	Percentage
1	Mild Handicapped	Less than 40%
2	Moderate Handicapped	40% - 75%
3	Severe Handicapped	75% - 99%
4	Profound Handicapped	100%

The Civil Surgeons of each district civil hospital are entitled to issue the 'disability certificate' to the person concern in the category of physically challenged or physically handicapped after due process of medical investigations. This certificate helps the handicapped to seek job in any government or semi-Government or non-government organisation.

4.3.1.4 Stuttering and Stammering

This is the defects in speech ability. Usually, this may be possible when the left handed child is compelled to work into right hand. Due to this child may come under frustration and emotional tension which force him to concentrate the right hand and change from left hand.

For this kind of defect the parents are advised to follow the natural rule and let the child remain left handed.

Apart from these diseases there are Cerebral Palsy, Epilepsy dystrophy, Spina Bifida etc. like physical illnesses.

4.3.1.5 Check your progress :-
1. What is the classification of disabled?
2. What are the treatment for blindness?
3. What are the causes of deafness?
4. Suggest the treatment for orthopaedically challenged.

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4.3.2 Mentally Challenged / Mentally Retarded

We have known about the physically disabled and their problems in detail. We also have got the knowledge about the treatment properly given to the blinds, deafs and orthopaedically handicapped. At the same time we also must look into the problems of the mentally disabled people, their causes and their rehabilitative measures for themselves.

A. Meaning:- When the person is not able to think independently due to some mental stress, conflicts, fatigue and whose intellectual development is not taken place properly, that person is called as 'Mentally Disabled'. These people have their IQ (Intelligence Quotient) less than 70. The psychologist call them as 'Mentally Retarded' people. Only low IQ can not determine persons 'mental retardation' but his/her inability to adapt the life's situations are also one of the large factor determining the mental retardation.

According to the Government of India, "a person suffering from mental illness, means a person who is in need of treatment by reason of any mental disorder, other than mental retardation.

B. Classification of Mental Retardation

According to the persons' variations in the IQ the psychologist have classified the mental disability. The intelligence of the person or the mental disability of the person can be measured through the Intelligent Quotient (IQ). We are also dealing with the IQ in later chapter separately. The IQ of the normal person is 70 and above. Hence, an individual having IQ below 70 is abnormal and called as mentally challenged, mentally disabled or mentally handicapped or mentally retarded.

Table No. 4.2 Classification of Mental Retardation

Sr. No.	Types of Mental Handicapped	IQ (Intelligence Quotient)
1]	Mile Mental Retardation	55 – 69
2]	Moderate Mental Retardation	35 – 54
3]	Severe Mental Retardation	20 – 34
4]	Profound Mental Retardation	below 20

1. Mild Mental Retardation:- These children learn only upto standard sixth. They appear to be normal and speak fluently. They are able to read easy material and do simple arithmetic. They may need the money management advisor, may get employed and earn their livelihood if little training provided to them.

2. Moderate Mental Retardation:- These children can not be taught formal education. They could be trained in a vocation under the supervision of the trainer. Mostly, they can have good conversation and are kept at homes with their families.

3. Severe Mental Retardation:- These children can not be educated at all. They need constant supervision. They can be trained for self care and can understand instructions in their vernacular language. They have difficulty in speaking. These people generally suffer from some physical defects too. They can not have the skills for independent living.

4. Profound Mental Retardation:- These are called as Idiots. These children suffer from physical defects as well and can not be educated. They are to be kept under life-long care in the special institutions for mentally retarded. They have got severe behavioural problems.

Mental Retardation and American Association on Mental Retardation (AAMR)

Basically speaking, the mental retardation based on the IQ has determined by the American Psychiatric Association's Dignostic Manual as valid. But this classification has been objected by the AAMR and they recommended another criteria. According to them the adaptive behaviour must have been established, then one can say about the retardation. Hence, the retardation should be classified on the basis of the degree of required support or assistance. They recommend four levels of mental retardation as:-
i.   Intermittent assistance.
ii.   Limited assistance.
iii. Extensive assistance and
iv.   Pervasive assistance.

Therefore, in many clinical settings, the terms used in AAMR are being applied.

C. Causes of Mental Retardation
i. Hereditary factors transmitted from parents to children.

ii. Consumption of overdose of antibiotics by a pregnant woman can deliver a mentally retarded child.

iii. Infection to pregnant woman and even a severe disease affects the foetus.

iv. Malnutrition of pregnant woman results into the malnutrition of and born defects to the child.

v. Excessive X-rays tests during pregnancy.

vi. Severe brain injury, intake of harmful drugs.

vii. Jaundice, Polio, T.B. etc. disease to the child

D. Symptoms of Mentally Retarded
i.   Lack of independent thinking.
ii. Lack of ability to healthy arguments and comparative ability.
iii. Lack of sense of understanding.
iv. Difficulty in problem solving and learning.
v.   Difficulty in social adjustment.
vi. Difficulty in concentration.

E. Treatment for Mentally Retarded

There is no hundred percent curative treatment for the Mentally Retarded. The parents of these children, people may be trained in care & management. The counsellor, expert in psychology and behavioural science can by appointed for the counselling and caring of the mentally retarded and their parents. They can also be recruited in the special schools prescribed for them.

4.3.2.1 Check your progress:-
1.   What do you mean by mentally retarded?
2.   Classify the mental retardation.
3.   What are the causes of mental retardation?

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4.3.3 Socially Disabled

A. Meaning:- When we study the problems of physically and mentally disabled, we come to know that they are part and parcel of our society. Besides the above two kinds of disabled there are socially disabled people's category to which attracts the attention of the sociologist for study. Socially disabled persons mean those who are deprived of their rights, their dignity, their humane treatment etc by the society. It is always found in groups of the people. Therefore, they are not able to adapt social norms and obligations to the fullest capacity and are victimised by the society. They are creating problems for themselves and the society at large.

B. Kinds of Socially Disabled

The socially handicapped or disabled are the delinquents, destitute, victimised – child labour, bonded labourer, victims of rape and deserted-divorced women, beggars, prostitutes, devadasis, women, scheduled castes and scheduled tribes, Nomadic Tribes, Adivasis etc and problem children. The involvement of the society in their problems is playing important role as against the rehabilitation of these people. They are as follows;-

i. Delinquent Children:- The children who are below 18 years of age and commits undesirable and illegal acts are known as delinquents. The socially undesirable acts done by these children are follows:

i. Truancy:- stay away as a truant from school, home without prior permission of school or parents.

ii. Consume drugs or liquor, cigarette etc.

iii. Sexual offences.

iv. Theft, robbery, murder.

v. Cheating, destroying property.

These delinquents are not treated like an ordinary animal but are treated as child criminals and sent to the 'Remand Homes'. They are kept there, educated, engaged into constructive activities. After keen observation if they have improved their behaviour are handed over to their parents.

2. Destitutes:- These are mostly the orphans without parents or guardians. They generally subsist on begging and without proper homes. Mostly we find them on the railway platforms and other public places. They are deprived of food, clothes, shelter, education, health like fundamental needs. They are the children mostly of poor parents and illegitimate relations.

3. Victimised people:- These kinds of people are socially and economically exploited by the society and lacking the basic requirement. They are as below:-

i. Child labourers:- The children who have to take education and enjoy childhood are compelled to do menial work at restaurants, hotels, agriculture and mines etc.

ii. Bonded Labourers:- The landlords, industrialists or a village moneylender exploits the labours of these people just with an oral

agreement and forced to labour on agriculture, factories, mines for generations together. They are not given a monthly required salary or pension or any facilities according to a labour laws.

iii. Victims of rapes and deserted women:- These women are raped or gang-raped and sometime divorced and deserted by the husbands and in-laws. It is very difficult for them to live a life of dignity. They are victimized by the husbands and their in-laws, and thrown out of homes.

iv. Beggars:- Nowadays, the orphan children & elders, blinds are forcefully compelled to beg at the public places like railway stations etc. At the end of the day their begged collection is taken over by their leader but they are not looked after well.

v. Prostitutes, Devadasis:- Due to the male dominated Indian Society women are forced to engage into Devadasi and prostitute and they are sexually exploited. They are pushed into devadasi in the name of the God and exploited sexually, hence they have got the fatherless children.

vi. Women, Scheduled Castes (SCs), Scheduled Tribes (STs), Nomadic Tribes (NTs), Adivasis:- Caste discrimination is the typical feature of Indian Society. In the name of Rigvedic texts, other religious texts, Gods and Goddesses, certain section of the Indian society like women, SCs, STs, NTs, Adivasis are looked down upon by the so called upper castes or castes Hindus. These categories of people till today facing subordinate position in the society, faces deprivation, kept away from human privilages and are not allowed to enjoy their fundamental human rights. This is going on generations to generations and they are facing inequalities in social, religious, economic, cultural, educational fields for thousand of years.

4. Problem Children:- This kind of children are not able to make an adjustment with the existing environment. They are behaving unnatural at home, school, ground and public places. There may have many reasons for their behaviour.

4.3.4 Disabled and Services Available

The physically, mentally and socially disabled have many problems to face. We can not compare or treat equally the disabled people with the normal or able people. We have to follow up the government, NGOs, individuals, social organisations to introduce the programmes of rehabilitation and make the services available to them for their problems and difficulties.

A. Services and Welfare Measures for Physically Disabled

1. Services for the Blinds:-

i. Reservation in employments.

ii. National Institute for Visually Handicapped.
Dehrdun undertakes training in formal education, weaving, carpentry, candle making, mat making etc.

iii. National Association for the Blind (NAB), Mumbai sponsors scholarship for the education and training of the blinds. It also helps the other small scale organisations and controls them.

iv. National Association of Instructions of the Blinds (NAIB) conducts training for the teachers of the blinds and undertake orientation programs for them.

v. The blinds are taught in Braille and awarded graduate and post graduate degrees. The universities provide for them the assistant to write their examinations.

vi. They are given concessions in the railway, bus fares and reserved seats for them to travel well.

vii. The eye donation camps, eye diseases medical and surgery camps are organised but they should be localised.

2. Services for the deaf and dumb

i. Special schools are opened and grants are given easily to the schools for the Hearing impaired and dumbs.

ii. The teachers' training programmes are organised in teaching specially to the deafs & dumbs.

iii. All India Institute of Speech and Hearing and All India Federation of Deaf provide training to deaf & dumb children and people. They also provide Hearing instruments to such people.

iv. The government channels like Doordarshan, Prasar Bharati and also Radio broadcast certain programmes and News for the Hearing impaired.

v. Some NGOs organise camps for the treatment and distribute hearing instruments for the deafs free of cost.

3. Services for the Orthopaedically Disabled

i. The Artificial Limbs Manufacturing Corporation of India (Alimco) makes artificial hands, feet available for the crippled at the free of cost or at the minimal rate.

ii. National Institute of Prosthetic and Orthopaedic Training, provide training to the disabled how to use the artificial limbs and how to take care of them.

iii. National Institute for Orthopaedically Handicapped, supplies artificial limbs to the disabled and supervise the subordinate state level institutions. The Jaipur foot is very famous limb for the orthopaedically handicapped.

iv. The percentage of handicapped if more than 40% are given concessions in marks, reservation in employments and scholarships.

v. They are provided reservation of seats in public transports like buses, railways & the front entry is allowed to them in the buses.

vi. The handicapped are given loans at the concessional rates or given subsidies and recently the telephone booths and self-supporting professions like stalls etc.

vii. The organisations providing employments for the disabled are also given certain relaxations in conditions prescribed for them.

viii. Government of India have been conducting the National Public Polio Immunisation Programme.

B. Services for Mentally Disabled

i. Special schools are set up by Government & private NGOs for the Mentally disabled.

ii. The NGOs. are organizing counselling sessions for the parents of these kind of children for their care.

iii. The services and treatments are made available for such patients at the district level by the psychiatrists at free of cost or at minimal charges.

C. Services for Socially Disabled

i] Government have opened 'Remand Homes' for the delinquents, they are provided education and training, and they are observed with their behaviour by an expert according to child psychology. After an improvement they are handed over to their parents. Now it

is the need to increase the number of Remand homes to accommodate more delinquents to pay good quality of attention to their problems and solution for the same.

ii. There are some 'beggar's homes' and 'orphanages' for the destritus. But the numbers are not satisfactory, hence are to be increased.

iii. Government has passed anti-child labour acts where the hotels, restaurants, factories, garages are raided and children working there are rescued and rehabilitated.

iv. There are Acts against bonded labourers by which employers or landlords, could be strictly punished and the labourers could be compensated.

v. The victims of rape, divorced, deserted women are provided many facilities and rehabilitation is done by giving them vocational training for self-sufficiency. They are given loans at cheapest rates.

vi. The postitutes, Devadasis, bar girls are to be rehabilitated and the culprits are to be punished.

vii. The Government by the constitutional provisions have made 'Reservation' available for women, SCs, STs, NTs, OBCs in education, employments and in political power. Therefore, they have got equal opportunity and their representation is recognised.

4.3.5 Check your progress :-
1. What are the kinds of socially disabled?
2. Write on the services available for the blinds.
3. Enlist the services available for the socially disabled.

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4.4 SUMMARY

The above discussion about the problems of disabled in physically, mentally and socially, gives us an insight. These services and welfare measures if implemented properly with selfless, honesty, & with dedication can remove the problems of disabled satisfactorily. Instead of just having sympathetic attitude towards these people,

the society should aware about their duties and more pragmatically redress the difficulties of these people. There should be more individuals, NGOs, self-supporting groups, philonthrophist to come to the rescue of the problems of all these disabled. Government should follow the 'Directive Principles of the State Policy' with due care and respect the constitutional provisions with their true implementation.

4.5 QUESTIONS

1. Discuss the causes and treatment for the physically disabled.
2. What are the socially and mentally disabled? Suggest some welfare measures and services available to them.
3. Evaluate the rehabilitative services available for the people facing disparity due to disability.

Suggested Readings:-

1. Download website http://www.nationaltrust.org.in.

2. Download website http://www.ncpedp.org.

3. Download website http://www.socialjustice.nic.in

4. Download website http://www.nirtar.nic.in

5. Wadhwani M.R., Social Awareness and Personality Development, Chetana Publications, Mumbai, 2007.

6. Basantani K.T., Social Awareness and Personality Development, Sheth Publishers, Mumbai, 2007.

7. Kumar Vipan B., Social Awareness and Personality Development, Himalaya Publishing House, Mumbai, 2007.

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5

THE INDIAN CONSTITUTION AS UNIFYING FACTOR

Unit Structure:-
5.0. Objectives
5.1. Introduction
5.2. Making of Indian Constitution
5.3. Basic Features of Indian Constitution
5.4. Strengths of Indian Constitution
5.5. Fundamental Duties
5.6. Summary
5.7. Questions.

5.0 OBJECTIVES

1. To understand the process of Making of the Indian Constitution.

2. To study the basic features of our Constitution.

3. To know the strengths and fundamental duties of the Indian Citizen.

5.1 INTRODUCTION

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

5.2 MAKING OF INDIAN CONSTITUTION

We have the history available about the Constitutional developments in India. e.g. Morley Minto Reforms, 1909, Montegue

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

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

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

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

Members of Drafting Committee

1)	Dr. B.R. Ambedkar	-	Chairman
2)	Alladi Krishna Swami Ayyar	-	Member
3)	N. Gopalswami Ayyangar	-	Member
4)	Dr. K.M. Munshi	-	Member
5)	Sayyed Mohammad Sadulla	-	Member

6)   B.L. Mittar (replaced by N. Madhavrao)   -   Member

7)   D.P. Khaitan (reaplaced by T.T. Krishnamachari) - Member

All these members could not contribute towards the drafting of constitution and major responsibility came on the shoulders of Dr. B.R.Ambedkar. He was better recognized by the Constituent Assembly when Constitutional Assembly Debates were going on. At one of the occasion on 5th Nov. 1948, one of the member of Drafting Committee Mr. T.T. Krishnammachri presented his undoubted opinion in Constituent Assembly which have been recorded in the historical document Constituent Assembly Debates' He said-

"Mr.President Sir, I am one of those in the house who have listened to Dr. Ambedkar very carefully. I am aware of the amount of work and enthusiasm that he has brought to bear on the work of drafting this Constitution. At the same time, I do realize that the amount of attention that was necessary for the purpose of drafting a constitution, so important to us at this moment, has not been given to it by the Drafting Committee. The House is perhaps aware that of the seven members nominated by you, one had resigned from the House and was replaced. One died and was not replaced, one was away in America and his place was not filled up and another person was engaged in State affairs and there was void to that extent. One or two people were away from Delhi and perhaps reasons of health did not permit them to attend. So it happened ultimately that the burden of drafting this Constitution fell on Dr. Ambedkar and I have no doubt that we are grateful to him for having achieved this task in a manner which is undoubtedly commendable."

With Reference to above quotation Dr. B.R.Ambedkar is undoubtedly the Chief Architect of Indian Constitution which is based on Liberty, Equality and Fraternity originally lying in the philosophy of the Buddha.

5.2.1. Check your progress:-
1.   When was the first meeting of constituent assembly held?
2.   Who was the chairman of Drafting committee?
3.   How many articles in the beginning the constitution had?

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5.3 BASIC FEATURES OF INDIAN CONSTITUTION

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

5.3.1 Preamble :- The preamble of the Indian constitution is one of the historic promise given by the Indian populace to themselves. The preamble reflects the objective of the Constitution, in true sense of the term. The preamble says – (13 Dec, 1946),

"We the people of India, having solemnly resolved to constitute India into Sovereign, Democratic, Republic and to secure to all its citizens

JUSTICE : Social, Economic and Political;

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

EQUALITY : assuring the dignity of the individual and the unity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.''

According to the 42nd amendment of Constitution the words 'Socialist' and 'Secular' were added to the preamble like "We the people …… ….. constitute India into a Sovereign, Socialist, Secular, Democratic Republic and ensure……''

The Preamble gives us an information about the future type of our government. In the cases of constitutional conflicts, preamble throw the guiding light on the conflict to solve it. The preamble also promise the guarantee of Justice, equal opportunity and sovereign government free from outside control.

5.3.2. The Lengthiest Written Constitution in the World

When Indian Constitution was prepared, it had 395 articles 9 schedules and 12 parts. It is most detailed written document. The USA constitution has only 7 articles, the Australian constitution has 128 articles and the Constitution of Canada has 147 articles. Indian

Constitution gives the details of administrative machinery, execution, legislation and implementation details of the judiciary. The country like England has no written Constitution at all.

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

5.3.3 Popular Sovereignty

It is clearly stated in the preamble that India is not under any outside control. It is a sovereign nation under the people. The people will have right to elect their representatives to rule for themselves to the government. Hence, India has a democratic system of government. Any citizen who is above 18 years of age irrespective of religion, creed, caste, region, property, rich or poor, man or woman can execute adult franchise and have his represenive for his/her welfare. It is very of significant provision in the constitution that the person may be from dire poverty or from an Industrialist will have right to one vote and one vote will have one value. Therefore, popular sovereignly is very important feature of the Constitution of India.

5.3.4 Partly Rigid and Partly Flexible

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

5.3.5 Provision of Fundamental Rights

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

The Fundamental Rights are as follows:-

1) Right to Equality (equality before law for everyone).

2) Right to Liberty (includes freedoms).

i) Freedom of speech and expression;
ii) freedom of assembly;
iii) freedom of practice any profession or occupation ;
iv) freedom of union or professional organization;
v) freedom of staying anywhere in India;
vi) freedom of move anywhere in India;

3) Right to freedom of Religion.

4) Right against Exploitation.

5) Cultural and Educational Rights.

6) Right to Constitutional Remedies.

i) Habeas Corpus
ii) Mandamas
iii) Prohibition
iv) Co-Warranto and
v) Certiorari

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

* Article 23 prohibits forced labour.

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

5.3.6 Fundamental Duties

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

5.3.7 Federal System with Unitary Bias

The Constitution has its Supremacy over all the political governments. The powers have been divided among the various provinces and states between the Union Government It also provides for the single Citizenship. The Central and State governments must discharge their powers and duties according to their subjects of legislation and execution. The Constitution have divided the subjects into three lists i.e. Central list, State list and

concurrent list. Central list have 99 subjects, State list have 61 and Concurrent list 52 subjects as of now. It means that centre state can pass acts, make legislations only on the subjects listed in their list. So far subjects listed in the Concurrent list, both the Centre and State can make legislation on these subjects. But due to unitary biasness the legislation of Central government will be supreme over the state. It means we can experience the equal powershare between State and Federal government but regarding Emergency (due to Constitutional Breakdown) Central government can dissolve the State government may be with bias attitude.

5.3.8 Parliamentary Democracy

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

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

5.3.9 Directive Principles of the State Policy

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

5.3.10 Principle of Secularism

The word 'Secular' is adopted in the Preamble of the Constitution in 1976 by 42nd amendment. This means that state has no 'State Religion'. At the same time government will not favour anybody's religion and also not disfavor the religion of others. State will not interfere the religious affairs of the individual and will be neutral about it. Religioin is the private affairs. According to former

President of India R. Venkata Raman "India is not pro-religious, non-religious and anti-religious'' i.e. India in secular.

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

5.3.11. Single Citizenship

The American Constitution has given its citizens the 'Dual Citizenship', one for the country and other from the representing state. Contrary to this Indian constitution provides only Single Citizenship i.e. only for the country and not for the state. It is due to multiplicity of the nature of Indians society that states should not have loyalties only to their States. Therefore, any person can inhabit in any part of the country, take education, join profession or occupation. We also introduce ourselves as 'I am an Indian first.' Single citizenship bounds the Indians into oneness and unity.

5.3.12 The Independent Judiciary

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

5.3.13 The Judicial Review

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

5.3.14 End of Old Order & Rise of New Order

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

5.3.15 Adoption of Good Principles from others

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

Table No. 5.1 Certain Provision adopted from others

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

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

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5.4 STRENGTHS OF INDIAN CONSTITUTION

The Indian Constitution have many points and provisions of strength. Nonetheless, every article can be termed as the strength of the constitution. Some of the important points of strength are as follows;-

1. Preamble:- Preamble is the introductory part of the constitution. It is the mirror of the objectives of it. Preamble represents the Indian people and starts like 'We the people …..' It guarantees the Indian citizens liberty, equality, fraternity, socio-political-economic justice. It mentions that India is the democratic, socialistic, secular country and free out of any foreign control i.e. sovereign nation. Preamble also makes available the equality of opportunity to the Indian masses irrespective of caste, creed, religion, sex, language, region etc. Therefore, preamble is one of the strength of the constitution.

2. Administrative system / Legislation:- The constitution declares the adoption of parliamentary system of government which is bicameral. It did not follow presidential system of government of U.S. and kingship like England instead, parliamentary democracy. Therefore, the people have got the right to elect their own representations from among themselves to govern them with benevolent governance.

3. One Person – One Vote; One Vote-One Value

This is very strong from provision of our constitution that every person who is going to have the right to vote will have to discharge one vote only. At the same time the value of the one vote will be one only. Every citizen who have got the right to adult fanchise (18 years and above) that may be a common labour and one who is an industrialist will have to execute only one vote. The value of their vote also is same that is one. Why this is important because previously the right to vote was given on the basis of educational qualification, amount of wealth and only to man. Therefore, the provision of 'one person, one vote; one vote-one value' is the major strength of the constitution.

4. Provision of Fundamental Rights

Our Indian constitution have regarded that every human beings have certain born rights. 'To live and let live' as a fundamental right is one of the milestone in the lives of Indians. Because since centuries together certain part of Indian society was totally segregated from enjoying the human rights. Every person has got the rights to go in the court of law against the violation of fundamental rights and seek justice.

5. Single Citizenship:-

In a pluralistic Indian society in general and multi-regional in particular, the single citizenship of the country only and not of the state again is important plus point of our constitution. Otherwise every state will have their own narrow loyalties and the Citizen only will abide by the state and defy the loyalty to the nation. Hence for unity of the nation this is also one of the important strength of the constitution.

6. Guiding Principles:-

Due to legal instructions to the central and state government about the administrative policy, the people could get good governance. Though one can not go in the courts against the violation of the Directive Principles, the state governments are themselves supposed to follow those instructions to get them to the power in the next tenure. Therefore, the governments at State and Union have to be benevolent to their subject.

7. Supremacy of the Constitution

Regarding any legal dispute, contemporary problems the government is advised to study constitution. Whatever the provisions of the constitution are to be re-interpreted, reviewed by the Supreme Court as its custodian. There is no supremacy over the subject of any King, or President or Prime Minister and vice versa.

8. Powerful Union Government :-

In the case of External Threat (war) and the national and state level constitutional break down, the centre has got the right to dissolve the government Even fundamental Rights are also frozen by the union government in the pretext of national emergency. The rule, regulation, act or resolution of the central government is supreme to the state government. It is the strength of the constitution because the states (28 states) may have their personal biasness against each other and against the central government can create chaotic conditions and there could be anarchy-like situation.

9. Flexibility and Rigidity:-

The Constitution has provided for itself to amend the articles according to the existing and future socio-eco-political conditions and make changes, and certain provisions or even make deletions. At the same time basic structure of the Constitution based on Equality, liberty, fraternity, justice can not be altered in any case. Otherwise there could be the rule of despotism.

10. Secular Nation

The Constitution have provided and specified that there is no state religion and India is a secular country. It is not pro-religious, non-religious and anti-religious. It mean there will be no place for any religion while executing the law and the law will not oppose any religion for the sake of other religion. In India like multi-religious country this principle of secularism becomes one of the strength of the Indian constitution.

5.5 FUNDAMENTAL DUTIES

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

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

1. to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

2. to cherish and follow the noble ideals which inspired our national struggle for freedom;

3. to uphold and protect the sovereignty, unity and integrity of India;

4. to defend the country and render national service when called upon to do so;

5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;

6. to value and preserve the rich heritage of our composite culture;

7. to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

8. to develop the scientific temper, humanism and the spirit of inquiry and reform;

9. to safeguard public property and to abjure violence;

10. to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

11. who is a parent or guardian, to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years. (This was provided in 2002 by the 86th Constitutional Amendment Act with reference to article 45).

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

5.5.1. Criticism on fundamental duties

i. Some criticise that provision of fundamental duties are found only in dictatorial or despotic types of governments and not in the democratic types of governments (exception of Itay and Japan).

ii. It is also criticised as impossible and quite difficult to follow these duties in real life e.g. develop scientific temper, humanism, spirit of inquiry and reform. The critiques questions, ''Can it be possible for an individual to constantly strive for these duties?''

iii. Some experts have objected to the repetition and revision of the acts as the fundamental duties e.g. to rename practice derogatary to the dignity of women which was the act passed in 1956 and Wild Life Protection Act, 1972 are the repetition in fundamental duties.

iv. Some scholars have criticised that one can not seek legal help or executive body can not take action against the violation of the fundamental duties such as 'to preserve the rich heritage of composite culture' or 'to develop the scientific temper, humanism and the spirit of inquiry & reform', it is quite impossible to take legal action against such person or group of people.

5.5.2. Advocates of fundamental duties

i. Some constitutional experts asserts that the Fundamental Rights and Duties are two sides of the same coin. The Fundamental Rights are meaningless without Fundamental Duties. Rights without duties means situation of anarchy and duties without rights means slavery. Therefore, duties should be the integral part of the constitution.

ii. Some says that duties are the guiding principles of the civilized society. Hence, they can follow them and become an ideal citizen.

iii. According to few experts, duties encourage the emotional integrity among its citizens and creates discipline, law and order as well as good political awareness.

iv. Many of the scholars have put their views that fundamental duties are auxiliary to the judiciary in case of violation of fundamental rights when courts are to dispense justice.

Despite above mentioned facts and opinions of various experts, fundamental duties are very important provision for an individual awareness and for the welfare of the nation in total.

5.5.3 Check your progress :-
1. List out the strengths or Indian constitution.
2. State any five fundamental duties of Indian Citizen.

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5.6. SUMMARY

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

5.7 QUESTIONS

1. Describe the process of making of Indian constitution.
2. Review the basic features of our constitution.
3. What are the strengths of the constitution of India?
4. Elaborate the fundamental duties of Indian Citizen?

Suggested Readings.
1. Dr. Ambedkar B. R., Writing and Speeches, Vol. 13 (A), Government of Maharashtra, Mumbai.

2. Constitutional Assembly Debates, Government of India Secretariat, New Delhi.

3. Jain M.P., Outlines of Indian Legal History, Wadhwa and Co., Nagpur.

4. Jois R. M. Ram, Legal and Constitutional History of India.

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6

NATIONAL INTEGRATION

Unit Structure:-

6.0 OBJECTIVES

1. To understand National Integration as a concept.
2. To know the tolerance as crucial for maintaining National unity.
3. To study the role of youth in promoting the communal harmony.

6.1 INTRODUCTION

National Integration is the major task before the political, social, cultural, religious, economic bodies in India. It is the prime duty of Indian citizen to strive for national unity and integration as India is the multi-religious, multi-cultural, multi-linguistic, multi-regional country. Due to this multiplicity, it has become primary cause to promote national unity, integration and maintain communal harmony. No citizen from any religion or community wants to face communal tensions, terrorist activities, disruptive activities. Every human being love peace and harmony. Therefore, the promotion of National Integration is necessary in the country like India.

6.2 MEANING

National Integration is a multi-faceted concept. some may call it as feeling of Nationalism, national oneness. It is not a physical concept but it comes from the mind and emotions hence, it is psychological concept. It is dealt with national unity, national solidarity and national-social cohesion. It is not a sudden change among the

citizens of any country but it a process. When one think of his own nation, when one has proud about the geographical and historical, cultural heritage then the person may feel proud and honour for his own country. National Integration can not be defined into one word or a sentence. It is also the feeling of patriotism and loyalty to one's own nation. The people in such a society or country are having cooperation, tolerance with each other which is important for national integration.

6.3 THE VALUE OF TOLERANCE CRUCIAL FOR NATIONAL INTEGRATION

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

6.3.1 Importance of Tolerance

i.   Tolerance is necessary value to understand the nature (human nature) of the individual.

ii.   Tolerance lead the person to behave in the society with compromise and adjustment.

iii. Tolerance can stop quarrels and conflicts among the people and establish peace.

iv.   The composite society like India, it is the prime requirement to strive for harmonious relationships and hence, only tolerance can maintain it.

v.   Tolerance helps the democratic society to flower and flourish.

vi.   It also inculcates liberal thinking in the person about the differences of opinion.

vii. Person can have respect for other's viewpoints though they are opposing to his own beliefs.

viii. If we want India to prosper economically and become World power, tolerance is the important value to be attained.

ix. Tolerance can establish equality between human beings and allow to enforce Constitutional Provisions.

x. Tolerance can help reduce the inter-group conflicts like Communalism, Casteism, Linguism and Regionalism and lay communal harmony as possible goal of the Indian Constitution.

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

6.3.2 Importance of National Integration:-

Besides, there should be 'Emotional Integration' of the people. In India castes, religions, regions, languages, are in multiple numbers and hence, the emotional integration must be maintained. Then India can have the future with progress and prosperity. We as the Indians should have feeling of oneness, brotherhood, sisterhood, co-operation etc. among ourselves. Otherwise, the country may face division and shackles in small numbers. The energy will be exhausted for controlling destructive activities instead of constructive.

In another way, the 'Political Majority' is ruling our country. From rural politics in Grampanchayat upto Parliamentary politics the power is enjoyed by the majority. Therefore, to promote national integration the voters should decide what ideology they empower to rule themselves through ballot boxes. They should not see that which religion or caste the candidate belong and should execute their franchise only in favour of those whose ideology suits our Indian unity and national integration. Hence, even for political democracy national integration must be thought of.

6.3.3 Check your progress :-
1. What is the meaning of National Integration?
2. How tolerance is helpful for promoting national integration?
3. Brief the importance of national integration.

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6.4 MINORITY CLASSES AND CONSTITUTION

Many times we come to know that globally, the majority community always try to dominate the minority communities in their countries. They do not want to share their power with them. But in India, the contribution made by the minority in the development of our country has been well recognised and also to give them protection certain provisions have been made in the constitution. This has been done to maintain national unity, integration, patriotism etc. These provisions are as follows:-

1. Representation of Anglo-Indians:- This is the minority from English speaking and decided to stay in India even after British had gone. Therefore, they have got representation of two seats in the Loksabha which are nomited by the President and provided in the articles Nos. 331, 333 and 134. At the same time, Governor of the State can nominate one person from this community on State Assembly. It is now amended that these provisions would be extended upto 2015.

2. Religious Freedom;- According to article nos. 25-28 every Indian citizen have been given religious freedom. Therefore, anybody from any religion can follow any religion, follow any beliefs and practices of worship of any God and Goddess.

3. Linguistic and Cultural Rights:-The Indian Constitution protects the minorities (Article No. 29-65) to preserve and prosper their own language, script and culture. Therefore, the religious minorities, linguistic minorities can establish their cultural and educational institutions and spread their culture. They can reserve 50% seats in educational institutions and even appoint the teachers from their own community. This is only that they should be treated with equality like all other citizens.

4. Admission in all educational Institutions:- Article 29 (2) of the constitution lays that any institution in India can not deny admission to the student on the basis of his/her religion or on the basis of minority religion.

5. Right to set up institution:- Article 30 (2) of the constitution provides that any state govt. can not deny approval or grant-in-aid to any minority institution. Therefore, these minorities can set up their own institution equally with the majority. Therefore, we find the minority institutions of Christians, Muslims, Buddhists, Gujarati, South Indians, Rajasthani, Parsis etc and they flower & flourish in India with fearless spirit.

6. Equality in Public Employments:- The article 16 (2) of the constitution says, the state can not deny employments on the basis of religion, caste, creed, sex, language, region. Though the person from minority, he will be treated equally regarding public emplooyments.

7. Freedom of Medium of Instruction:- As per the article no. 350 (A), the children (minority) from the respective state should be given right to choose their medium of instruction according to the availability. Even President can issue order to the respective state.

8. Appointment of a Special Officer:- The president can make an appointment of an officer on special duty (Article 350 (B) to look after the benefits of protection, preservation of their culture or to solve their problems due to being minority community.

One can understand that the architects of the constitution, studied the dormant communalism, casteism, linguism and regionalism as conflicts and their future consequences and problems for the minorities. The minority communities must feel that they are the inseparable parts of this country of India and they are Indians, therefore, our constitution have provided every right to them regarding preservation and prosperity of their culture, their language, their education etc. It is only keeping in mind 'unity in diversity'.

6.5 PRE-REQUISITES OF NATIONAL INTEGRATION

We have already studied what the constitutional provisions are made to promote national integration in pluralistic Indian Society. Apart from that we must also know the pre-requisites of National Integration which are as below.

1. The people must understand the cultural, religious, ethnic, linguistic, regional multiplicity, their divergent traditions and customs, practices, their various costumes etc.

2. There should be deeper emotional bandage or emotional unity among all the citizens.

3. The feeling of nationalism to be inculcated among the citizens irrespective of their religion, caste, race, region, language etc.

4. Everybody should keep aside the sectional interests and work towards national interest. The feeling of 'Indian first and the Indian last' expressed by Dr. B. R. Ambedkar is very essential for the promotion of National Integration.

5. The respect for our Constitution, National Tricolour, National Emblem, and National Anthem must be inculcated right from the childhood.

6. We should know our history where due to the sedition we were ruled by Muslims and the British. Thus history can give us lesson and we would not be falling prey to any personal or sectional interest. This is very important for the promotion of National integration.

7. We should have our faith in democracy and not on dictatorship where Hitler like despot had persecuted lakhs of minority Jews. This kind of (narrow type) feelings and practices must be nipped in the bud.

8. We should have to preserve our heritage past may be belonging to any community and propogate them as Indian identity e.g. Taj Mahal, Meenakshi temple, Golden temple, British heritage etc.

6.6 OBSTACLES TO NATIONAL INTEGRATION

Though we have some pre requisites of National Integration, there are some obstacles or hindrances coming in the way of promoting National Integration.

1. Communalism:- The people like communalist, communal political, socio-cultural organisation are the more threats to the National Integration. They sow seeds of division among the people from various communities. The Hindus may fuel the feelings against Muslims and Muslims may declare 'Jihad' against the infidels (non-Muslims). Therefore, only respect for our own community and disrespect for other's community is the poisonous weapon in the process of National Integration.

2. Casteism:- Casteism also prevents the promotion of National Integration. There are thousands of castes and sub-castes in India. There structure and beliefs differ from each other. One caste also have many sub-castes. The people boast of their own caste as superior and criticise other's caste as inferior and looks down upon the members of other castes. The feeling of lower and upper castes is still prevailing in Indian society and the culprits, they (casteist) exploit the emotions of the people and fuels the public inter-caste riots.

3. Linguism:- The multiple language speaking people also have differences of opinion and there could be again linguistic riots. e.g. In 1967 there were linguistic riots as anti-Hindi and anti-English riots. They also prevent the growth of National Integration.

4. Regionalism:- Since India has 28 States & 7 Union Territories. There are conflicts of 'Regionalism'. Due to disparities among these states, the people of one region fights with other for river water disputes, for border issues or due to industrial, economic backwardness. It may result into separatist tendencies and the people at certain region may partition from the Indian territory which can not promote National Integration and instead create obstacles to it.

5. Economic disparities:- There are disparities among the people of various areas regarding per capita income, per capita consumption, Industrial progress, development of infra-structure, rate of urbanisation, production of agriculture, electricity consumption, rate of employment generation etc. The less developed areas goes against the developed one and developed one areas call these as poor and looking them as backward. Therefore, the divisive forces gets an opportunity to spoil the national unity and integration.

6. The anti-social elements:- There are anti-social elements working in a society which distract the attention of the people from constructive activities to the destructive activities. Mostly we find that the terrorism, gangsterism even smuggling and Narcotics divert the people from patriotism, nationalism and national unity and integration.

7. Lack of Patriotism:- The people who do not know the meaning of patriotism in the true sense of the term can become the hindrance to the promotion of national integration. They may be treachorous sometime and sell the top secrets of the nation.

8. Universal Corruption;- Due to corruption one may purchase the feelings of the people for money and lead to engage into disruption. This corrupt practices exploits the economy and cultivate differences among the masses. They used to distribute the money among the voters and disturb the law and order situation and even help in spoiling the communal harmony. Corruption has spread to every nook and corner of India. The cases have came to light that riots (communal) are taken place by paying money to the rioters.

9. Communalist and Communal Political Parties:- Todays, politics is a caste-based, community based politics. These communalists and political communal parties are exploiting the people's emotions and explode them to fight among themselves and ruin the national property. This disturbs the National Integration.

10. Role of Minority and Majority:- Sometimes role played by the minority that even lived in India, they show their loyalty to their

original country & not for where they born and brought up and still are there. eg. Muslims may show their loyalty to Pakistan. Such is the case with Majority which always discriminates minorities and show their allegiance to their own fellow religion people only. This becomes one of the obstacle to National Integration.

6.6.1 Check your progress :-
1. What are the provisions for minorities in Indian constitution?
2. Enumerate the pre-requisites of national integration.
3. State some obstacles in the way of national integration.

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6.7 PROMOTION OF NATIONAL INTEGRATION

Our great leaders like Mahatma Gandhi, Pt. Jawaharlal Nehru, Dr. Babasaheb Ambedkar, Sardar Vallabh Bhai Patel etc. have contributed in the promotion of National Integration. They tried to keep away the divisive forms and communal tendencies from the national unity.

6.7.1 The National Integration Conference:-

In the year 1961 from 28th September to 1st October Pt. Jawaharlal Nehru (Prime Minister) convened the National Integration Conference. Various experts from education, science, industry were invited. In a four day discussion the dignitories pointed at the conflicts of communalism, casteism, regionalism, linguism and narrow-mindedness which is responsible for the demotion of National Integration.

The conference highlighted the fears and apprehensions of some minority groups. It also decided to launch the campaign to cultivate faith in the universal principle of civilized society to settle disputes by peaceful means and abstain from resorting to physical violence and destruction of the property.

The conference talked of Hindi and English language to be the inter-state and language of international communication respectively. It also spoke of the Code of conduct in respect of political parties, the press, students and the general public.

6.7.2 National Integration Council:- This was the body conceived by National Integration Conference. Hence National Integration Council held 13 meetings till 1992. After that it was met only in 2005. It discussed communal harmony in Jammu and Kashmir and Punjab, Babri Masque dispute, regionalism, communalism etc.

6.7.3. National Integration Committee:- It set up under Indira Gandhi and the aims of it were as follows:-

1. Promoting National outlook in education and other fields.
2. Creating opportunities for minorities in economic and political field.
3. Maintaining National Security.

6.7.4 State Chief Minister's Conference, 1992 : It was called only to decide on Emotional integration. Some of the decisions were taken by these conference are as follows:

i. Linguistic minorities may have education in their own mother-tongue.

ii. Use of English at the secondary level.

iii. There should be the Zonal councils established.

iv. The districts offices can use their official language which is the language of the locals.

v. Follow up of the meetings of Chief Ministers after some span of time.

6.7.5 Media and National Integration:-

The print and electronic media may present the programmes to promote National Integration. e.g. News papers, magazines, books, pamphlets, charts, advertisements, Radio, Television, Internet may promote National Integration.

6.8 ROLE OF YOUTH IN PROMOTING COMMUNAL HARMONY

In the country (pluralistic) like India there are many problems the society has to face. Therefore, we have to maintain national unity, National integration and geographical totality. In this sense the contribution of the youth is very important. The today's youth is very much familarised with the present day World. Whenever there are conflicts, communal, casteist, linguistic riots, the youth of India has always been the fore runner. This power of youth can shape the future of them and of their nation. They can create and follow their own ideals. They could abolish the things from their religion which

doesn't suit to the present conditions. They know the meaning of 'Globalization'. They have got the quest for knowledge and this quest creativity is their power to promote national integration and communal harmony.

The youth can play their role in following way to promote communal harmony in the pluralistic Indian Society.

1. Study of all religions by youth:- The youth are being future generation to administer the country must study the principal philosophy of all the religions in India. They should promote respect for all the religions including their own religion.

2. Promotion of Brotherhood & friendliness:- The youth of India could promote the feeling of brotherhood, sisterhood and friendliness among all the Indians. These youth are taking education together at the colleges and universities and study all the religions. They are more prone to decision making regarding the feeling of nationhood. Therefore, they can form their own groups and extend their co-operation to the riot affected areas and bring the situation to the harmony.

3. Emotional Exploitation and Role of Youth:- Not to fall prey to the casteist feeling is also the role youth can play. This class of youth should not fall prey to any economic, religious, political, casteist, communalist, regionalist etc. emotional temptations and think of the right and wrong. Many times the separatist tendencies appeal the youth, with, 'Garva Se Kaho Ham Hindu Hain' or 'Islam Khatare Mein Hain' etc. like emotional and sentinental challenge. But it is the duty of the youth not to pay attention towards such activities and abstain from destruction. Instead, to protect the human being and humanity is our duty which the yuva shakti should behave.

4. Promote Inter-Caste, Inter-religious and inter-state marriages:- To promote the communal harmony among all the Indians, the yuvashakti can contribute towards the promotion of marriages among different castes, religions and also one state to another states. This concept will help the people of India unite and promote National Integration. When it would come to know that there are our relatives in other caste, religion and other states then the concept of rioting and destruction would be discarded and this class of youth would be diverted to promote the communal harmony. Even they would be knowing about each other's religions, practices, traditions, customs and regional festivals.

5. Organisations of youth to be set up:- There could be smaller groups, organisations and mandals among youths. The members would be from among all communities and their energy would be

channelised for the constructive works. These ogranisations could awaken the people about the patriotism, unity, nationalism and thus bring about communal harmony among Indian citizens. These youth also can present street play, drammas, folk songs, folk dances with the theme to promote communal harmony and also encourage the tolerance for all cultures in India.

6. Exposure of Casteist and Communalist Tendencies:- It is contribution youth of India can make that they have to expose the casteist and communalist leaders and their political parties, their separatist ideology and their selfish motives before the public. Actually, these casteist and communalist leaders and institutions exploits the energy of young men and women for their personal motives. These youth are imprisoned due to involvement in the riots and destruction and their future career always thrown in dark. Instead, these youth should expose these true culprits behind these activities and get them imprisoned and their organisations banned immediately. The development of the nation is our development and our's is the nations's, this feeling should be inculcated.

7. Natural Calamities & role of youth:- Many times, during natural calamities in India like Earthquake, Tsunami, floods in Mumbai Cyclones in Orissa and so on, youth have helped the people affected in their helplessness. The Muslim families during the floods in Mumbai on 26th July, 2005, sheltered Hindu families and it was reciprocated the same by Hindu families for the Muslims. This young generation rescued many people from the floods even did not bother of their own safety and life irrespective of any communal feelings. They can go to help for the affected people in the natural and national calamities and show the lesson to study that youth can do anything for the nation and maintain communal harmony.

8. Exchange of ideas:- The youth from various states can exchange the religious, cultural, scientific ideas and share each others experiences and get benefited by them. Here they can cultivate peace through rallies, meetings, discussions, etc. If there are certain misunderstandings or ill-feelings and contraversial issues, they would be sorted out by mutual understanding and by peaceful ways. They can have camps organised and instill the feelings of oneness,national development, harmonious relationship, respect for each other's religions, languages, regions etc.

9. Orientation about human values:- The youth can revise the cultivation of basic human values like co-operation, tolerance, patriotism, generosity, truth, Justice, excellence etc. and share their ideas with the society. The concept of secularism must be oriented and their all-pervading attitude to be developed. They should be convinced that 'diversities' are the integral part of Indian Society and one must adopt and used to be for it. The nationalistic and

humanistic ideas to be exchanged among the youth from among whole of India.

10. Role of youth and Media:- With the help of media youth groups can organise seminars, conferences, workshops on the theme of communal harmony. Media should not broadcast the news and views which are harmful to the communal harmony. Instead, various channels can telecast the programmes and functions of youths from multiple castes, communities, regions, languages, cultures, costumes, traditions. They would be sharing the ideas and experiences with each other. The media can telecast cultural programmes of youth which will promote communal harmony.

The above discussion on the youth and their role of bringing about communal harmony is very significant. Because if this section of population does not support communalism or like tendencies then no such tendency could be successful in any way instead it will promote peace, harmony, justice, equality, fraternity among the people of Indian Society.

6.8.1 Check your progress :-
1.   Comment on State Chief Minister's Conference, 1992.
2.   How inter-caste, inter-religious and inter-state marriages will help to promote the national integration?
3.   What is the role played by youth in promoting national integeation?

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6.9 SUMMARY

In a pluralistic Indian Society, unity and integration among the people of India plays very significant role. It is the only constitution that controls the harmony and peace if it is implemented properly. Besides, tolerance like universal values are also important to be cultivated and the promotion of national integration to be materialized. We have to remove whatever the obstacles which prevent the integration and follow some pre-requisition, sometimes with the help of youth and media we should try our levels best to promote national integration.

6.10 QUESTIONS

1. Discuss the pre-requisites to national integration.
2. Explain the role of tolerance and constitution in promoting national integration in India.
3. What are various obstacles to the national integration? Narrate.
4. Examine the role of youth in promoting the national integation.

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7

SUBSTANCE ABUSE – SMOKING AND ALCOHOLISM

Unit Structure:-
7.0. Objectives
7.1. Introduction
7.2. Meaning Of Substance Abuse
7.3. Tobacco Smoking/Chewing
7.4. Alcohol Addiction
7.5. Growing Social Problems And Role Of NGOs
7.6. Summary
7.7. Questions

7.0 OBJECTIVES

1. To know about smoking and its ill-effects.
2. To study the problem of Alcoholism and its consequence on human and society.
3. To understand the causes of Alcoholism and the Preventive & Curative measures for it.
4. To examine the role played by various NGOs in tackling the various social problems.

7.1 INTRODUCTION

The Indian Society faces many social problem like Smoking, Alcoholism, Drug addiction, HIV and AIDS, problems of Senior Citizens and Child Labour. We have to look into the understanding these problems by studying their causes, their consequences. We must know the measures taken by Government to solve them as well the role played by NGOs (Non-Government Organisations) and also have to make certain suggestions to sort them out. In this unit we will be dealing with Substance Abuse i.e. Smoking of tobacco, Alcoholism and Drug Addiction. In today's modern societies science has brought tremendous progress in the lives of the people. The standard of living of the people is improving day by day. Their purchasing power or per capita consumption also have been risen. But at the same time the people have got various types of abuses. Substance abuse is very dangerous among all these abuses. People have addicted to smoking which gives them many kinds of diseases. They also engage into excessive alcoholism and time comes that this alcohol starts them drinking. It is also same with

drug addiction which result into withdrawal symptoms of many kinds.

7.2 MEANING OF SUBSTANCE ABUSE

In this syllabus, the word substance abuse is used for the addiction to tobacco smoking, alcohol and drugs. But 'Behavioural Science' use different terms for substance abuse and make distinction between them:-

i. Substance Use:- This means intake of psychoactive substance like tobacco, alcohol, drugs etc. in moderate proportion. In this kind of substance use person is able to quit anytime from this use of the substances and under control.

ii. Substance Intoxication:- According to this term the use of substances like tobacco, alcohol & drugs exceeds to the moderate proportion and refers to the psychological reaction. Though body of the person is able to bear them, in long time it proves fatal for the person.

iii. Substance Abuse:- This leads the person to cross the level of intoxication. The person can be facing the physical, psychological, social, economical, occupational problem beyond control due to the substance abuse. He may be impaired by physical and mental abilities.

iv. Substance Dependence:- In this kind of abuse of substances, the body depends on the substances consumed by the person. Here the addict become the patient physically and mentally. He has to face the withdrawal symptoms. For the relaxation the person can either commit suicide and murder, even engage in theft, robbery, loot & plunder.

7.3 TOBACCO SMOKING/CHEWING

In a substance abuse the person can engage into one of the addiction to smoking tobacco. It is used by many age groups. Tobacco can be consumed by smoking through Beedies, Cigarettes, Hookahs, Chillum etc. It also can be consumed by chewing with Pan Masala, pan betel, Mawa, Gutkha. It also sometimes snuffed by some addicts. Thus in India and in the world there are millions of people addicted to tobacco consumption by smoking or by chewing.

There is Nicotine in the tobacco. It is a stimulant and functions of central nervous system are accelerated due to Nicotine. In a villages the teeth are cleaned with tobacco mishri and people

consume it in a mouth. There are tobacco toothpastes also made from it.

7.3.1 Causes of Tobacco Smoking/Chewing

There are many causes why the person consume tobacco (Nicotine) which makes him addict to this habit.

i. Tobacco is consumed for the sake of the company of friends' circle to satisfy them & show loyalty.

ii. Many people consume tobacco as a matter of fashion which in modern terms has became an integral style of the young generation.

iii. If the parents are smokers and chewing the tobacco before their children, it result into that the children also may go for it.

iv. It is the wrong notion that tobacco can give relief from some pains or it can minimise certain pain. Hence people intake tobacco through smoking and chewing and become its addict.

v. Some smokers and chewers they believe that if we wanted to seek relief from certain physical or mental ailments we should consume tobacco. But it doesn't happen so and it is purely misbelief.

vi. Mostly college going youth (boys & girls) also consume tobacco by smoking so that they wanted to appear more grown up amongst.

vii. They wanted to feel relieved from the sense of inadequacy and loneliness.

viii. To enjoy proper (higher) social status in the company of their friends these youth do smoking.

ix. They wanted to demonstrate that they have indeed become what they regard as "men and women of the World."

x. According to Dr. Koskowaski, "In the late 19th century the "new woman often smoken in order to demonstrate her emancipation and to emphasize her equality with men."

xi. "The champions and devotees of smoking glorify the habit of smoking tobacco on the ground that it has a 'mysterious influence on the activity of the mind, is responsible for the poets' inspiration, the formation of political talents and the creation of new ideas; achievements of discoveries and great enterprise."

xii. It is a wrong belief among highly educated and high officials that as they smoke they can get solution to the problems with novel ideas.

7.3.2 Evil Effects (Disadvantages) of Tobacco

There are physical, social, economical and psychological evil effects of tobacco smoking/chewing.

7.3.2.1 Effects on Physical Health
i. Many kinds of cancers:- Oral cancer is the main disease due to tobacco consumption. It also affects lungs, phyrynx, larynx, stomach, urinary bladder, gall bladder, penis etc. The cancers are known as mouth cancers , kidney cancers, stomach cancers, cancer of cheek, throat cancers etc. The largest deaths are taken in the World due to cancers from tobacco nicotine. The cancers due to tobacco has also affected women along with men too.

ii. Lung diseases:- Due to tobacco consumption, the many lung related diseases such as tuberculosis (T.B.) of lungs, respiratory disorders, reduction in the functions of the lungs etc.

iii. Neurotic Problems:- Tobacco consumption also dangerous for cerebral haemorrhage. The cognitive abilities are also affected with the destruction of brain cells.

iv. Smoking/Chewing tobacco also result into blindness and affects the loss of taste and smell.

v. It is also dangerous for heart. It develops the risk of Coronory. Heart problems in male and female. The smoking creates cardio-vascular problems and also increase the risk of diabetes, pneumonia etc.

vi. Smoking/Chewing of tobacco also leads to impotency in man and sterility in women.

vii. Lip and tongue cancers are possible evil effects of tobacco nicotine.

viii. Indigestion like stomach diseases are the evil effects of tobacco.

ix. The person may feel nervousness and irritability due to excessive use of tobacco.

x. Blood circulatory problems may arise due to consumption of tobacco.

xi. Premature death of the tobacco addict.

xii. It very badly affects the other person in contact with smoker.

7.3.2.2 Economic Evil Effects

The people are spending lots of money on the purchase of tobacco, cigarettes, beedis, Hookahs, Gutkhas, mawas etc. It affects economically as:-

i. Loss of money to purchase tobacco substances.

ii. Loss of work and efforts which had to be utilized for constructive works.

iii. Loss of time which the smokers devote for tobacco smoking, chewing, sniffing etc.

iv. Loss of foreign exchange where we have to import cigarettes and tobacco substances.

7.3.2.3 Social Evil Effects

Tobacco consumption by smoking, chewing or sniffing is an expensive luxury. Many people, do not like to came into contact with the smoker as the risk of disease to the normal is four times than the original. The person may get into other evil habits along with smoking like gambling, drinking and undesirable social contacts. Hence, the dignity, personal respect can be lost in a society due to such habits.

7.3.3 Remedial Measures for Tobacco Abuse

1. Remove Nicotine from the tobacco leaves so that it can't affect the smoker.

2. There should be strict restrictions on the excessive use of tobacco.

3. There should be certain drugs substitute for tobacco, where person feels like tobacco but originally it is absent from it.

4. Dr. Ochsner's Prescription to Quit Smoking : According to Dr. Ochsner if the smoker undergoes following important instructions and guidelines he definitely can quit from smoking.

i. Immediately stop smoking as the thought of quitting smoking enters into mind.

ii. You have to search for the reason behind why you started smoking.

iii. You have to ask the question to yourself whether smoking really gives some benefits?

iv. Before becoming an addict you have to think about all the evil effect of the tobacco
consumption.

v. Throw away all paraphernalia of smoking immediately.

vi. You should go on informing your friends and relatives that you have gave up smoking on the advice of your physician (doctor).

vii. Give up or avoid the company of the chain-smokers.

viii. Let's decide that first two days you won't be smoking and then resolve to increase by four day, week, fortnight and vice versa.

ix. You have to adopt substitute habits to minimise the craving for tobacco such as drink a glass of water, eat an apple or any fruit you like etc.

x. Keep informed your friends that there are lots of benefits of giving up smoking.

5. There should be restrictions on the Cigarette industry.

6. There should be public awareness about its effects of smoking tobacco.

7. Legislative measures:-

i. Cigarettes and other Tobacco products (Prohibition of advertisement and regulation of trade & commerce, production, supply and distribution) Act 2003. This act is passed by our Government of India. The violation of this act is punishable e.g. smoking at public places, the sale of tobacco to minors etc.

ii. Government should create smoke free zones.

iii. Government should not justify the financial benefit realised from tobacco trade but it should think of the benefits of its future generations.

7.3.4. Check your progress :-
1.   Define 'Substance Abuse.'
2.   Enumerate the causes of tobacco smoking.
3.   What are the physical evil effects of tobacco smoking?

4.   Write on dr. Oscher's Presiptions to quit smoking.

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7.4 ALCOHOL ADDICTION

7.4.1 Meaning:-

Alcohol is a intoxicating substance. It is known as Ethyl Alcohol i.e. C_2H_5OH. The consumption of Alcohol changes the person physically and psychologically. Alcohol is a depressant drug which affects our central nervous system.
Etymoligically, the word 'alcohol' is derived from the Arabic word 'al kuhul' which means "Finally Divided Spirit". Thus alcohol which gives the different experience to the person.

Alcoholism:-

According to Keller and Effron, "Alcoholism is a chronic illness".

* It can be defined as disorder of behaviour.
* Robert Straus defines alcoholism as "the use of alcoholic beverages to the extent that it repeatedly exceeds customary dietary use or ordinary compliance with the social drinking of the community and interferes with the drinker's health, interpersonal relations, or economic functioning."

7.4.2 Types of alcohol:-
Alcohol can be consumed in many forms such as beer, vodka, toddy, whisky, rum, wine, brandy, gin, even it is made at the villages which is popularly known as country liquor.
There are moderate type of drinker and hard type of drinker.

7.4.3 Causes of Alcoholism:-

There are many factor and forces responsible for the alcoholism as below:-

1. Social Inadequacy:-

According to Elliot and Merill, "Quarrels between friends and lovers, breaches of conjugal faith, disappointment in love may all reduce

the individual to extreme melancholy." When the person is not trusted or is deceived by others can give himself to alcoholism.

2. Occupational Exhaustion:-

The people working (labourers) in factories and industries may be under fatigue due to engaged into the same occupation year by year. They have belief that one can loose fatigue or tiredness after consuming alcohol.

3. Ignorance and False Notions About Alcohol:-

Sometimes people are unknown to evil effects of alcohol on person and society. They have also some false notions such as alcohol supplies added strength, vigour and vitality and makes the person feel physically fit for more energy.

4. It is a Fashion in Modern High Society:-

Nowadays it has become a fashion for the people (male & female) living in high society. Otherwise they are called as backward. Therefore, to be called as modern and fashionable people consume alcohol.

5. Companionship and Fun:-

It is the fact that the people who are drinking have more friends and relations and they for the sake of companionship and enjoyment (fun) become alcoholics.

6. Drinking and Business Considerations:-

When there is some business deals to take place, to have good prospects in business, even to enhance business activities the business big shots organise wet parties where drinks are the compulsory item and distributed among the members of the business circle lavishly. If drinks are not served in the parties, then the host is taunted critically by the guests.

7. Growing Industrialization & Urbanisation:-

The materialistic outlook has been developed among the middle class which are working in the grown industrial areas and resulted into urban areas. They mostly engage many kinds of addictions.

8. Frustration:-

The people in a miserable conditions, frustrated mentality or failure in life think that there is only way to ward off all these miseries is

drinking alcohol. Therefore, they visit to the beer bars and wine shops and get addicted gradually to the alcohol.

9. Pleasure Seeking Standard of Living:-

Some people think that God has given us human life and it is for pleasures only. Therefore, whatever material world is there we should exploit it. Drinking is the god's gift and why should be abstain from it? This is the thought that take them to the alcoholism.

10. Sudden, Unexpected Success and Failure:-

The person who have got sudden and unexpected success in the business or professional life can in a state of extreme happiness go for drinking. At the same time, all the way successful person gets failed suddenly also become a drunkard.

According to psychologists Carson and Butcher there are major three reasons that the person becomes an alcoholic (1995).

A. Biological Factors:-

i. Cell metabolism which have adapted the alcohol in the bloodstream and now to stabilize it more demand of alcohol is registered.

ii. When the alcohol in the bloodstream falls below a certain level, withdrawal symptoms occur.

iii. These withdrawal symptoms involve a craving for alcohol, tremors, perspiration and weakness or more severe with nausea, vomiting, fever, rapid heartbeat, convulsions and hellucinogens.

iv. It makes the person feel to take another drink.

v. Alcoholism also can be the inherited addiction by some research. But it can not be true always.

B. Psychological Factors:-

i. Psychological Vulnerability:-
a) emotionally immature.
b) to expect great deal from the World.
c) to require an inordinate amount of praise and appreciation.
d) to react to failure with marked feelings of hurt and inferiority.
e) to have low frustration tolerance.
f) to feel inadequate and unsure of their abilities to fulfil expected male or female roles.

ii. Anti-Social personality and depression.
iii. Marital and other intimate relationship.

C] Socio-Cultural Factors:-

i. the degree of stress and inner tension produced by the culture.

ii. the attitudes towards drinking fostered by the culture and

iii. the degree to which the culture provides substitute means of satisfaction and the ways of coping with tension and anxiety.

The above factors are not full-proof as a causatives. They are the surveys, experiments conducted by the various psychologists in the worldwide.

7.4.4 Evil Effects of Alcohol

1. Loss of control over impulses:- As alcohol is a depressant which reach to the brain within eight seconds & hence the person loses control over his impulses.

2. Loss of control over movements:- Always we find that the drunkard does not walk steadily and loses control over his bodily movements. There can be exceptions.

3. Experience of reduced cold, heat and pain:- The drinker may feel reduced cold, heat and pain in a state of drinking but may feel it adverse after coming out of it.

4. Harmful physiological effects:- The alcoholic may face ulcers to stomach, internal bleeding, damage to heart and liver. It may also damage brain cells, weaken person's concentration, memory and sense of judgement. The person may commit suicide.

5. Disorganisation of an Individual:- According to Japanese proverb – "First the man takes a drink, then the drink takes a drink and then the drink takes the man."

By this proverb the alcoholic is totally disorganised.

6. Alcoholism and disorganisation of family:- The family members are suffered due to alcoholics i.e. husband wife clashes, beating of wife and children, poverty etc.

7. Alcoholism and Community disorganisation:- The Alcoholic person can also embrace the habits like visiting to dance bars, prostitutes, gambling houses which are not approved by the society.

8. Accidents are possible due to heavy drinking by the drunk driving or road side accidents are occurred.

9. Weakening of memory and intellectual ability.

10. Aggressiveness, hostility and reckless sexual behaviour is taken place due to the drinking habit.

7.4.5 Measures to Alcoholism

There are not the measures to prevent and control Alcoholism hundred percent successful. The willingness of the alcoholics to get rid from it is very important. Otherwise, chances of failure are more than success. There are curative and preventive measures for the control and prevention of Alcoholism as follows:-

7.4.5.1 Curative Measures for Alcoholism:-

1. Medical Measures or Alcohol hunger:- Doctors takes care of the alcoholic patient about his mental, physical and emotional requirements. They treat the patient with tranquilisers or drugs like antabuse.

2. Aversion Therapy (Experience Unpleasant):- In this type various therapies are applied on the alcoholic patient. He may be given electric shock. e.g. group therapy, environmental intervention, behavioural therapy and the approach used by Alcoholics Anonymous.

3. Psycho-Social Measures:- In this kind of treatment the Alcoholic Anonymous is introduced. In this method there the groups of alcoholics are formed. Their identity is kept anonymous and the members are discussing their problems, ideas, difficulties due to alcoholism. Many programmes are conducted where only problems relating to alcoholism are sorted out.

7.4.5.2 Preventive Measures to Alcoholism

1. Directive Principles of State Policy:- The article 47 of the Indian Constitution says, "The State shall endeavour to bring about prohibition of the consumption; except for medical purposes of intoxicating drinks and of drugs, which are injurious to health." States can take preventing measures by imposing ban of manufacture of liquor like products.

2. Substitute Means of Revenue:- The article 47 created many difficulties such as administrative, legal, social and economic to the state. The government had to face many losses in revenue from the liquor industry. Therefore, they continued with it instead of getting it

banned. But the government should go for another substitute sources of revenue and terminate the manufacture of liquor.

3. Recommendations of Prohibition Enquiry Committee:- In the year 1954 the government had appointed the 'Prohibition on Liquor Industry Enquiry Committee.' The committee made following recommendations:-

i. Appointment of Administrator and Prohibition Boards which will look into the alcoholic industry.

ii. Prohibition Act must be in every state like Bombay and Madras.

iii. There should be education of the masses and propaganda against alcoholism to be launched.
iv. There should be preventive measures undertaken by individual, family and society at large.

v. There should be persuasion of the habitual drunkard.

vi. Adjustment of Financial loss.

4. Educative Publicity:-

The mass media, voluntary organisations can spend their funds on educative publicity.

5. Presentation of Short films on Prohibition of liquor or alcoholism

7.5 GROWING SOCIAL PROBLEMS AND ROLE OF NGOs

7.5.1 Meaning of NGO:-
The word NGO stands for 'Non-Government Organisation'. They are the social and cultural bodies registered under government or by Charity Commissioner and Registrar of the Societies. Many times we do not find the special treatments with one doctor, we approach to the specialist like gynaecologist, paeditrician, orthopaedic, ENT specialist etc. At the same time same NGOs which are sometimes called as non-profit making organisations have some expertise available with them. They are fighting for the cause of eradicating poverty, taking up social problems like problems of elderly, Alcoholics and their family, smoking to be prevented and controlled drug addictions, problems of handicapped, blinds, deafs, child labour, Aids affected and so on. They are working in many fields like social, educational, women's empowerment, economics, health care, preservation of forest and animals, labour organizations etc.

These NGOs are helping government to enhance various welfare activities to be implemented for the public. These NGOs also conducts surveys of the Smoking and Alcoholism affected patients/people. They conduct many kinds of awareness programmes for the people addict of smoking and alcoholism. They also take up the issues of underprivileged, destitute, prostitute, devadasi, HIV/AIDS, drug addicts, Senior citizens, child labour etc. They many times conduct observations, sample surveys, interviews of the affected people and pursue government to get their problems solved. They themselves also work in information, communication, transportation, individual empowerment. They not only help the government but also give them insight and also motivate others to dedicate for such causes. The NGOs with good profile collect lakhs of rupees of funds and spends on the needs of the affected people. Therefore, any problem in the society, the government as well as NGOs are very significantly playing their role.

The NGOs have instant access to media and they can easily share their observations, experiences and make comments on the issues of public interest. They also have priority access in government offices, corporate sectors and even they are internationally recognised by the bodies of UNICEF, UNCTAD, ILO, IBRD, etc. They are also getting foreign funding for the social causes. It is not true all the way that all NGOs are working in favour the society. But sometimes they may be engaging in the corrupt practices.

7.5.2 Some Important NGOs

There are some important NGOs who are working in India for the issue of social interest that may be in the fields like labour, women, orphans, beggars, child labour, HIV/AIDS, prostitution, Dislexia etc.

Some NGOs as below :-
1] CRY
2] HELPAGE INDIA
3] NAZ FOUNDATION
4] NAVJEEVAN
5] SANGHARSH
6] RURAL LITIGATION
7] MUKTI
8] VIMOCHAN
9] NIDAN
10] UDAAN
11] UMEED
12] GREEN PEACE
13] Seva Dhan
14] Forum Against Drugs
15] Sparc
16] Hope Centre

We hope that they should work in various field by selfless service. One can contact them through internet by a Search Engine.

7.5.3 Check your progress :-
1. What is alcoholism?
2. Enlist the causes of alcoholism.
3. Enumerate the effects of alcohol.
4. Brief about the role of NGOs.

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7.6 SUMMARY

Substance abuse is a fatal habit which ruins the career of an individual. The smoking of nicotine from tobacco or chewing tobacco leads to many cancerous diseases. It reduces the life span of the person. The habit or addiction of alcohol also creates some individual, social family problems for the addict. The progress of the person is hindered due to these habits and the disorganization is occurred. The NGOs and government play an important role to rehabilitate the affected addicts of these habits. Therefore, one should understand the pros and cons of these substance abuse and abstain from them.

7.7 QUESTIONS

1. Explain the causes and consequence of smoking.
2. What are various remedial measures for the control of smoking?
3. What is alcohol? Discuss the causes of alcoholism.
4. Write short notes on the following.
   i. Preventive measures of alcoholism.
   ii. Curative measures of alcoholism.
   iii. Biological factors responsible for alcoholism.
   iv. Evil effects of alcoholism.
   v. Role of NGOs and growing social problems.

Suggested Readings

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8

DRUG ADDICTION

Unit Structure:-
8.0. Objectives
8.1. Introduction
8.2. Drug Addiction
8.3. Causes Of Drug Addiction
8.4. Types Of Drugs And Their Effects
8.5. Drug Addiction And Its General Symptoms
8.6. General Effects Of Drug Addiction
8.7. Measures To Drug Addiction
8.8. Summary
8.9. Questions

8.0 OBJECTIVES

1. To understand causes of drug addiction.
2. To analyze the types and effects of various drugs on body and mind.
3. To explain measures for drug addiction.

8.1 INTRODUCTION

Among various habits of substance abuse we already have studied about smoking and alcoholism. Like these two abuses drug addiction is very fatal for life of human beings and particularly among young generation. Under the wrong notion that drugs may give new insight, remove pains and frustration, tension etc. the drugs pushers making the young male and female victims of drug abuse. Though it is the habit in proletariate class, nowadays the high class society people also engage into drug abuse. Many examples are there from film industry. But once the drug is consumed by the person that makes the person an addict and slave of it. They are very costly than diamonds and gold. Hence, the addict can engage into theft, robbery, murder of kins, and many mal-practices. Therefore, we should see in detail about this.

8.2 DRUG ADDICTION

8.2.1 Meaning of Drug Addiction:-

Before looking into drug addiction we should understand the meaning of 'drug'.

"A drug is a chemical substance, that affect physiological or body functions, mood, consciousness or perception, behaviour and which if misused or abused, may prove to be detrimental to the individual and/or the community at large."

The intake of drug can be had by many ways such as :-

i. through mouth;

ii. by inhaling drug like substances;

iii. through an injection into body.

Drug Addiction:-

When body develops a "hunger" for the drug, there occur what is known as the "withdrawal symptoms" like unpleasant bodily reactions such as vomitting, unbearable, severe pains in the joints, excessive sweating, diarrhoea etc. However, the expression 'drug dependence' today stands for both physiological as well as psychological dependence.

Drug addiction is a chronic, relapsing disease, characterised by compulsive drug seeking and use, and by neurochemical and molecular changes in brain.

The World Health Organisation (WHO) experts committee has defined drug addiction as a "state of periodic chronic intoxication detrimental to the individual and to society, produced by repeated consumption of a drug, either natural or synthetic."

Abuse of drug means an excessive consumption of drugs to such a great extent that it is very likely to produce a habit and intense desire for using it. Drug abusers gradually spend more and more time and energy obtaining and using the drug. Once they are addicted, the drug makes them a slave and without it they can not live.

8.3 CAUSES OF DRUG ADDICTION

1. Personality Traits of the Addict:-
The addict before addiction must be having the feeling of insecurity or immaturity. It depends on person to person.

2. Frustration Tolerance:-
Sometimes the person does not have capacity or have poor capacity to tolerate and face the frustration. They also avoid the hard reality of life by a flight into what is called the "drug produced fantasy" which cause them to drug addiction.

3. Drugs fit like keys into nerve cells:-
The specific neurotic cells are more prone to the substance of drug. Therefore, once the person start taking drugs his brain cells demands it regularly and thus they fit like keys into nerve cells. This happens particularly in case of drugs like brown sugar and Heroin.

4. Curiosity to get knew insights:-
Some people, mostly youngsters and teenagers, they have strong desire to experience the dose of the drug at least once. This eagerness may be for :-

i. getting an experience of the thrills of living.

ii. getting new insight

iii. enhancing their creative ability

iv. enjoying fully their mental experiences

Such people become 'drug dependents'.

5. Peer Pressure:-
The group psychology is more dominant to any kind of habit, good or bad. The group should get accept the person as a member for which all the activities of the group are shared by everybody. For the members of the group it has become the fashion to adopt new habits of intoxication. The members of the group and friend circle lay pressure to abuse the drug and become an addict. Therefore, "The peer group first take chemicals, and then chemicals take them."

6. Relief from pain and frustration:-
Today, the people (including men, women & children) are more busy with day to day activities. Hence, there are frequent mental tensions, dissatisfaction, frustration in life. It is a hasty and loaded life. The people faces problems like family, in colleges, schools, universities, work places, business houses. Due to wrong notion that drug gives relief from frustration and pain and person can get freedom from mental tension only by consuming drug. This lead the person to the fatal habit of drug addiction.

7. Parental Behaviour / Influence:-
As like the peer pressure, the behaviour and influence of the parents (mother, father, elder brother or any family member) is also responsible for the youngster to become an addict to drugs. The children (teenagers) irritates if father, mother or any member of the family smoke cigarettes and tobacco, drink alcohol or takes drug.

8. Loneliness, anxiety and boredom:-

It is said that 'an empty mind is devils workshop'. Therefore the youngster may consume drug if he develops the feeling of loneliness and he is really alone at home or any lonely place. The person caught by anxiety and got bored by doing or nothing having to do may consume drug and become an addict of it.

9. Alienation and Introvert nature:-

The youngsters who can not share freely their problems and inspirations with their parents or siblings or even with the close friends which they can hardly have and they are introvert by nature may easily embrace the habit of drug addiction.

10. Socio-cultural background;-

In some societies intake of drugs like charas, ganja, bhang, opium etc. consumed regularly is considered normal like pan-chewing. It is regarded under the pretext of the cultural and traditional and some times divine and these drugs are consumed.

The problem of drug addiction has become the headache or fashion of the higher societies along with daily earners, labourers, rag pickers, truck drivers, medical workers mostly in urban areas where these chemical substances easily and amply available.

8.3.1 Check your progress :-
1. What is drug addiction?
2. How are the ways by which the drug is consumed?
3. Enumerate the causes of drug addition.

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8.4 TYPES OF DRUGS AND THEIR EFFECTS

There are many types of drugs which affect the person in many ways.

Table No. 8.1 Classification of drugs

Sr. No.	Category	Types of drugs
1.	Sedatives - (Depressants)	Alcohol, Barbiturates like Mandrax, Nembutal Seconal, Prodom, Tuinal, Veronal etc.,
2.	Narcotics -	Opium, Morphane, Codeine, Heroin, Brown Sugar etc.
3.	Cannabis	Hash Grass, Bhang, Charas, Ganja
4.	Hellucinogens and Mascaline	Mild hellucinogens, LSDs, Psilocybin, Ecstasy (club drugs) Methamphetamine (Crank, crystal, speed, ice).
5.	Tranquilizers	Valium, Librium, Miltoun, Gardinal, Diazepam, Special K, (Ketamine).
6.	Stimulants	Cocaine, Amphetamines, (Benzedrine, Dexedrine, Methedrine), Ecstasy (club drugs).

We will now explain in detail the types of drugs and their effects on the addict.

I. Sedatives:-
They are the depressant drugs which tend to soothe or soothing effects.They lead the person to gradual calming position. It includes alcoholic drinks like beer, brandy, whisky, rum, gin and country liquor. The Barbiturates like Mandrax, Nembutal, Seconal, Prodom, Tuinal, Veronal etc. are called as the "downers" and "reds".

Effects:- They result into immediate reaction such as impaired co-ordination, drawsiness, sleep, reduced alertness and euphoria.

The long term effects:- Sickness, severe withdrawal confusion and irritability. Overdose can cause death.

II. Narcotics:-
Opium, Morphane, Codeine, Heroin, Brown Sugar are the Narcotics drugs. They are sometimes inhaled, orally taken and injected.

Immediate reaction:- Reduced alertness, hellucination, euphoria, relief of tension and anxiety and killing of pain etc.

Brown Sugar is known as 'Gard', 'Smack' & 'Horse'. It is unrefined and adultarated heroin.

Heroin is formed after certain process with opium. The two doses of Heroin makes the person slave of it. Heroin is called as the 'queen of drugs' which develops 'hunger' for drug into body of addict.

III. Cannabis or Hash Grass:-
This includes Bhang, Charas and Ganja. It is the plant called 'Marijuana'. The Bhang is made from green leaves of this plant.

The Ganja are the seeds of this plant. The Charas which is also known as Hashish extracted from its resinous gum-like substance. It is much stronger than others.

Effect:- Marijuana is the mild hellucinogen. They increase happy mood but can experience intense anxiety, tension, depression and hellucinations. The person may behave like unhappy, angry, frightened, unpleasant. Marijuana leads to psychological dependence rather than physiological dependence.

IV. Hellucinogens – LSDs and Mascaline:-

This includes mild hellucinogens like Bhang, Charas and Ganja. However, LSDs (Lysergic Acid Diethylamide) and Masculine are very powerful hellucinogens. These drugs are known as 'Acid' and 'Sunshine'. They are synthetic in nature and mostly are consumed orally.

Effects:- Immediately after taking a small dose of LSD, even less than a grain of salt, the addict may experience vast changes in his perceptions. He may see objects clearer, sharper and brighter. e.g. He may see beautiful colours in a flower which he may never have seen before or can hear strange sounds.

The worst part of its effects:- frightening and person may commit suicide (set himself on fire, jump from great height etc.)

V. Tranquilizers (Valium, Librium, Miltoun etc.):-
These drugs are mostly prescribed by the expert, specialist doctors to their patients under constant supervision. They are synthetic drugs and taken orally.
They are prescribed to the patients to overcome neurotic or emotional problems.

Effects:- The immediate effects of tranquilizers are gradual relaxation followed by sleep and slurred speech of the patient.

Long term effects: destruction of blood cells and person may go in coma or stupar. All above five types of drugs are the depressants.

VI. Stimulants (Cocaine and Amphetamines):-
a. Cocaine:- Known as coke and Big 'C'. It is also known as 'King's drug.' Cocaine is produced from cocoa leaves. Cocaine can be sniffed or injected. This is most expensive drug.

Effects:- Immediate reaction is euphoric, highly cheerful or intense exhileration and a feeling of peace and contentment which lasts for six hours.

Long term effects – It causes sleeplessness, restlessness, excitement.

b. Amphetamine (Benzedrine, Dexedrine & Methedrine):- Amphetamine is also known as 'Uppers', 'Bennies' and 'Speed'.

Effects:- Immediate reaction can be high B.P., excitations, euphoria (highly cheerful state of mind), restlessness, increased alertness, loss of hunger, unclear speech, sleeplessness, confusion etc.

Long term effects : Insomnia (inability to sleep), mal-nutrition, skin and stomach disorders, brain damage reduced concentration in learning and memory.

8.5 DRUG ADDICTION AND ITS GENERAL SYMPTOMS

Drugs are the drowning substances which makes the person slave of them. If in the primary stage these symptoms and signs are detected, the person can be brought out of it and could be saved from becoming an addict. The general symptoms of drugs are as follows:-

1. The person is not able to join the fun and relaxation if he does not intake drugs.

2. He can suddenly keep away from school, college or his quality of work may not be good as earlier.

3. The drug addict many times find it difficult to manage the finance for drugs. Hence he frequently borrows money, sells his property and even households and engage into stealing.

4. Angry behaviour, change in mood, irritability, etc.

5. Talking irrelevant and inappropriate.

6. Deterioration of physical appearance & grooming.

7. Split with friends who do not join him with drug consumption.

8. Suspicious behaviour – like making frequent trips to the restroom, basement, or other isolated areas where drugs would be undisturbed.

9. Talking always about drugs and try to rush friends and others into drugs.

10. The drug addict express the feelings of exhaustion, depression and hopelessness.

11. As he gets up first he use the drug in the morning.

8.6 GENERAL EFFECTS OF DRUG ADDICTION

Table No. 8.2 General Effects of drug Addiction

Sr. No.	Problem	Effects
1.	Health problems	i] damage of liver. ii] change in mood like angry and violent. iii] nausea. iv] vomiting. v] insomnia. vi] hand tremors. vii] shivering. viii] burning of eyes, cramps. ix] hange in heart beat, respiration rate. x] perspiration or chills. xi] weight loss. xii] muscular weakness. xiii] chest pain. xiv] Giddiness, alteration in consciousness. xv] Motor in-coordination. xvi] Sensory and perceptual disturbances. xvii] coma and death.
2.	Reflection on Behaviour	i] Anxiety and anger. ii] reduced sensitivity. iii] reduced sociability. iv] immoral and disillusioned behaviour. v] impaired judgement. vi] stereotype behaviour. vii] emotional distress. viii] Excitement and impulsive behaviour.
3.	Psychological Changes	i] Person develops 'psychological dependence' on drugs. ii] withdrawal symptoms where his body demands drugs. iii] unpleasant and painful reactions due to discontinuation of the drugs. iv] The person may develop tolerance where he can able to intake more amount of drug day by day to get same effect.
4.	Direct Side Effects	i] Increase in frustration, irritability, violent, agressive behaviour, loss of morality. ii] Brain cell damage. iii] cardio-vascular problems. iv] Loss of motor and loss of perceptual motor control. v] loss of mascular coordination, accident. vi] person can commit suicide.
5.	Indirect Side-Effects	i] reduced immunity. ii] Hapatitis and HIV infection can occur in a state of addiction. iii] lethargy in work which affect daily work. iv] Economic loss as drugs are very costly. v] disturb to family & society.

8.6.1. Check your progress :-
1. What are the categories of drugs?
2. What are the effects of sedatives?
3. Enlist the general symptoms of drug addition.

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8.7 MEASURES TO DRUG ADDICTION

8.7.1 Preventive Measures:- Before going to become an addict to any substance abuse there are some preventive measures to be followed.

1. Educating the Masses:- The general public should be made aware about the causes and evil effects of the drug addiction. They also should be made aware about the preventive and curative measures and magnitude of the fatal diseases which occur due to drugs.

2. Organising Youth Centres:- The main target group of the drug pusher is youth. The young boys and girls, teenagers are more prone to the novel addictions like drugs. Therefore, there should youth centres organised and these groups should be enlightened about the danger of this drug addiction.

3. Organise Constructive Programmes:- The institutions like schools, colleges, universities and NGOs must conduct seminars, poster exhibitions, workshops, documentary films etc. They should visit to rehabilitation centres, hospitals etc. where they have to highlight the awareness about drug abuse, its evil consequences on body, mind, family, society and the nation at large.

4. Safeguarding Educational Institutions:- The schools, colleges and university should prohibit the selling of drugs like substances near the premises. The particular committee to be appointed to keep vigilance on certain activities and arrange conselling sessions in schools, colleges & universities.

5. Stringent Action Against 'Drug Pushers':- The government should initiate stringent action against drug pushers (smugglers) such as imprisonment and death sentence because they are destroying the lives of lakhs of young lives. The countries like

U.A.E. and Saudi Arabia have provided death penalty to drug pushers. The NGOs also expose the smugglers at drug substances and get them arrested.

6. Installation of X-ray Machines on Airports:- The X-ray can detect the material carried inside bags and containers. The people have got novel ways to smuggle the costly items through stomach etc. Installing X-ray machines can expose the smuggling of drug at airports.

7. Joint Projects and Programmes to Combat Drug Addiction
The Government can sign joint projects with NGOs and some institutions to combat with drug addictions and the smuggling of chemical substances.

8. The UN (United Nations) War Against Narcotics:- On Feb. 24, 1990, UN declared an open war against production, sale, smuggling and use of narcotics with financial and human resources. It also declared the decade 1990 – 2000 as a decade against 'drug pushers'. They also organise many international programmes to intensity war against narcotics.

9. Bilateral, Regional and Multilateral Agreements and Treaties:- The govt. can sign pacts, agreements and treaties bilaterally, regionally and with many countries of the World to fight against the narcotics. The various member countries of UN and the treaties and international organisations can share their constructive projects and programmes to fight and control the Narcotics.

10. Observe International Day against Drug Abuse : June 26 is a day against Drug Abuse. Every country must observe this day, create awareness among global public by exhibitions, seminars, international conferences, workshops etc. Interpol must hand over the drug pushers to the countries which wanted them.

11. Watching Early Signs on Body and Mind:- The addict himself should watch the early symptoms and signs on account of drug intake on the body and observe the changed behaviour. The family members and well wishers too should watch them as soon as possible get him rid of this addiction. If it is too late then conditions (physiological & mental) can become serious.

12. Role of Mass Media:- The print and electronic media can write various articles, organise discussions, debates, counsellings etc. and broadcast them through T.V., Radio and Cultural programmes of awareness. Even internet can spread the messages against the drug addiction.

8.7.2 Curative Measures:-

Curative measures are taken after the person has become an addict to drugs as follows:-

1. Hospitalization:- The drug addicts must be admitted to the hospital and should undergo various tests. It can be detected which drug is consumed by the addict. The first aid treatment is given on withdrawal symptoms.

2. Psycho-Therapy:- In this kind the addict is given the drugs orally such as naloxone or naltroxone for a minimum period of one year. The person may develop an unpleasant experience against drugs.

3. Modification of Social Environment:- The person of drug abuse could be shifted to the calm and peaceful environment so that he is not able to come into contact with the drug pushers and also with the people who taunt him as an addict.

4. Counselling:- The drug addict should be counselled by an expert, doctors about the causes, consequences and ruin of life due to it and prepare the mind of the addict to get rid of it.

5. Occupational Therapy:- The addicts must be diverted the constructive types of occupation where they would not be feeling boredom.

6. Approach of Narcotics Anonymous:- The group of former addicts can share their ideas, experiences about their dreaded conditions and educate them why they should quit from this abuse.

In this way the drug addiction is possible to be controlled even before and after and rehabilitation is possible.

8.7.3 Check your progress :-
1. Enumerate the preventive measures of drug addition.
2. What are the curative measures to be undertaken for drug addiction?

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8.8 SUMMARY

Like smoking alcoholism, drug addiction is also fatal habit and even more than the consumption of tobacco and alcohol. The drugs are making the person slave and hence, the person may commit suicide in the state of addiction. Therefore, public awareness and treatment by doctors and psychiatrist may help these addicts to get rid off such habits

8.9 QUESTIONS

1. Discuss the causes and effects of drug addition.
2. Explain the types and general consequences of drugs.
3. Evaluate various preventive and curative measures to control drug addition.

Suggested Readings

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9

HIV / AIDS:- AWARENESS AND REDRESSAL

Unit Structure:-

9.0 OBJECTIVES

1. To know the meaning of HIV / AIDS.
2. To study the signs and symptoms of AIDS.
3. To analyse the evil effects and preventive and curative measures of HIV / AIDS.
4. To understand the programmes of awareness about AIDS / HIV in India.

9.1 INTRODUCTION

As there are many social problems in Indian Society to which we already have dealt with e.g. The problems of inter-group conflicts, problems of women in Indian Society, and gender disparity etc. Then we also have discussed in detail about substance abuse, their consequences and their controlling, preventive and curative measures. Likewise, HIV / AIDS which is a disease to the human beings has also social dimension. Actually speaking HIV itself is not a disease but it opens the door easily for many kinds of diseases. HIV breaks down the immune system of the patient – who is not in a position to fight with diseases. It is resulted into the fatal disease known as AIDS. AIDS is a chronic, life-threatening disease. Even

since its detection in 1981 there have not been any kind of medications discovered all over the Globe which will give assurance of hundred percent cure to the patient.

HIV / AIDS is the contaminous disease and can be spread by only four ways. It can only be prevented by certain careful ways. One should understand the magnitude of the disease and follow certain precautions to prevent it. Some scholars call this disease as epidemic because all over the world we find the existence of this disease.

9.2 MEANING OF HIV / AIDS

HIV :- Human Immuno-Deficiency Virus.

The HIV is responsible for the disease of AIDS. It is a virus which was detected first time in the World in New York in 1981. This virus destroys the cells of the body and thus damaging the immune system in an individual. HIV is the causative agent of AIDS. It a kind of retrovirus and as it enters into human body it starts fighting with White Blood Cells called CD_4. Due to its attack the CD_4 count falls below 200 and this leads to the loss of body's immunity or resistance power to the diseases.

HIV have two species which infect human beings i.e. HIV –1 and HIV – 2. HIV – 1 is easily transmitted and is cause of the majority of HIV infections. HIV –2 is not transmitted easily, and is confined mainly to West Africa.

The first of HIV infection in India was diagnosed among six commercial sex workers in Chennai, Tamilnadu in 1986. India has had a sharp increase in the estimated number of HIV infections, from few thousands in the early 1990s, to about 5.7 million people living with it at the end of 2006. According to the conservative estimates of NACO in 2000, India had at least 38 lakhs HIV infected individuals. Almost all the 35 districts of Maharashtra has reported HIV infection. WHO (World Health Organisation) estimates regarding HIV infection that contribution from the developing country will increase to 90%.

* Latest NACO data reveals that AIDS people in India dropped to 23 million in 2007 from 2.47 million in 2006. i]   No. of patients: between 1.8 – 2.9 million ii]   Adult prevalence: 0.33% iii] Men who have sex with men: 7.41% iv] Injecting drug users: 7.23% v]   Female sex workers: 5.06% vi] People with STDs: 3.61% vii] Anti-natal clinics: 0.49% viii] 87 of 620 districts have prevalence over 1%

AIDS:- It stands for "Acquired Immuno Deficiency Syndrome". The four words of the AIDS has different meaning.

Acquired:- It means AIDS is not the inherited disease but it is received from or acquired from outside or other sources or causes i.e. HIV.

Immuno:- Immuno means a immunity power or the resistance power to fight with bacteria, viruses, germs, worms etc. of the diseases. It also means weakening or reducing of immune system. There are White Blood Cells (WBCs) i.e. CD_4 and Red Blood Cells (RBCs) in the blood to fight against the diseases.

Deficiency:- Due to HIV infection, the resistance power or immunity power has been reduced and now the person is more prone to many diseases. There is deficiency in the immune system suggested by this word.

Syndrome:- Syndrome means a group of concurrent symptoms of diseases. We find symptoms symbolises many diseases together.

Thus AIDS means due to HIV retrovirus the person has reduced to or had deficiency in immunity power and therefore, he has acquired the group of concurrent symptoms of the disease.

The AIDS remain hidden in person for years together and is a slow but sure killer. The drugs available only can increase life span by some years are very expensive but sometimes are sponsored by government and the NGOs.

The HIV virus changes the genetic structure of the cell and slowly impaires and finally destroys the immunity. Sometimes HIV is also called as 'Lentivirus' which in Latin 'Lenti' means slow. Accordingly the infection of HIV is manifested in a very long time. Although HIV / AIDS is still largely found in at-risk populations including sex-workers (prostitutes), drug users, truck drivers, the surveyed data suggests that the epidemic is moving from urban area to rural districts too.

9.2.1 Check your progress :-
1.   Define HIV/AIDS.
2.   What are the revelations of NACO data of July 2008?

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9.3 SIGNS AND SYMPTOMS OF AIDS

There are many signs and symptoms of AIDS for which one has to undergo the HIV test. They are as follows:-

1. Loss of Weight:-

The HIV infected person may loose his body weight by more than 10% within two months.

2. Prolonged Fever:-

The person who is getting the high fever and that last for more than 20 days even normal treatment of fever is given. It is also followed by night sweats and after chilled body. In Typhoid and Malaria we also find fever but it can be cured within 15 days.

3. Tiredness or Fatigue With Little Work:-

The person normally engage into daily chores and does not get fatigued. But the infected person may get fatigued with little work and also his bodily muscles feel him tired.

4. Prolonged Cough:-

If there is a prolonged cough for more than 25 days, it can be tuberculosis or one has to get tested by HIV.

5. Shortness of Breath:-

We find that children at infant stage have very short breath e.g. they may be having three times more inhale and exhale process. But for the adult if it is found that the breathing is very short, one may have to check the health.

6. Persistent Diarrhoea:-

If the diarrhoea is lasting more than a week and does not cure by normal treatment for it, that can be the sign of HIV infection.

7. Severe Dehydration:-

The person also has to watch that there is severe dehydration by which fluids from the body are reduced which are the essentials of the body for remaining healthy.

8. Reduction in Food Consumption:-

Reduced hunger is also the symptoms of jaundice. But if jaundice is not detected the person must undergo HIV test.

9. Redness of Tongue:-

If the tongue is redish in colour for many days it can be the sign of AID or HIV infection.

10. Night Sweating or Chill:-

If the person get lots of sweating during night and feels like a chill may go for the HIV test.

11. Recurring or Unusual Skin Rashes:-

If the person get frequent rashes on the skin and they are not usual must at once go for test of HIV.

12. Severe Numbness or Pain in the Hands and Feet:-

The person may feel numbness to his hands and feet or may have severe pains in the joints of hands and legs should at once test himself for HIV infection.

13. Paleness on Face:-

Due to lack of blood and loss of body weight, the face of the person seems to be pale which can be the symptoms of HIV infection.

Generally, with the above kinds of signs and symptoms of HIV / AIDS, we find that there are symptoms of typhoid, malaria, exhaustion of energy after fever, jaundice, tuberculosis (T.B.), Asthma, mouth cancer, dryness in body, cold, cough etc. Due to these symptoms, person goes for their normal treatment, changing doctors and spending time on it. Therefore, if this syndrome is found i.e. the group of concurrent symptoms of the disease, person immediate after normal treatment should undergo HIV / AIDS test.

9.4 DIAGNOSIS OF HIV / AIDS

When there is an entry of HIV retrovirus into one's body, the immune system in body produces anti-bodies for fighting this virus. These antibodies are called HIV antibodies to fight the infection. This infection can be diagnosed by testing blood samples. There are two tests to test HIV infection are **i] "ELISA"** and **ii] "Western Blot".**

The diagnosis of HIV infected person is to be expressed in the terms 'HIV Positive' (HIV +) and the non-infection of normal person is expressed as HIV Negative (HIV -)

The HIV positive person may carry this disease for about more than 8-11 years. The virus multiplies in lymph nodes and slowly begins to destroy our helper T cells (CD_4 lymphocytes),the white blood cells that co-ordinate your entire immune system. Once the white cells are decreased to very less numbers then there is the actual attack on the various organs of the body.

9.5 STAGES OF AIDS

The development of HIV into AIDS is slow and gradual process. There are four stages of AIDS development.

I. Acute HIV Syndrome:- In a first stage the person do not reveal any signs and symptoms. It is more common to develop a flu-like illness two – six weeks after infection. After few weeks the immune system of the body produces antibodies against HIV. There is battle between the HIV and WBC (CD_4) which may go for weeks, months or even years – and person doesn't show any symptoms.

II. Persistantly Enlarged Glands:-
In the second stage of AIDS the glands in the neck and armpit are appeared enlarged than normal.

III. Damaged Immune System:- The third stage may appear after 8-9 years where we find that White Blood Cells (WBC) are reduced and HIV retrovirus is going multiplying and further destroys the immune cells. In this stage certain symptoms are started to be appearing such as :-
a) Frequent fevers and sweats
b) Weight loss
c) Swollen lymph nodes (often first sign)
d) Diarrhoea (long-lasting)
e) Cough and shortness of breath.

IV. Opportunistic Infections:- It is also called as 'full-blown AIDS' stage. After 9 to 11 years the immune system is totally destroyed. The more serious symptoms began to appear and the victim becomes susceptible to "opportunistic" infections. These are called "opportunistic" because they overwhelm the body, using the opportunity of its 'low immunity power'.

The speed with which HIV infection leads to AIDS varies from person to person. In 1993 the Centre for Disease Control and Prevention (CDCP) redefined AIDS to mean the presence of HIV

infection as shown by a positive HIV–antibody test plus at least one of the following:-

1. The development of an opportunistic infection – such as Pneumocystis Carinii Penumonia (PCP).

2. A CD_4 lymphocytes count of 200 or less – a normal count ranges from 600 to 1000.

3. By the time AIDS develops, our immune system has been severely damaged, making us susceptible to opportunistic infections.

Thus if one knows about the stages of the HIV to AIDS one will not be neglecting the magnitude of this disease.

9.6 Check your progress :-
1. Enlist any eight signs and symptoms of HIV / AIDS.
2. How HIV is diagnosed?
3. What is opportunistic infection?

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9.7 TRANSMISSION OF AIDS / CAUSES

Basically, AIDS is transmitted from one person to another by **FOUR** ways:-

I. Through Multiple Sex Partners:- The first cause of spread or transmission of the HIV is occurred through sexual intercourse. When the person have sexual intercourse with multiple partners can transmit the HIV to each other. The sex can be anal, vaginal or oral. The husband and wife are not loyal to each other and opting for multiple partners without using any protection or unsafe intercourse may carry HIV. The male or female who is already infected with HIV may transmit it to non-infected partner. The carriers of HIV are blood, semen or vaginal fluids which transmits HIV. The people having a habit of visiting prostitutes or sex workers are highly prone to the HIV transmission.

II. Needles and Syringes:- The needles and syringes which are unsterilised can transmit the HIV. The needles and syringes are already used for infected person and they are reused for the normal

person can transmit the HIV. The people who give and receive tattos and common razers used by the saloon barber also can have risk of HIV infection.

III. A Pregnant Woman to Her Child:- If the pregnant woman is already infected with HIV can transmit it to her child. The breast feeding mothers also can transmit it to the baby. Sometimes if the pregnant woman receives treatment for HIV during pregnancy the risk to her child may be reduced.

IV. Through Blood Transfusion:- The transfusion of infected blood and blood products – such as whole blood, packed red cells, fresh-frozen plasma and platelets can transmit HIV into normal person.

9.8 CAUSES OF HIV/AIDS IN INDIA

The causes of HIV/AIDS in India varies from other countries.

1. Migration:- The rural people migrate from economically backward areas to industrially developed one in search of employments. They are living in unhyginic conditions, lack awareness about HIV/AIDS, transmission, health services etc. They may visit sex workers and infect their wives and others in the home community.

2. Sex Workers:- The women are always forcefully compelled, or for poverty or the marital failures engage into prostitution or sex work. They themselves are infected and also infects others. The frequency of transmitting AIDS is very high through sex workers rather than other means of transmission.

3. Injecting Drug Users:- In these cases the drugs are injected into body through needles and these injections and syringes are already infected and are used by multiple group members.

4. Truck Drivers:- The truck drivers and their helpers had to travel through thousands of kilometers from one state to other from roadside. They are fatigued and remaining months away from the family. Therefore, they easily get along to the sex workers or prostitutes, and infected by HIV.

9.9 HIV / AIDS FROM INDIAN CONTEXT

UNAIDS, in 2005 had estimated in India 5.7 million people with HIV. India then have higher number of HIV-infected people than any other country in the World. As NACO (National AIDS Control Organisation) figures it as 5.2 million. According to UNAID report, 2008 on the Global AIDS Epidemic India have 0.9% HIV patients.

The most affected states in India are Andhra Pradesh, Goa, Karnataka, Maharashtra, Tamil Nadu, Manipur, Mizoram and Nagaland.

Sangli district of Maharashtra is India's HIV epicentre.
This was the report published by Hindustan Times about "Sangli Orphans" by Aditya Ghosh on 13th May 2007. It reveals of the highest prevalence of HIV in pregnant women i.e. 4.5%.

9.10 THE WAYS BY WHICH HIV/AIDS DOES NOT SPREAD

The people have various misconceptions about HIV, like other contaminous diseases. Therefore, with the knowledge of the ways of transmission of HIV one also should know the ways by which it does not spread or transmit and they are as follows :-

1. Shaking hands with an infected it does not spread.

2. Hugging or Kissing (wet kiss to be avoided) to infected person or partner.

3. Coughing or sneezing or tears, sweat, it does not spread in air.

4. Use of public toilets by infected and normal.

5. Sharing meals, utensils and drinks with the infected person.

6. Swimming in swimming pools with infected.

7. Mosquito or insect bites it does not spread.

8. Sharing crockery, silver, glasses, towels, bedding, linen, clothes etc. of the infected.

9. Through hospitals, dental clinic and other therapies where utmost care of hygiene has been taken.

10. If hygiene standards are well maintained it does not spread through massage, physical therapy, cosmetics (treatment), hair dresser, acupuncture, piercing of ears and nose etc.

11. Donating blood under strict supervision.

12. Scratches and bites by pets.

13. Caring for AIDS victims or HIV positive people.

Many times the children born with HIV + are not brought up by their parents because they are dying prematurely and these children have to be adopted by Government rehab centres and NGOs. When these children are become adolescents, they are suffering from mental fitness and severe behavioural problems. In Indian Society the Leprosy patients were socially boycotted and thrown out of family likewise, nowadays, the HIV patients also thrown out family and boycotted by the society instead thee need the treatment and care to be taken for them.

9.11 Check Your Progress:-
1. How the HIV/AID's is transmitted?
2. What are the causes of HIV/AID's in India?
3. Enumerate the eight ways by which HIV/AID's does not spread.

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9.12 PREVENTION OF HIV/AIDS

The treatment available for AIDS can not cure it but only can increase the life of the patient by few months to 20 years but death is sure. The 'Prevention is better than cure'; hence, one should try to prevent it as possible as.

1. Avoid Multiple Partners:- One should avoid visiting prostitutes, sex workers etc. They may have already infected with an HIV, the sexually transmitted diseases (STDs) like syphilis, Gonorrhoea which they may transmit to others.

2. Safe Sex:- Use condoms of male and female while having sexual intercourse with an infected partner.

3. Immediate Treatment for STDs:- In case of sexually transmitted diseases, without hesitation immediate and adequate treatment to be sought from specialist doctor. Otherwise STDs facilitates the transmission of HIV.

4. Use of Sterilised Needles and Syringes: In some kind of sickness or illness one should always ask for sterilised or disposable needles and syringes which are used for an injections.

5. Avoid Drugs:- In a state of drug the person may share needles of the members of the group of an addict where drugs are consumed by injection.

6. Never Share Needles:- It is thought that for the sake of friendship, siblings or parents, needles are shared. But it may happen that the needles are already infected.

7. Care for Blood Transfusion:- While the blood or blood products transfusion has to be done the products must be tested HIV free and only after testing it HIV negative they should be transfused.

8. Remind About 'No Treatment':- The people should be reminded that there is no vaccine available or even no treatment available for the relief from HIV.

9. Counselling:- Organise health care programmes, first aid, counselling sessions etc. for the prostitutes and sex workers.

10. Proper Disposal:- The infected needles and syringes should be disposed of properly in the open places or public garbage collection centres. Even contaminated bed sheets and linen must be properly disinfected before they are sent for laundering.

9.13 TREATMENT OF HIV/AIDS

It is a fact that there is no treatment available which will assure the HIV infected person to cure. But medical scientists since decades putting their efforts through various researches to invent the drug for AIDS. Some drugs which are available can increase the life span of the patient but at the same time side effects are also the result of this treatment.

According to current guidelines, treatment should focus on achieving the maximum suppression of symptoms for as long as possible. This approach is known as '**Highly Active Antiretroviral Therapy (HAART)**. The HAART tries to reduce the virus level from the blood with three important drugs. The life of the HIV infected person increased can be upto 20 years according to recent data made available by the NACO in August 2008.

i Anti-retroviral Drugs:- Inhibit growth of HIV.

ii Fusion Inhibitors:- T-20 or enfuvirtide (Fusion) which supress even most resistant strains of HIV. This fusion is administered by injection.

iii New Treatments:- There are many vaccines and drugs are being tested and experimented, but being not 100% fruitful, they are not licenced yet by the competent authorities.

9.14 PREVENTIVE EFFORTS IN INDIA FOR HIV/AIDS

1. Educate people about HIV / AIDS in their vernacular languages.

2. Government have launched **National AIDS Control Programme (NACP)** to cure and prevent HIV in 1987.

3. **National AIDS Control Organisation (NACO-1992)** provides funds to state AIDS control societies for targeted interventions, blood safety, youth campaigns, VCT care and support and social mobilization.

4. **Mumbai District AIDS Control Society (MDACS), 1999** runs the mobile clinics.

9.15 MEASURES TO CREATE AWARENESS

One can suggest lots of measures with novel ideas to prevent HIV by creating awareness among the victims and the general public as follows:-

1. Propogation by Slogans:- To create awareness one can have novel slogans like 'safe sex, life safe', 'Learn, Listen, Live' etc and propogate them among the masses and particularly high risk groups.

2. Display of Posters:- The posters on AIDS education to be displayed at bus stands, railway stations, cinema halls, shopping malls, schools, colleges, universities, reception halls at hotels and restaurants, resorts, club houses and gymkhanas etc.

3. Awareness of Women:- AIDS prevention programmes and activities to be conducted particularly pertaining to women because they are more vulnerable to it.

4. Organise Exhibitions etc:- Various workshops, seminars, discussions, exhibitions must be organised in different parts of the country based on AIDS.

5. Mass Media:- Radio, T.V., News Channels, Internet can broadcast awareness, counselling session to combat AIDS regularly.

6. Awareness by Shows:- Educational films and slide shows based on AIDS be presented to the vulnerable groups.

7. Advertisements:- The various advertisements and hoardings to be displayed at the public places.

8. Distribution of Source Material:- The pamphlets, booklets and other source material containing information on AIDS must be distributed among public freely.

9. Street Plays:- Students of schools, colleges, universities can present a street plays regarding awareness on HIV / AIDS.

10. Observe the AIDS Prevention Day:- December 1st should be observed as a 'AIDS Prevention Day' at national level with messages of awareness.

11. Pre-marital HIV Test:- Before marriage the pre-marital HIV Test to be conducted on both bride and groom compulsorily. e.g. Karnataka village in Bagalkot conduct compulsory pre-material HIV tests.

12. Install Condom Vending Machines:- These machines must be installed on the places where sexual activities are taken place in very large proportion.

13. Mobile Clinics :- These clinics must be run through urban centres and rural areas time to time.

14. Legalise prostitution:- With due care for HIV / AIDS transmission the prostitution should be legalized because even restrictions and frequent raids it does not stop.

9.16 Check your progress :-
1. What are the ways by which HIV/AIDS can be prevented?
2. What is the treatment for HIV/AIDS?
3. Enlist any ten ways for the awareness about HIV/AIDS.

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9.17 SUMMARY

The HIV diagnosed in New York in 1981 that found in India after five years in Tamilnadu among sex workers. Before some years there was no treatment for cancer patients but nowadays it can be treated during primary stage. Likely, the HIV/AIDs has no treatment available but whatever treatment is available it can increase the life

span of the patient. Instead, one should better remain loyal to his/her partner and take care of the other ways of transmission of HIV/AIDS.

9.18 QUESTIONS

1. What is AIDS? Elborate the signs and symptions of HIV/AIDS.
2. Examine the stages and causes of HIV/AIDS.
3. What are the various ways by which HIV/AIDS spread and does not spread?
4. Write short notes on :-
    i)   Prevention for HIV/AIDS.
    ii)   Treatment for HIV/AIDS.
    iii)   Awareness about HIV/AIDS.

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10

PROBLEMS OF ELDERLY AND CHILD LABOUR

Unit Structure:-

10.0 OBJECTIVES

1.   To study the problems of Elderly.
2.   To understand the implications of Elderly.
3.   To know certain welfare measures for the problems of Elderly.
4.   To understand the meaning of Child Labour.
5.   To write on causes, effects and response to the problems of Child Labour.

10.1 INTRODUCTION

The senior citizens known as elderly have some problems because of certain negative concept developed among them. In todays society they have to face health, economic, housing, transportation and psychological problems also due to the attitude of the society towards them.

As also there is the 'Problem of Child Labour' in Indian society. The age of enjoy, play, education instead the children's emotions are nipped in the bud and they are forced to some menial labour. They are also treated like an adult labour but are not paid accordingly. Their working hours are long and no sanitary conditions are provided to them. Hence, we will look into the problems of both of these above one by one.

10.2 MEANING OF ELDERLY

The person who have crossed the age 65 and above (male and female) are called as elderly. They are also called as 'Senior Citizens'. The age 65 is the chronological age but the person of this age may feel like young and may not want him to be termed as elderly or senior citizen.

In real sense, a person would be called as elderly when he/she is unable to function efficiently but in India chronological age is determining future of old age.

Some experts have divided old age into **senescence** and **senility**. The senescence means the start of old age and senility means complete old age. The senescence takes place during 60s and senility during 70s. When an old aged found eccentric, absent-minded he is said to be senile. We find poor learning, memory reduction and reduced reasoning . They are sometimes less flexible in behaviour.

10.3 CONCEPT OF ELDERLY

10.3.1 Negative Concept :- The elderly people have developed the Negative concept of senior citizenship. They call it as elderly life is a life of loneliness worthlessness, hopelessness, frustration. It also the life of total dependence upon others, and second class citizenship. They consider themselves thoroughly useless like an old furniture, broken plastic toy etc. For this they have certain basic problems therefore they are thinking in a negative way.

10.3.2 Positive Concept :- As against negative thinking some elderly people think their stage from positive point of view. They think it as an opportunity in life for rest and relax, to read good books Now we can listen god and soul stirring music and try to meditate. They also think that it is the right time to go on pilgrimage which are didn't get during young age. It is a God given opportunity for self-purification and self-realization. It is right time to serve the society by every possible way. This thinking is found among those who are still well settled.

10.4 PROBLEMS OF THE ELDERLY

10.4.1 Physical Problems :-

Due to aging, the health is declined and the body does not respond properly. The elderly person had to face health problems such as diabetes, high & low B.P. asthma, arthritis, paralysis, cancer, eye

disease, deafness, senility, and debilities. The immunity power and calcium from the bone is reduced. Although rich and retired people are getting well treatment but the poor are not treated and they have to die with increasing age.

10.4.2 Financial Difficulties :-

Many time the financial condition of the elderly is pitiable. They can not satisfy their basic needs. Some times they are forced to earn their bread by begging at public places. They can't afford the treatment in hospitals and are economically deprived. No nutritious food, health services, transportation and recreation for which they need money which they are not given by their children even they are earning well.

10.4.3 Housing and Accommodation Problems: -

Mostly these people prefer to remain indoors. They become the burden on their sons and can't shift or move from place to place. Many times they are thrown out of their own residential places and sent to the homes for the aged or vriddhashramas. It is found very difficult for them to adjust with such environment where there are not relatives, grand children or their own children.

10.4.4 Transportation Problems:-

It is very difficult for the elderly to travel by crowded trains and buses. Even it is very difficult to cross the roads. The rich aged can afford to travel by cars, taxi or plane but all that is unthinkable for the poor elders.

10.4.5 Violence Against Elderly :-

This is not common but sometimes the son and daughter in-law both are beating them and house arresting them. Recent cases are reported that they are thrown into dungeon like places inside the house, not given food and health treatment and beaten by the daughter in-law and the son.

10.4.6 Psychological Problems :-

Due to above problems, the elderly people are faced with great strain. Their life is without gainful employment which gives them "painful experience". They are treated as parasite or a burden. They wait patiently and anxiously for death; moreover, a lone elderly person like a widow, widower or an unmarried person suffers from loneliness, hopelessness, helplessness, frustration, social isolation and physical disabilities. They also had to face

depression, chronic anxiety, paranoid reactions, Hypochondriasis etc.

Thus the elderly people actually are in a second childhood and instead taking care of them they are neglected With this concern the content of elderly problems must be studied.

10.5 CAUSES OF THE PROBLEMS OF ELDERLY

We already have known about the problems of elderly people. It can not be taken as easy that the elderly people compulsorily had to face the problems & they cannot have good conditions as they enjoyed and provided for their children. The some of the causes of their problems as follows :-

10.5.1 Negative Stereotype :-

When the people are called as "Elderly" which are only old age people, that makes them to think negatively about their dependence. The others also perceive the same way that they are the useless, helpless etc. This feeling of Negatively is responsible for their problems.

10.5.2 Discrimination :

The prejudices about the elderly people and their efficiency make them face discrimination in their life. e.g. They are not capable of punctuality, they can not work during hours with young employees, they are towards diseases and vulnerable to them. All these prejudices lead them to face the discrimination in the places of employment, assign special duties or even alloting residences to them .

10.5.3 Isolation from Society :-

The Senior Citizens are developing the concept of elderly with negative views and that they remain isolated with social activities and withdraw from social engagements and relationships.

10.5.4 Remaining Lonely :-

The loneliness can cause them many health problems and they can not share their ideas and experiences with other members and develops many psychological problems.

10.6 WELFARE MEASURES AND RESPONSE TO ELDERLY.

In this section we will look into the Government welfare measures and some suggestions made by some experts for the elderly.

10.6.1 Directive Principles of State Policy :-

The article 41 of the Indian Constitution which deal with directive principles of state policy says, "The state shall, within the limits of its economic capacity and development make effective provision for securing the right to work, to education and public assistance in case of unemployment, old age, sickness and displacement and in other cases of undeserved want."

In this regard the Union and State governments and their various ministries have introduced many kinds of reforms and launched welfare measures for the elderly people in India.

10.6.2 National Policy on Older Persons, 1999 :-

The Government of India has passed the National policy on older persons by which Union Government have passed various acts and launched various programmes and schemes. It also directed the States to follow such programmes.

10.6.3 National Council for Older Persons :-

This Council (NCOP) has been constituted by the ministry of Social Justice and Empowerment to operationalise the National Policy on Older persons.

The basic objectives of the NCOP are as follows :-

1. To advice the governments on policies and programmes for older persons .

2. To provide feedback on implementation on specific programmes for older persons.

3. To advocate the best interests of older persons, provide a nodal point at the national level for readdressing the grievances of older persons which are of an individual nature.

4. To provide lobby for concessions, rebates and discounts for older persons both with the Government as well as with the corporate sector.

5. To represent the collective opinion of older persons to the governments.

6. To suggest steps to make old age productive and interesting.

7. To suggest measures to enhance the quality of inter-generational relationships.

8. To undertake any other work or activity in the best interest of older persons.

The National council for Older Persons (NCOP) consisted of 39 members.

10.6.4 Various Schemes of Union Government and Its Ministries for Older Persons :-

The schemes for elderly such as National Old Age Pension scheme, Annapurna Scheme, Income Tax Rebate, Higher Interest Rate on Savings, Separate Queues in Hospital Registration, Indian Railway concession in fares, 50% discount in fares for Economy class by Indian air (domestic), etc.

10.6.5 Retirement Benefits :-

The Union and state governments must provide monthly pension to the elderly immediately as they retire. The family of the pensioner must also get the pension, gratuity, commutation amount and provident fund as early as possible.

10.6.6 Special Medical Assistance :-

The Government hospitals, municipal hospitals should open the registration counters separately for the elderly patients. They should be provided free diagnostics and medicines and operational (surgeries) diseases at lowest rate according to their pensions. The without pension people should be given the treatment free of charge.

10.6.7 Transportation Facilities :-

Although the government and corporations have provided reservation of seats in buses, and railways (Suburban trains), even railways should reserve separate compartment for them and give concession in fares, front entry in buses etc. The taxis and auto-rickshaws also should give concessional travel to the elderly people.

10.6.8 Homes for Aged :-

Actully speaking, the concept of Homes for the Aged (vriddhashramas) should be abandoned because it should be by legal provisions obligatory on the children i.e. sons to look after their parents. But it does not happen so, and also for heirless elderly there should be large number of homes for the aged. They should be localized and with full facilities provided by the government or governments should extend funds to NGOs.

10.6.9 Need to Change the Attitude :-

The elderly people as well as the society must bring change in their attitude about the Senior Citizens. That should be positive, constructive and sympathetic in dealing with the problems of elderly people. Talk with them with love, affection and respect. Share their ideas, experiences & thoughts. Be sympathetic & charitable to them.

Recently, the courts of law have made it mandatory for the sons and successors of the elderly to look after them or pay them some amount for their living and medicines as these elderly moved to the court with the complaints even against their own children.

10.6.10 Check your progress :-
1. What do you understand by the concept of 'elderly?'
2. What are the psychological problems of elderly?
3. Suggest any eight measures for the problems of elderly.

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10.7 CHILD LABOUR

10.7.1 Meaning :- Child Labour means children who are employed as a worker or labour which their age does not permit to do so. They are exploited and not paid any compensation (money). In this process they may be receiving harm by mental, moral and educational loss.

According to international Labour Organisation (ILO) the age of child worker is between 5-17 and in India is between 5-14 years. Article 24 of the Indian Constitution prohibits the child labour in

following words "The Child below 14 years shall not be employed at any factory or mines or at any hazardous activity. This is a Fundamental Right against Exploitation.

According to UNICEF Report 1997 –

"Children's work needs to be seen as happening along a continuum, with destructive or exploitative work at one end and beneficial work promoting or enhancing children development without interfering with their schooling, recreation and rest – at the other. And between these two poles there are vast areas of work that need not negatively affect a child's development."

10.7.2 Magnitude of Child Labour

Child Labour is very serious problem in India and the world. The age when the child is supposed to play and enjoy, has to go to the school and learn the education instead he is thrown for doing hard labour, engaged into employment and compelled to work at restaurants, hotels, mines, factories, garages etc.

According to Chairman of the U.S. National Child Labour Committee, the term "Child Labour" is generally used to refer to any work by children that interferes with their full physical and mental development, the opportunities for a desirable minimum of education and of their needed recreation."

Due to Child Labour the emotional , physical, mental, intellectual, imagination, creativity development of the child is prevented. They are mercilessly without paying any penny, scolded at every moment, humiliated like bonded labourers is hateful act. The employer wanted to give less payment or no payment but get the work done from these children like an adult labour. It is very pitiable and regrettable practice.

According to the census of India, 2001 (India), more than 12 million children in the age group of 5-14 are engaged in child Labour. The ILO (International Labour Organisation) estimated 44 million and Global march Against Child Labour an NGO claimed 60 million Child Labourers in India.

The United Naitons International Children's Emergency Fund (UNICEF) has determined child labour is an exploitative if it involves –

a) Full time work at too early age;

b) Very long and arduous working hours;

c) Work that exerts undue physical, social or psychological stress;

d) Inadequate wages;

e) Work that hampers access to education;

f) Work that undermines a child's dignity and self-esteem such as slavery, bonded labour and sexual exploitation.

With this above discussion the people of India must think on this problem of Child Labour seriously as it is a vicious act to employ children. The people must come forward against the exploitation of children and compare these working children with our own children and treat them likely. They must be rescued from such places and rehabilitated in government schools, remand homes or adopted by the people concerned.

10.7.3 Causes of Child Labour.

1. Poverty :- The parents are poor that they can not feed themselves and children too. Therefore, they send children for work instead to school. Then these children work in hotels, restaurants, garages, agriculture, factories, mines etc and give economical support to their families.

2. No formal education :- Since the children are not getting formal education or some may drop up from school had to work instead just eating food at home. Sometimes due to not having money to spend on education they have to leave the school education and hence engage in child labour.

3. Misbelief of Parents : Most of the parents believe that children also should be able to perfect some skills which will help them into future alongwith formal education. But skills also could be developed after completing education and at perfect age.

4. Environmental Influence:- The children from the villages always found to be engaged into agricultural and subsidiary activities. Mostly in rural areas and in fishing villages the child labour is found as like in Industrial zones.

5. No strict implementation of child labour laws :- The govt. does not strictly implement the laws against child labour. Due to corruption all over the children are found working with many companies and no strict punishment are resorted to the employers of children.

10.7.4 Effects of Child Labour

1. Underpaid :- The children and young are always underpaid than that of the adult but the working hours are some for both the them.

2. Exploitation : - The children may be exploited physically as well as mentally. Sometimes girlchildren are working as domestic help but are sexually exploited. Sometimes they are beaten to death on minor mistakes and not compensated well for their work done.

3. Missing of Education :- Due to child labour the children are missing there formal education and there can not be the intellectual development, emotional development or social development and finally the future prospectus is in darkness. Literacy can not be achieved.

4. Bodily Harm :-
a) There can be accidents if attention is not given to the children's work.
b) Children may become violent.
c) They may engage into theft, robbery, murder etc.
d) They may be affected by severe illnesses.
e) Child sex abuse may be possible.
f) Trafficking is done by the smugglers & children are sold.

5) Development of Negative Attitude :-

The children may jealous about the children of rich parents that they can not enjoy their childhood and have to work like a menial labour. They become negative about their poverty stricken family, parents, and even social system that lead them to engage into labourious activities. They also wish to learn in formal school but can't. They also wish to play various games on the school playground but can't. This makes them introvert, hopeless and their attitude towards life become negative and they may adopt destructive activities too in future.

10.7.5 Welfare Measures / Response to Child Labour

1. Article 24 of the Indian constitution have provided the right against exploitation (which is a Fundamental Right) for the children below the age of 14 years. By this article child Labour is prohibited.

2. Article 39 (e) lays down that children of tender age are not to be forced to enter avocations unsuited to their age and strength. Article 39 (f) commands that children be given opportunities and facilities to develop in a healthy manner and that children be

protected against exploitation and against moral and material abandonment.

3. Various Acts in Favour of Children :-

i) The child Marriage Restraint Act, 1929

ii) The children (pledging of Labour) Act, 1933

iii) The Employment of Children Act, 1938.

iv) The Factories Act, 1951.

v) The Plantation Labour Act, 1951.

vi) The Mines Act, 1952.

vii) The Immoral Traffic (Prevention) Act, 1956.

viii) The Apprentices Act, 1961.

x) The Bonded Labour Abolition Act, 1976.

xi) The Child Labour (Prohibition and Regulation) Act, 1986.

The above laws passed are for the welfare of the children and against their exploitation.

4. The National Child Labour Policy (NCLP):-

The Government of India launched this NCLP in 1987.

This policy consists –

i. The policy envisages strict enforcement of the provisions of the Child Labour (Prohibition and Regulation) Act, 1986.

ii. Income generating schemes for the parents of child labourers, special cell, child Labour cell, non-formal education, vocational training, provisions of health care, nutrition and education for working children.

iii. Area Specific Projects to be started where more concentration of child labour is found, where identification, withdrawal and rehabilitation is done.

5. Central Advisory Board on Child Labour (CABCL):-

In 1981, this CABCL was constituted and again reconstituted in 1994 against Child Labour.

6. Child Labour Technical Advisory Committee, 1986 for occupation and process for children.

7. National Child Labour Projects in different states to rehabilitate Child Labourers.

8. Assistance to voluntary organizations (NGOs) must be rendered by the Government.

9. Child Rights Commission 2007 in Maharashtra.

10. Honorable **Supreme Court have given directives** to the Government and private sector to abolish Child Labour and rehabilitate them.

10.7.6 Check your progress :-
1. What do you mean by Child Labour?
2. What is the concept of Child Labour according to UNICEF?
3. Enumerate the causes of Child Labour in India?
4. Enlist various Acts in favour of children.

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10.8 SUMMARY

The Senior Citizens have many physical, financial, housing, traveling and psychological problems. Their own children are not looking them after they are retired or at the verge of senility. Therefore, we must look after them thinking that we will be also going to become aged and our children also look after us. The another social problem in India is the Child Labour. The children must enjoy their childlife as like our own children instead they are compelled to work as menial labourers is one of the blot to our society. The individuals, institutions, NGOs must work for their welfare.

10.9 QUESTIONS

1. What is the meaning of Elderly? Discuss their problems.

2. Why the elderly people faces these problems? Elaborate various welfare measures undertaken by Government and make suggestions.

3. Evaluate the concept of child labour. What are the causes of child labour in India?

4. Discuss the effects and rehabilitative measures to remove child labour in India.

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11

GLOBALISATION AND INDIAN SOCIETY : EMERGING ISSUES

Unit Structure :-

11.0   OBJECTIVES

1.   To understand the concept of Liberalization, Privatization and Globalization
2.   To Analyze the features and stages of Globalization
3.   To know the meaning of Multinational Corporation
4.   To understand and analyze the role of Multinational Corporations
5.   To understand the employment situation in India
6.   To understand the structure of employment in organised and unorganised sector.

11.1 INTRODUCTION

The entire globe is just like one country for business. Erasing national and political boundaries for the purpose of business may be termed as globalization. Globalisation implies integration of the economy of the country with the rest of the world economy and opening up of the economy for foreign direct investment by liberalizing the rules and regulations and by creating favourable socio-economic and political climate for global business. Liberalisation involves a greater role for the market forces to the functioning of institutions. It is another name for *laissez faire*.

Privatisation is the transfer of ownership from the public to the private sector, or transfer of control over assests or activities as in the case of privatization through leasing, where ownership is retained, leaving management of assets and activity to private parties.

11.2 LIBERALISATION

Liberalisation essentially involves a greater role for the market forces to the functioning of institutions. It opposes government intervention in economic affairs beyond minimum necessary. It is presumed that the market is more effective than the government in achieving economic and social goals. However it may be noted that in a developing country like India with large scale poverty, the market system may not help a large chunk of population because markets can bring equilibrium between demand {backed by purchasing power } and supply, and not a balance between need and supply.

11.2.1 LIBERALISATION IN PRACTICE:-

a. Licensing:- The requirements of industrial licensing are abolished. The concept of monopoly involving limits on the assests of large industrial houses for permitting investment, does not exist any longer. Except for a shrinking number of items reserved for the small scale sector, the freedom for any one to produce is almost total.

b. Financing capital requirements:- All controls and restrictions on raising capital within the country and to a large extent outside the country, have been done away.

c. Import- Export :- Subject to negative list, imports and exports are now free.

d. Foreign investments:- After liberalization, foreign institutions, individuals and NRI's have got a lot of freedom to invest in business and/or in the capital market.

11.3 PRIVATISATION

Privatisation is a concept covering wide range of ideas, programmes and policies. Privatisation is roll-back of the state in the lives and activities of citizens and strengthening the role of the markets.   Privatisation is transfer of ownership from the public to the private sector Privatisation changes role of the state, and not necessarily reduces it. The monitoring and regulation of the privatized system is a complex and difficult job.

11.3.1 IMPACT OF PRIVATISATION IN THE GLOBAL CONTEXT

a. Micro-level impact relates to the following :-

i. Profit, Price and Cost:-

The most important dimension of the micro impacts is the efficiency expected to be realized in the wake of privatization. The simplest and most publicized result refers to the profit earnings of the privatised enterprise.

ii. Enterprise growth:-

The rate of growth which the privatized enterprise achieves from year after year.

iii. Technology:-

The profit rate might be indifferent to, and might not be the result of technological progress or R and D efforts on the part of the enterprise.

b. Macro Level Impacts:-

Macro impacts are important for the economy as a whole and are linked with the country's long-term interests. These are more relevant for countries with low income, large population, considerable unemployment, and with wide income disparities.

11.4   GLOBALISATION

Globalisation is defined as follows :

According to International Monetary Fund, Globalisation is defined as, " the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology".

Globalisation has two main components – the globalization of markets and globalisation of production. Interdependency and integration of individual countries of the world may be called as globalization. Thus globalization integrates not only economies but also societies. The Globalisation process includes globalisation of markets, globalisation of production, globalisation of technology and globalisation of investment.

11.4.1 FEATURES OF GLOBALISATION:-

1. Operating and planning to expand business throughout the world

2. Erasing the differences between domestic market and foreign market

3. Buying and selling goods and services from/to any country in the world

4. Establishing manufacturing and distribution facilities in any part of the world based on the feasibility and viability rather than national considerations

5. Product planning and development are based on market considerations of the entire world.

11.4.2 ADVANTAGES OF GLOBALISATION:-

1. Globalisation helps for free flow of capital from one country to other.

2.Globalisation helps for flow of technology from advanced countries to developed countries.

3.Free flow of capital along with technology enable the developing countries to boost up industrialization in their countries.

4. Globalisation of production leads to spread up of manufacturing facilities in all the globe countries depending upon locational and various favourable production factors.

5. Developing countries industrialise their economies leading to balanced development of all the countries.

6. Products with high quality and lower price is available in the market due to globalization.

7. There is increase in employment and income and high standard of Living.

8. There is increase in the welfare of nations and prosperity of the world countries.

11.4.3 DISADVANTAGES OF GLOBALISATION:-

1. Globalisation kills domestic business. The domestic business of developing nations fail to compete with the MNC's on the technology and quality front.

2. Globalisation exploits human resources

3. Globalisation leads to unemployment and underemployment

4. There is decline in demand of domestic products, further resulting into reduction in income of the people.

5. Globalisation widens gap between rich and poor.

6. The natural resources of developing countries are transferred to other countries.

7. Globalisation results in commercial colonolism by the super power nations like USA andEU.

Globalisation is the trend towards a more integrated global economic system. Figure 11.1 shows the components of globalization
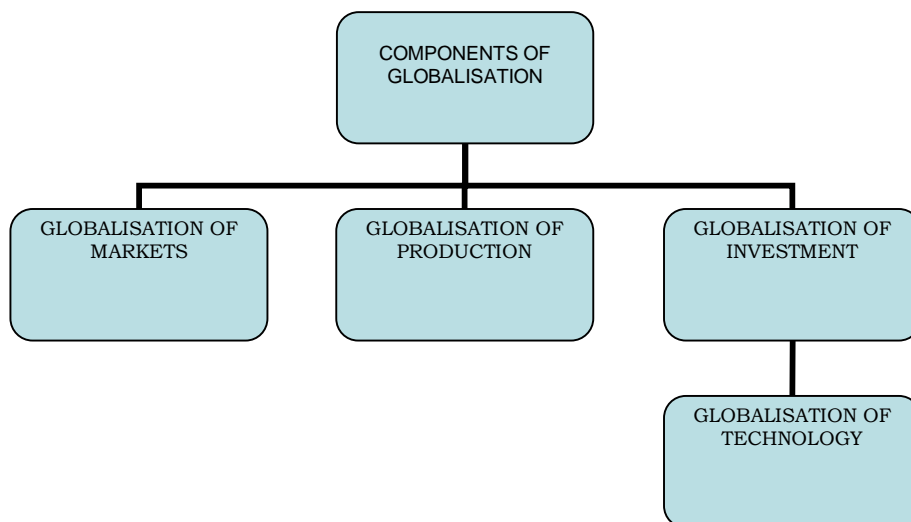
Figure 11.1

11.5   MULTINATIONAL CORPORATION

11.5.1   DEFINITION:-

A multinational corporation is an organisation doing business in more than one country. MNC's have a world wide involvement and a global perspective in its management and decision making. MNC's engage in international production and operate plants in a number of countries. MNC's invest considerable portion of their assets internationally.

11.5.2   ROLE OF MULTINATIONAL CORPORATION:-

1. Profit maximization is the most important objective of MNC's.

2. MNC's transfer foreign exchange to its parent company.

3. The diversification policy of MNC's is in most profitable areas.

4. MNC's preferably enter in consumer market than capital goods market because of high profitability in consumer market.

5. MNC's diversify their activities to various countries having their central control offices which provide them maximum global advantage.

6. MNC's adopt a number of techniques to get the acceptability of the people of the country wherever they operate.

7. MNC's develop modern and sophisticated technology in order to produce the products of high quality and lowest cost of production.

11.5.3   ADVANTAGES OF MNC's:-

A. Advantages of the MNC's to the Host Countries

1. The investment, employment and income level of the host country increases consequently due to operation of MNC's in the host countries.

2. Industrial and economic development increases.

3. The host countries get latest technology from other countries through the MNC's.

4. Latest and sophisticated management techniques are made available.

5. MNC's break protectionalism, create competition among domestic companies and thus enhance their competitiveness.

6. Domestic industry can make use of R and D outcomes of MNC's.

7. Host countries can reduce imports and increase exports.

B. Advantages of the MNC's to the Home country:-

1. MNC's create opportunities for marketing the products produced in the home country throughout the world.

2. MNC's create employment opportunities to the home country people.

3. The industrial activities get fully activated.

4. MNC's contribute for favourable balance of payments of the home country in the long run.

11.5.4   DISADVANTAGES OF MNC's :-

A. Disadvantages of the MNC's to the host country
1. Technology developed by the MNC's does not meet the needs of developing countries as it is mostly capital intensive.

2. MNC's do not operate within the national autonomy and soverginity.

3. MNC's kill the domestic industry by monopolizing the host country's market.

4. MNC's may adopt ethnocentric approach in staffing and thereby cause unemployment in the host country.

5. MNC's use natural resources of the host country indiscriminately and cause fast depletion of the resources.

6. MNC's distort the economic structure of the host country.

7. MNC's interfere in the political decisions of the host country.

8. MNC's do not engage in R and D activities relevant to developing countries. Their R and D efforts are relevant to advanced countries.

B. Disadvantages of the MNC's to the Home country:-

1. MNC's transfer the capital from home country to various host country causing unfavourable balance of payment.

2. MNC's may neglect the home country's industrial and economic development as it invests in more profitable countries.

3. MNC's does not create employment opportunities to the people of the home country, if it follows geocentric approach or polycentric approach.

4. MNC's may bring the culture from foreign countries which is determined to the interest of the home country.

11.5.5 Check Your Progress :-

1. What is a Multinational Corporation? Explain the role of MNC's in Indian economy.

2. What is Globalisation? Explain the features of Globalisation.

3. Is Globalisation desirable ? What are the advantages and disadvantages of globalization.

4. What is Multinational Corporation? Explain the role of MNC's in Indian Economy.

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11.6 INTRODUCTION OF THE IMPACT OF GLOBALISATION ON EMPLOYMENT

Economic liberalisation was introduced in 1991 in India. The main argument was given that the regime of controls and licenses hindered the rapid economic development of the country. It was hoped that once the economy is freed from the regime of controls, quotas and licenses, it shall result in a much higher growth rate of GDP and a significant expansion of employment.

Although the reform process resulted in an acceleration of GDP growth, it was not accompanied by a likely increase in employment. The employment in the organised sector has increased due to globalisation but the workers in the unorganised sector have been

adversely affected. The private sector has contributed predominantly due to the increase of employment in the organised sector, the role of public sector has reduced substantially. The structural Adjustment Programme is not tuned to increase employment in the small scale sector. Globalisation has generated very few job opportunities for highly skilled people. Industries under globalisation require labour which cannot be supplied by village poor. It produces goods which they do no consume. Hence industrial activity has been mostly labour displacing.

11.7 EMPLOYMENT SITUATION IN INDIA

Economic reforms in India were initiated and pursued by the Government of India in the framework of liberalisation and globalisation in order to create gainful employment opportunities, however, while attempting to achieve this through the Five Year Plans, the rate of growth of output was not integrated to the rate of growth of employment. The following table shows the growth of GDP and Employment during the last few Five Year Plans.

Table 11.1

Plans	Annual GDP growth rate	Growth of Employment
VI Plan, 1979	5.5	1.89
VII Plan, 1985	5.8	1.60
VIII Plan, 1992	6.7	1.38
IX Plan, 1997	6.5	1.13
X Plan, 2002	7.7	1.14

The above table clearly shows that the GDP is continuously growing. Whereas employment is continuously decreasing in the post reform period.

11.8 STRUCTURE OF EMPLOYMENT IN ORGANISED AND UNORGANISED SECTOR

The Organised sector usually refers to employment in the public sector and in the private sector establishments employing 10 or more persons. It is believed that wages in the organised sector are much higher than in the unorganised sector. As the organised sector is regulated it provides greater job security and other benefits. Within the organised sector, the jobs in the public sector receive much higher wages and accompanying benefits than those in the private sector for similar skills. Public sector also offers greater job security.

During the post-reform period (1994-2000), organised sector employment increased slowly from 27.37million in 1994 to 28.22 million in 1999-2000, indicating a growth rate of merely 0.53 percent per annum. This was the consequence of stagnation of employment in the public sector during 1994-2000 and growth rate was (-) 0.03 per cent per annum. The private sector grew 7.933 million in 1994 to 8.70 million in 1999-2000 indicating a growth rate of 1.87 percent per annum. In a major sector like manufacturing, organised sector employment is only of the order of 14 percent and as much as 86 percent of employment is generated through the unorganised sector viz., handlooms and powerlooms and other village and small scale industries, i.e. tiny sector in the SSI sector. There is decreased in the organised sector employment in financial services, transport, storage, and communications. There is stagnation in organised sector employment in community, social and personal services. In trade, in organised sector employment is negligible at 1.31 percent. Decrease in growth of organised sector employment has led to the shift towards unorganised sector. It implies a shift from better quality and secure employment to inferior and insecure employment.

11.9 IMPACT OF GLOBALISATION ON EMPLOYMENT:-

1. Increase in number of casual workers :- Globalisation resulted in an increase in the number of informal workers. According to National Sample Survey, the proportion of casual workers which was 28.75 in 1983 increased to 33.2% in 1999-2000.

2. Lockouts in India :- During the era of globalisation and liberalisation employer have been able to achieve the following objectives by using the instruments of lockouts.

- to bring a reduction in surplus labour.
- to increase workload per worker in order to raise overall production and productivity.
- to force workers to accept no pay for no work during the entire period of lockout.
- to force stringent norms of work even in violation of Industrial Disputes Act.
- to weaken trade unions.

3. Proletarianization of labour :- Globalisation accelerated the process of proletarianization of labour. The problems of unemployment, lower wages, part time jobs and no security jobs have increased. A higher profit earning employer has been employing efficient labour. The bargaining power of the Trade Unions have reduced.

4. Inequalities increasing gap :- Globalisation has resulted in high degree of concentration of wealth at the hands of a few. The widening inequality has been due to a very high compensation paid by Multinational enterprises (MNEs). Those associated with successfull MNEs and internationally competitive national enterprises benefited the most.

There is widening differences in wages and salaries between rural and urban sectors and also in most of the states.

5. Slow down in poverty alleviation programmes :- The natural rights of the tribal, on forest land are being appropriated by Indian corporations and MNCs causing serious disadvantage to their employment and income. Globalisation has resulted in a systematic process of exploitation of tribal communities.

6. Tactics by developed countries :- The developed countries continued to subsidize agriculture making it difficult for developing countries to eliminate their subsidies on industrial goods. The large number of suicides committed by farmers in India was the direct result of double standards adopted by the developed countries to sell their agricultural products like cotton in the world markets at a relatively much lower prices, thereby eliminating Indian cotton exports.

7. Feminization of labour in low wages job :- Globalisation has resulted in an increase in women's employment into low paid jobs. There has been feminization of flexible labour during the 1990s in industries where profit margins are maintained by reducing labour costs, long hours of work and decrease in the number of formal production workers.

8. Indecent approach of Globalisation :- The increasing casualisation and feminization of labour under the slogan of globalisation has led to indecent work and exploitation of workers. Globalisation has led to competitiveness resulting in cost cutting adversely affecting the share of labour in national income. Small scale industries which create most employment faced difficulties in taking advantage of globalisation.The rural and informal economies remain on the margins resulting in poverty.

9. Weakening of welfare state in favour of markets:- Globalisation has resulted in minimum role of the State accompanies by a maximum role for markets. The pressure of MNCs, IMF and World Bank force Governments to take decisions about privatization of public enterprises. The opening of Foreign Direct Investment in several sectors like retail trade and consumer goods has resulted in closure of small and medium enterprises resulting in unemployment.

10. Employment in the public sector :- Under the privatisation programme the government has started the disinvestment in Public Sector Undertakings equity. Privatisation theory says that loss making units should be privatised. The public sector enterprises were asked to reduce the overstaffing which further increased the problem of unemployment.

There is another side of the picture. In the pre reform period use of new technology brought about a considerable awareness among the people about job opportunities. In metropolitan cities and other large cities, new employment opportunities are being created and these are likely to multiply fast in the near future. Every major organisation now requires the services of experts from the IT field.

Employment is increasing in other computer related activities like those in airlines, hotels and other services. This will also give rise to more jobs because of backward and forward linkages. So as a whole, employment in the services sector is contributing more in employment generation.

11.10 SUMMARY

India has been experiencing " Jobless growth "as there is no simple or unique correlation either in theory or in Indian experience between the rate of growth of output and the rate of growth of employment. The policy of liberalisation and adoption of hi-tech by the multinationals coming to India and the Indian industrialists have generated a capital intensive pattern of employment even in the consumer goods sector. In the public sector enterprises, the government has been following the policies of voluntary retirement and providing golden handshake. A silent exit policy is being following in the private sector. In agriculture, a wide gap exists between the required and actual public investment and therefore employment possibilities are also constrained in this sector.

Under such circumstances an employment oriented growth strategy specially in the industrial sector provides the best answer to the challenge of unemployment and underemployment in a developing economy like India. High emphasis is also placed on the growth of agriculture and small scale industries and creation of self employment opportunities. In agriculture, the strategy of growth with employment should bring about. Changes in crop pattern and development of allied agricultural activities like animal husbandry and fishery, poultry, etc. Which are highly employment generating should also be encouraged. A vigorous programme of rural industrialisation with emphasis on processing of agricultural produce, fruit and vegetable processing, industries utilising agricultural by-products, village handicrafts and cottage industries should be launched. In the field of manufacturing labour intensive small and large scale industries should be encouraged. The policy framework should integrate the objectives of growth, employment and equity for fair globalisation. The new environment under globalisation requires a change in our value system and attitude. Competition should be accepted as a part of daily life. This would demand hard work, new ethics, work culture and dynamism.

11.11 QUESTIONS

1. Analyse the impact of globalisation on India's employment scenario.

2. Write a note on Globalisation and Indian Labour Market

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12

ECONOMIC AND SOCIO-CULTURAL IMPACT OF GLOBALISATION

12.0 OBJECTIVES

After reading this unit, you would be able to understand
1. - the meaning of culture
2. - growth of consumerism and market orientation
3. - changing values and lifestyles
4. - positive and negative impact on culture due to media
5. - the concept of globalization and it's relation to agriculture
6. - Agreement on Agriculture
7. - India's position on AoA
8. - performance of Indian agriculture under globalization period

12.1 INTRODUCTION

Socio-Cultural environment is a important component of Macro Environment. Culture, traditions, beliefs, Values and lifestyles of the people in a given society constitute the Socio-Cultural environment. These elements decide to a large extent, what the people will consume and how they will buy. Our economy is gradually getting integrated with the global economy. Globalisation has considerable influence on economic and socio-cultural environment.

12.2 MEANING OF CULTURE

Culture is the combined result of factors like religion, language, education and upbringing. Culture refers to the complex whole which includes knowledge, beliefs, art, morals, laws, customs and other capabilities and habits acquired by an individual as a member of a society. There are sub-cultures within a culture. People are influenced by heredity, cultural experiences, sub-cultural experiences, family experiences and unique personal experiences. In any society, some cultural values are deep-rooted, they do not change easily and are termed core cultural values. There are also values and practices, which constitute secondary cultural values, they are most ready to change and can be moulded and manipulated relatively more easily. Meaningful information on the consumption habits, lifestyles and buying behaviour of the people can be obtained through a survey of the Socio-Cultural environment. Cultural shifts carry with them marketing opportunities as well threats. That is why close monitoring of the cultural environment becomes important.

Religion and language are two elements of culture. There are other elements such as education and upbringing. People have the freedom to profess the religion, language and culture of their choice. Many religions, languages and cultures actually co-exist and prosper in this large country. As a general rule, it can be said that the people of the land are traditional bound. And, these traditions also differ from region to region and segment to segment. This is reflected in matters like marriages, family life, rituals etc. When we speak of cultural factors in Indian society, we must highlight in particular, the significance given to the institution of family. In recent times, some changes are taking place in the cultural arena, owing to the increased exposure to different lifestyles, impact of the media, increasing industrialization and consequent mobility of population and the process of globalization.

12.3 GROWTH OF CONSUMERISM AND MARKET ORIENTATION

Marketing concept represents a shift in orientation from production orientation to market orientation. This orientation occurs out of the awareness that a business should start with the determination of consumer wants and end with the satisfaction of those wants. The concept puts the consumer at the beginning and at the end of the business cycle. It stipulates that any business should be organized around the marketing function and its task should be one of anticipating, stimulating and meeting customer's requirements. The customer should be at the centre of the business. A business can not succeed by supplying products and services that are not designed to serve the needs of the customer's. The purpose of any business is to create customer.

Consumerism is a social force within the environment designed to aid and protect the consumer by exerting legal, moral and economic pressure on the business. Consumer Protection Movement And Acts like Consumer Protection Act 1986, Mumbai Grahak Panchayat Act, Consumer Guidance Society Of India, Consumer Guidance Cell etc have made a significant impact on the industries. Consumers have right to safety, to information, to choose and to be heard. The amendments made to the Monopolies and Restrictive Trade Practices Act, and various self-regulatory measures taken by the industry and the existence of nearly fifty other Acts aim at protecting consumers.

12.4 CHANGING VALUES AND LIFESTYLES

Society is composed of different social classes. A social class is determined by income, occupation, location of residence etc of its members. Each class has its own standards with respect to lifestyles, behaviour etc., they are known as class values or class norms. These values have a strong bearing on the consumption pattern and buying behaviour of the members of the class. Shifts in class values do take place over time owing to several factors. And, the study of socio-cultural aspects should include the study of such shifts as well.

The average Indian is spending his money more liberally than ever before. Yesterday's luxuries are fast becoming today's necessities. Conventional notions of what is a luxury good and what is an essential commodity are fast changing. The change has been stimulated to an extent by exposure to media, especially TV. The media gives exposure to the lifestyles of the well-to-do, as well as the products that are used by consumers.

12.5 POSITIVE AND NEGATIVE IMPACT ON CULTURE DUE TO MEDIA

There are certain values that are universal. Yet the manner in which they are defined or expressed may vary across cultures. These varying values, which are commonly called cultural values are derived from universal values that are specific to a particular group, region or community. Within each culture there are sub cultures that have characteristics that may be different from the group culture. For example, though Indian Women are home loving, traditional, conservative and religious, a sub-culture within this group is fast changing that follows different values that is they are independent, modern, permissive and ambitious.

Medias have come to stay as a part of modern systems and present day society. Communicating to consumers about the vast

variety of products and services available would be practically impossible without advertising. Emerging life styles and patterns of buyer behaviour call for such communication in the interest of prospective buyers.

The goal of media is to promote a product or service and not to change society. Media reflect and follow trends in society. Media does not in itself promote a culture. It merely depicts the lifestyles or values inherent in the society aggressively and dramatically. It projects even the negative, often hidden values of a society and is therefore exposed to criticisms.

12.5.1   Positive impact on culture due to media:-

1. Media is a vehicle for promoting purchases and stimulating consumption.

2. It promotes the habit of savings and investments among the consumers.

3. Media approaches and techniques are being effectively used for the promotion of number of important social causes such as family planning, health care, prevention of accidents, prevention of cancer, prevention of TB, prevention of Aids etc.

4. Advertisements follow certain norms of quality and maintains standards.

12.5.2   Negative impact on culture due to media:-

1. Negative Impact on the value systems of the society.

2. Negative influence on social values and lifestyles.

3. Media develops Unscrupulous Buying Habits among the consumers.

4. Freedom of choice of the consumers is restricted by the power of media since it manipulates buyers to take decisions against their will or interest.

5. Media plays on the subconscious motives of the people using emotional appeals.

6. Moral concerns about advertising related to the product like cigarettes, alcohol etc create adverse effects.

7. Over emphasis on sex appeal.

8. It promotes Stereotype roles to women shown in advertisements as housewives, mothers or companions to men, apparently leading women to secondary roles.

12.5.3 Check your progress :-

1. What is the function of media in our culture ?

2. Bring out the relationship between economic and socio-cultural impact of globalization.

3. What are the positive and negative impacts of media on culture ?

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12.6 INTRODUCTION TO THE CONCEPT OF GLOBALISATION AND AGRICULTURE

The term globalisation means integration of economics and societies through cross country flows of information, ideas, technologies, goods and services, capital, finance and people.

Agriculture is the backbone of the Indian economy. It provides employment to about 66% of our working population. It contributes nearly 30% of the National Income of the country. So the rapid development of this sector is possible through liberalisation. Liberalisation of the economy would result in higher investment and growth in agriculture. To liberalise the economy the country has to face the following challenges :

a) Opening of the economy to the global market through more free imports and exports of goods and services,

b) Entry of multinational companies and corporations in Agro based processing industry,

c) Pressure for improvement of quality of production so that the products become competitive in the global market.

India also became a signatory to the Uruguay Round Trade Negotiation which includes agricultural sector. General Agreement on Tariff and Trade (GATT) was replaced by World Trade Organisation (WTO) by the member nations in this round in 1995. It is an international organisation set up as permanent body to keep a watch on trade in goods and services, foreign investment, intellectual property rights, antidumping laws etc. with the objective of promoting free and fair trade. The WTO Agreement on Agriculture (AoA) intends to introduce free and market oriented trading system in agriculture. The agreement has opened up new opportunities and also posed new challenges to international trade in agriculture.

12.7 AGREEMENT ON AGRICULTURE (AOA)

It came into force in January 1995 and the process of reform the agricultural policies started in order to liberalise trade in agriculture. It contains 3 broad areas of agriculture and trade policy as following:

A] Market Access :- This includes ratification, tariff reduction and access opportunities. Ratification means that all non-tariff barriers such as quotas, variable levies, minimum import prices, discretionary licensing, state trading measures, voluntary restraint agreement etc. need to be abolished and converted into an equivalent tariff. As per agreement developed countries would reduce their subsidies by 36% in 6 years and developing countries by 24% in 10 years. No such commitments were necessary in case of Less developed countries.

B] Domestic support :- Domestic support measures, according to the agreement are meant to identify acceptable or permitted measures of support to farmers. Domestic support is divided into two categories namely, a) support with no, or, minimal, distortive effect on trade (often referred to as "Green Box" and "Blue Box" measures), and b) trade distorting support (often referred to as "Amber Box " measures).

The trade distorting domestic support is measured in terms of total" Aggregate Measurement of Support"(AMS). Domestic support given to the agricultural sector upto 10% of the total value of agricultural produce in developing countries is allowed. AMS within this limit is not subject to any reduction.

C] Export subsidies :- Export subsidies are the special incentives provided to the exporters to encourage sales abroad. Export subsidies help exporters to charge competitive or lower price in the world market.

The agreement contains provisions regarding commitment to reduce export subsidies by member nations. Developed countries are required to reduce their export subsidy expenditure by 36% and volume by 21% in 6 years in equal instalments. For Developing countries the percentage cuts are 24% and 14% respectively in equal annual instalment over 10 years.

Public Distribution System :- Annex 2 of the Agreement on Agriculture contains provisions pertaining to public stock holding for food security purposes, permitting government stock holding programmes for food security purposes in developing countries. There is no constraint on the operation of our Public Distribution System (PDS) under the agreement.

12.8 INDIA'S POSITION ON AGREEMENT ON AGRICULTURE

As India was maintaining Quantitative Restrictions due to balance of payment reasons, it did not have to undertake any commitments in regard to market access. The only commitment India has

undertaken is to bind its primary agricultural products at 100%, processed foods at 150% and edible oil at 300%. For some agricultural products like skimmed milk powder, maize, rice, spelt wheat, millets etc. Which had been bound at zero or at low bound rates, negotiations under Article XXXVIII of GATT were successfully completed and the bound rates have been raised substantially.

In India the product-specific support is negative, while the non-product specific support i.e., subsidies on agricultural inputs, such as power, irrigation, fertilisers etc., is well below the permissible level of 10% of the value of agricultural output. Therefore, India is under no obligation to reduce domestic support currently extended to the agricultural sector.

Export subsidies of the kind listed in the Agreement on Agriculture, which attract reduction commitments, are not extended in India. Developing countries are free to provide crtain subsidies such as subsidising of export marketing costs, internal and international transport and freight charges, etc. India is making use of these subsidies in certain schemes of Agricultural and Processed Food Products Export Development Authority especially for facilitating export of horticulture products.

12.9 PERFORMANCE OF INDIAN AGRICULTURE UNDER GLOBALISATION PERIOD

Indian agriculture accounts for about one fourth of gross domestic product (GDP) and is source of livelihood of more than two third of the population. Therefore, there has been some positive and some negative impact of economic reforms on agricultural sector in India .

1. Growth Performance :- Compared to international standards , Indian agriculture and allied activities shows a slow average annual growth rate. It was 3.1 percent during the pre-reform decades from 1981-82 to 1990-91. During the decade of economic reforms 1992-93 to 2002-03 the growth rate has been 2.5 percent below the growth rate level in the eighties. The main reasons responsible for the deceleration in growth are : inadequate irrigation cover, improper adoption of technology, unbalanced use of inputs, and decline in public investment and weakness in credit delivery system.

2. Employment Generation :- In the reform period agriculture sector had experienced decline in the annual rate of growth of employment which was mainly due to stagnation of employment in agriculture. It was 1.51 percent during 1983-94. Whereas it registered a negative growth rate of (-) 0.34 percent during 1994-

2000 which was further worsened the unemployment situation in rural areas. Moreover the share of agriculture in total employment decreased from 60% in 1993-94 to 57% in 1999-2000.

3. Shift in Cropping Pattern Structure :- India's traditional cropping pattern has changed in the reform period. In recent years, there has been Considerable emphasis on crop diversification in favour of horticulture (fruits, vegetables, ornamental, crops, medicinal and aromatic plants, spices), plantation crops (coconut, cashew, nut and cocoa) and allied activities. This process has been facilitated by the creation of critical infrastructure for cold storage, refrigerated transportation, grading, packaging etc. However, the shift in cropping pattern has resulted in a decrease in sown area under foodgrains production. Sown area under cereals and pulses were gradually replaced by the export oriented oilseeds and related crops.

4. Trends in Food Production :- The growth rate of foodgrains output had fallen during reform period. It fell from 2.85% per year in 1980's to a mere 1.66% in the 1990's. In fact, it became negative between 2000-01 and 2002-03. Though it recovered in 2003-04. In the 1990's the foodgrains growth rate had slowed down drastically to 1.7% annually and has fallen below the population growth rate of 1.9%. As a result per head annual net foodgrains output had fallen considerably.

5. Share of farmers in GDP :- During the period 1991-92 to 2001-02, 84.8% of gross domestic production increase has gone into the pockets of non-farmers. The non-farmers are getting almost six times more GDP distribution as compared to farmers. It clearly indicates that the economic reforms have contributed towards increasing the gap between farmers and non-farmers.

6. Investment trend in Agriculture :- Investment in agriculture as percentage of GDP registered a declining trend during the reform period. In 1993-94 it was 1.6% of GDP and it started to decline and attained a situation of stagnation of 1.3% after 1999-2000. The public investment in agriculture sector was continuously decreasing in the in the reform period. In terms of growth rate of private sector, it was 2.99% during 1990's as against 1.75% during 1980's.

7. Issues related to imbalance in subsidy :- Developed countries have not implemented fully their commitment for reducing domestic support. Rather agricultural subsidies have been increased by these countries in the post WTO period. It adversely affect the market access of developing countries. In India agriculture subsidies are just stand at about 3 to 6 percent of the total output as compared to 72% of Japan, 27% of U.S.A., and 37% of E.U.

12.10 SUMMARY

India is one of the leading developing nations which initiated from the very beginning of the Uruguay Round of discussions that agriculture should be brought within the purview of GATT. The need for liberalisation in the world trade in agriculture was felt due

to extensive subsidisation by the developed countries which led to distortion in the prices of agricultural commodities. As a result, the poor and developing countries like India were finding it difficult to have access to the markets of agricultural products in the developed and developing countries.

India is under no obligation under the WTO AoA to reduce any of the subsidies given to our farmers. This is because the total aggregate value of subsidies given to farmers like subsidies on fertilizers, electricity, seeds, pesticides and cost of credit available to all crops as well as agricultural commodities is well below the ceiling prescribed in the Uruguay Round agreement. Developing countries have been provided additional exemptions, namely, 1) investment subsidies which are generally available to agriculture; 2) agricultural input subsidies generally available to low income or resource-poor producers; and 3) domestic support to producers to encourage diversifications from growing illicit narcotic crops.

India in its schedule filed in the WTO had indicated that it was not under any obligation to provide minimum market access, on account of being under Balance of Payment (BOP) problems. The WTO agreement will also not affect our Public Distribution System (PDS) and will in no way interfere with India's ability to follow its own agricultural policies and programmes.

Hence it can be concluded that the changed economic scenario after the establishment of the WTO holds great potential for the Indian agriculture and food processing sector. In fact India has all the makings of an agricultural super power. For this what is needed is refocused policies which will support our farmers vis-a-vis protect them from the unhealthy competition leased out by developed countries.

12.11 QUESTIONS

1. Discuss the impact of globalisation on Indian agriculture.
2. What is meant by Agreement on Agriculture under WTO regime?
3. Examine India's stand on Agreement on agriculture.

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Suggested Readings :-

1. Dutt and Sundaram, Indian Economy [2006-2007], Chand Publication.

2. P. Jagadish Gandhi, Globalised Indian Economy – Contemporary Issues and perspectives,[2003], Deep and Deep Publication.

3. Meenu Agarwal, Impact of globalisation on Development [2008], Deep and Deep Publication.

4. Chadha G.K., WTO and Indian Economy [2001], Deep and Deep Publication.

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13

INDIVIDUAL DEVELOPMENT

Unit Structure:-

13.0 OBJECTIVES

1. To analyse the role of nature and nurture in individual Development.
2. To understand the contribution of heredity in ones personality.
3. To know the contribution of environment in Individual Development.
4. To examine Maslow's Theory of self-actualization.

13.1 INTRODUCTION

In the development of an individual two factors play very important role. They are Nature and Nurture or Heredity and Environment. These two factors makes the difference between two people Due to them we do not find the lakhs of people similar to each other. If these two factors are favourable, the individual development takes place in a right way. If they are unfavourable the individual development does not take place in a right direction. Then we make difference between 'Healthy Personality' and 'Faulty Personality'.

In the individual's life the 'Socialization' is very important process. Without socialization person can not adjust with his society and surroundings which help him form relationships with social components. He can give better social service Socialisation

develops the leadership qualities, eloquence, extempore, adjustment, ability to face with distress, exposure of the qualities, ideas and experiences. Therefore, socialization has important place in individual development.

As with nature and nurture, socialization, ethics values also play important role in individual development .

13.2 INDIVIDUAL DEVELOPMENT

Meaning :- Individual Development means the development of the person's emotional, physical, psychological, intellectual, social aspects which forms his/her personality. Hence, Personality Development is briskly associated with individual development. Then we will have to understand what is personality.

13.3 PERSONALITY

The word 'personality' is derived from the Latin word 'persona' which means 'Mask'. Among Ancient Greeks the actors were using mask to hide their original identity and presenting their art before the public. Later on this technique of using mask was followed by Romans and from them we got our modern term personality.

According to Allport – "Personality is the dynamic organisation within the individual of these psycho-physical system that determine the individual's unique adjustment to the environment." When a person according to his habits, attitudes, motives, values, beliefs, sentiments and number of traits make psychological and physical adjustment by changing himself called as personality.

According to WHO (World Health Organisation) which defines a healthy personality as below:-

"A healthy personality is a state of complete physical, mental and social well being and not merely absence of disease."

The World Book Encyclopedia defines Personality in view of Psychologist – "Personality is an area of study that deals with complex human behaviour; including emotions actions and cognitive thought processes''.

In modern psychologists term the personality includes manifold dimensions such as physical appearance, interests, ambitions, aspirations, abilities, attitudes, beliefs, likes, dislikes, motives etc.

The Greek Hippocrates classifies personalities into- i) Sanguine means cheerful and ii) melancholic means depressed.

The Swiss Psychologist Carl Jungs classified personality as –
i) Introvert and ii) Extrovert.

13.3.1. Characteristic of Healthy Personality

Individual Development denotes positively the healthy personality which have some criteria as follows:

1. Realistic Self Appraisal :- This helps the person to accept failures and get attainable goals in future life.

2. Acceptance of Responsibility :- This person does hot avoid responsibilities on him and accepts them with putting efforts to successful fulfillment.

3. Autonomy :- Healthy people always are independent in thought and action. They are self-directing and self-governing.

4. Acceptable Emotional Control :- The person is able to manage frustration without violence and destruction. He develops tolerance for stress, anxiety, depression and pain. He is also able to show affection and love wherever required.

5. Goal Achievement :- The healthy person always tries his/her level best to achieve the set goals before him according to his ability, interest, capacity and in an available conditions.

The personality also becomes faulty due to:-

i) Poor Childhood Training.

ii) Personal Limitations.

iii) Environmental Obstacles.

13.4 NATURE AND NURTURE

The concept of Nature means Heredity and Nurture means Environment. In the development of an Individual, Heredity and Environment had to play a significant role. They shape, formulate mould the personality by which it may be healthy or may be faulty personality. It also may be introvert or extrovert and sanguine or melancholic. We already have discussed the Personality and individual development. If the Nature and Nurture are favorable the development of an individual in directed as healthy. As against if these two factors are unfavourable the Individual development will be directed as faulty. The debate on whether Nature (Heredity) is powerful or superior in forming once personality or Nurture

(Environment) is superior or Powerful in shaping ones personality is going on since centuries and still it is the topic of debate today. We have to deal with the role of Nature and Nurture (Heredity and Environment) in the individual development by one and another.

13.5 ROLE OF NATURE (HEREDITY)

Nature or Heredity means overall influences that are biologically transmitted from parents to offspring. This is called inheritance or traits passed by parents to their children through genes and the genes are the carriers of hereditary traits.

1. Genetic Factors : The study of genes is called Genetics. There are unaccountable genes in human body as tiny thread like structures. These genes are formed in 46 chromosomes in male and female each. The child is endowed with 23 chromosomes from father and 23 chromosomes from mother. Thus these 46 chromosomes from parents with lakhs of genes carries the personality traits to the child. There is no addition or subtraction of hereditary endowments from parents, grand parents or great grand parents. This process of hereditary (Nature's) endowment is common among all living things including animals, plants and bacteria etc.

All the characteristics of the person are hidden in genes such as physical growth, mental development, intellectual enrichment, social development etc.

13.5.1 Hereditary Characteristics of Individual (Nature)

1. Physique, Intelligence and Temperament

The physical characteristics such as shape and size of the body, stature, boldness, height, weight etc. is determined by hereditary endowments. The parent's are short or heighted, able bodied or poor stature, handsome, beautiful or ugly etc. will be endowed on their children.

Heredity also determines the intelligence of the child. If parents are not intelligent same thing will be endowed or inherited to the child.

Heredity also determines the temperment of the child which is passed on by the parents, grand parents etc. such as hot tempers, adjustable, violent etc.

Among all these characteristics we are studying about normal human beings, otherwise there are the 'Exceptionals' which go against the nature but are found in rare cases. It is also traced to the great great grand parent's inheritance.

2. Chemical Inheritance :- In this type of inheritance the particular characteristics are transferred generations together to their children e.g. the blood types remaining same from generation to generation. It is the heredity responsible for that.

3. Heredity and Physical Diseases :- The hereditary physical diseases and disorders are inherited from one generation to another generation. If the parents or grand parents having the diseases and disorders like blood pressure (High and Low), heart problems, diabetes, arthritis etc. are transferred from generations to generations.

4. Limitation on Physical and Intellectual Capacity :- Heredity (Nature) limits the physical capacities like stature, energy, strength, attractiveness or intellectual capacities of the individual. Therefore, we do not find the children of African people fair in complexion.

5) Basis for Individuality :- Nature (Heredity) creates the basis for individuality where we don't find two people are of identical personality. Even twins seems to be same in appearance but they are different. i.e. siblings inherit different chromosomes with unique genes combination. The two individuals may be appearing same in physical characteristics like twins but the thumb impressions of both of those are found to be indifferent. Hence, we are able to identify each individual person separately with his own independent identity.

6. Stable Heredity (Nature) :- Some Characteristics are never changed from one generations to another i.e.
Stable heredity. e.g. **i) Blood type   ii) Colour of eyes iii) Colour of skin iv) colour of hair v) Colour blindness vi) Baldness and vii) Haemophilia.**

13.5.2 Check your progress :-
1. Define 'Personality'.
2. What are the characteristics of healthy personality?
3. What are the hereditary characteristics of an individual?

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13.6. ROLE OF NURTURE (ENVIRONMENT)

Since heredity (Nature) has to shape, mould the personality and bring Individual development, Nurture or Environment also play important role in the moulding of the behaviour, directing the intelligence, enriching the abilities etc. in following three ways :-

1. Maturation of Heriditary Potential :-

Whatever abilities, potentialities, calibre, traits inherited by the individual must be matured by the environment or the 'Nurture'. The environment contribute to the maturation of nature in following two ways :-

a) Maturation Before Birth :-

The pregnant mother should get good physical and mental conditions that she should receive nutritious food, vaccinations, proper medication, pure water, adequate oxygen which she can transfer it to her foetus. All these things are provided by the nurture. If nurturing of the expectant mother is poor so will be the condition of the foetus or the new born. Then what ever the quality of ineritance may be will not be enriched and thus nuture plays its role very significantly too.

b) Maturation After Birth :-

After the birth of the child (new born) if he doesn't get proper oxgen, pure water, breast feeding, medication, vaccination that result in poor health, inabilities and non-development. Over-protection, lack of parenting or poor parenting, unhealthy surroundings affects badly on the child's development. Multi-child family, over exhausted parents, parental anxiety, broken homes, over-strict parents, over-expectations from children may not be contributing towards positive development. If all these factors of nurture (environment) are favourable, the maturation of the hereditary potential is possible.

2. Models of Personality:-

The nurture (environment) provides the models of personality before the child and an individual. Therefore, parents, teachers and close relatives and friends are responsible for the formation of ones personality. If the personality patterns are kept as good as possible before the child, it contributes very positively toward the individual development. One may present the great personalities like Dr. B.R. Ambedkar, Abraham Lincoln, George Washington, Nelson Mandela Mahatma Gandhi, Pt. Nehru, Netaji Subhash Chandra Bose, Swami Vivekananda and so on.

3. Opportunity for Learning :-

The kind of environment (nurture) made available to the individual that makes his/her personality. What learning opportunities are provided, the likely shape is given to one's personality. If learning opportunities are not made available the child can not develop that particular ability. Hence, environment had to contribute significantly to the individual development.

e.g. If a child has a sportly inheritance or interest, there should be coach, play ground, sports-material available. That means learning opportunity be given. The child interested in singing, painting, badminton etc. must be made available with that learning opportunity. In another example, the genius students from villages if brought in Mumbai and admitted to special schools may top in exam. Thus the nurture plays its role in the personality.

13.6.1. Nurture and Faulty Individual Development.

Environment had to play a dominant role in the individual development.

Many times the children are having the problem behaviour. Not only children, the adult individuals are also showing faulty behaviour due to maladjustment. The environment (nurture) play multi-dimensional role in the development of an individual in a negative way.

1. Poor Childhood Training :-

If the children doesn't have authoritative discipline or sometimes extremely permissive discipline may develop the feeling of self-rejection and faulty personality.

2. Personal Limitations :- The child may be having some personal physical and psychological limitations which does not allow the personality to develop. It badly affects the behaviour of the person. e.g. short and slim bodied people can not be recruited in police or military service. Even the poor intellectual capacity students can not be joining to the higher intellectual professions like C.A., Doctors etc.

3. Environmental Obstacles :- The occasional stress and pressure on mind creates obstacles in person's interest, needs and desires and the individual who is not able to adjust can be having faulty personality.

4. Severe Emotional Strain :- Due to environmental factors person may have undergone severe emotional strain which upsets their

body and mental ability which prevents the person from functioning adequately.

5. Repeated Failure :- The frequently failure in some activities even after putting all the abilities affects negatively to the individual development.

6. Unfavourable Social Attitude :-

In Indian multicaste society, particular sections of castes were not allowed education, earn wealth, carry weapon even for self defense and always were suppressed since centuries together. Therefore, it is possible that they may develop the feeling of revenge against those culprits. Therefore, the social attitude towards a particular community if not favourable (What India faces these days terrorism it may be the result of attitude), the faulty behaviour is possible.

7. Lack of Motivation : - If the elders in the family, teacher, or a respectable senior person doesn't motivate the student or an individual, it affects negatively to their development. They may develop the guilty feeling, shame and personal dissatisfaction.

8. Arrested Development :- As the child grows, he matures intellectually, emotionally and socially and also develops coping mechanisms. If his personality is arrested, maladjustment may take place.

9. Distorted Development :- An individual may be facing physical distortions or mental retardation. He undergoes a number of problem i.e. delinquency, a drug addictions, a homosexuality or a criminality etc. All these due to unfavourable nurture.

10. Special Vulnerabilities :- The child may be having malnutrition, weak body, weak mind, genetic problems and the environment is too not favourable, make the personality faulty.

In this way the above discussion shows that even greater effect has been borne by the environment. If environment (nurture) is healthy positive, favourable the heredity may enrich to its fullest capacity and if environment if totally unfavourable the hereditary traits are suppressed.

13.6.2 Types of Environment :-

1. Physical environment :- There is a geographical conditions like tribal, hilly, cold, heat, heavy rains etc. which definitely affects the individual development.

2. Psychological Environment :- It includes the behaviour of the family members, school environment, economical status of the parents, social status of the family, everything makes an impressions on the mental and intellectual development of the child.

3. Social Environment :- The various religious beliefs, traditions, customs, practices, festivals ideals makes the children influenced and accordingly affects their development e.g. the environment to the child of an industrialist and to the Adivasi Child affects separately on the development of them.

13.7 EXPERIMENTAL STUDIES OF NATURE AND NURTURE

1. Robert Tryson's Study (1941) :- To conduct an experiment in behaviour genetics, Tryson selected 142 rats and gave them 9 trials in a complete maze. Some rats learned the maze very quickly, making few errors, others learned very slowly, making many errors. The "Bright" rats then were mated with one another and dull rats with dull ones. The offsprings of the both groups were tested in the maze. This process was repeated by eight generations. By the eighth generation there was no overlap in the maze learning ability of Bright rats and dull rats. It was then clarified, heredity and maze are related and selection breeding can demonstrate that a genetic substrate is involved.

In human beings too, intellectual ability; emotional disorders and mental disorders have strong genetic base.

2. Skeel's Enrichment Study :- Skeel studied that the enriched environment ca bring change in the intellectual capacities of the person.

Skeel studied a group of 25 children aged 19 months. These children were in overcrowded orphanage out of them 13 were having an average 1Q (Intelligence Quotient) of 64 and 12 were having an average of 87. The 13 children of 1Q 64 were shifted to the 'home for retarded girls and women'. Here they felt home like environment. They made great progress. After 18 months in their new home their average 1Q had risen by 28 points to 92. A study after thirty years showed that eleven out of thirteen (11/13)) had made a success in jobs such as office work, school teaching, nursing and sales. Then other twelve in the orphanage had fallen their 1Q fro 87 to 61.

3. Rising Intelligence Level in Population :- Over the last 75 year it is found that a steady and significant rise in average intelligence amonge the people in developed countries. The experts

at a Psychological Association Conference credited this rise in intelligence level of population to a combination of factors like better schooling, improved socio-economic status, healthier nutrition and more technologically complex society. Therefore, in todays generations we find that the children are more advanced than their parents and teachers.

From these experiments we come to know that no personality trait is totally independent of heredity or environment. But the interaction of an individual towards heredity and environment is a important point in the development.

In this way, though we have some examples of which show the dominance of heredity over environment and at the some time dominance of environment over heredity. Some of the Biological Scientist credit much more contribution of heredity in individual development as also some psychologists given important place to environment in the individual development.

Nonetheless, one must try to provide both the conditions favourably. If heredity not in hand to change but environment can do it modify and development is possible.

13.7.1. Check your progress :-
1. Enlist the reasons of faulty individual development.
2. What are the types of environment?

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13.8 MASLOW'S THEORY OF SELF-ACTUALIZATION

13.8.1 Introduction :- There are various theories of knowing 'Self'. e.g. Freud's psychological theory, Roger's self theory and Maslow's theory of self-actualization. Many times the people doesn't know or do not try to know who are they i.e. know about ourself. Some they have misconceptions, misbeliefs about himself/herself. But knowing of our own is a psychological method. Therefore, what psychologist build their theories to 'oneself' is important area of study. We are going to analyze Prof. Abraham Maslow's theory of Self-Actualization.

13.8.2 Concept of Self:-

1. James:- "Sum – total of all that he call his" means 'Self'. e.g. my house, my car, my library, feeling of my, I, myself.

2. Sigmond Freud:- Self means a "ego".

3. Jersild:- Self means "Person's experiences of his individual existence." It is person's 'inner-world'.

13.8.3 Major Components of Self

1. The Perceptual Component:- It is known as a physical–self concept by which person's views about his own physical characteristics which he impress upon others.

2. The Conceptual Component:- It is called as Psychological Self–Concept where person knows about his capabilities, abilities, disabilities, background and future.

3. The Attitudinal Component:- This is the philosophy of his life. e.g. his feelings, beliefs, values, ideals, aspirations, convictions & commitment in life.

13.8.4 Kinds of Self-Concept

1. The Basic Self-Concept:- It is a Real-Self concept regarding physical appearance, potentials, limitations, abilities, disabilities etc.

2. The Transitory Self-Concept:- It is dynamic or changing and temporary. It changes according to physical and mental development and it may be bad or good.

3. The Social Self-Concept / Self-Esteem:- It is the image of a person in a society which is evaluated by society. Then the person behaves according to what is expected by the society.

4. The Ideal Self-Concept:- It awares that what a person should be and aspires to be physically, mentally and morally.

The Healthy personality have combination of both the Real Self and Ideal Self.
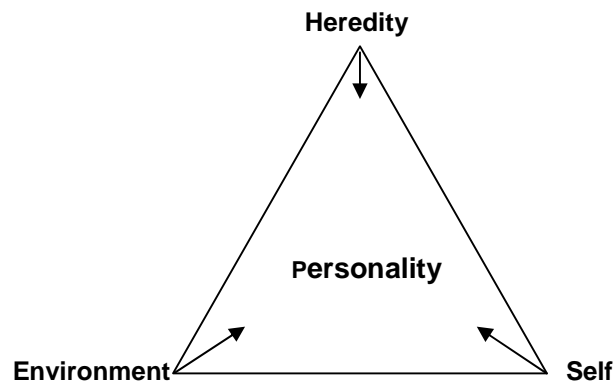
13.8.5 Self as a Source of Meaning:-

Fig. No. 13.1

The Hereditary traits and adjustment with an available environment person understand self-worth and thus his personality is formed which gives him the meaning in life.

13.8.6 Check your progress :-

1. Define the concept of Self.
2. What are the kinds of self-concept?

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13.9 THEORETICAL APPROACH TO SELF

I. Freud's Psychological Theory of Self:- Sigmund Freud, an Austrian physician propounded in his theory that human behaviour is the outcome of the three basic sub-systems which forms personality.e.g.

1. The ID:- represents instinctual processes of impulses such as hunger, thirst, sex and aggression.

2. The EGO:- It is the entity or object which represents the actual demands of the real world which could be followed by reason and intellect and is under control.

3. The SUPER EGO:- It is the conscience and moral standards of the society to be fulfilled and it controls ego.

This theory proposes that the ego or self becomes aware of external reality and makes judgements, sometimes influenced by the id and sometimes by the superego about what actions are relevant and appropriate.

II. Prof. Carl Roger's Theory of Self:- It is a humanistic theory and highlights the positive and rational aspects of man. It discriminates between 'ideal self' and 'Real Self'. According to Carl Roger the person moves from some steps and culminates in self-actualization as follows:-

i. Private World of Experience i.e. concept of I, Me, Myself.

ii. Maintenance and development of self.

iii. Person accordingly modifies his behaviour.

iv. Development of self-defense mechanism in case of threat.

v. All round growth & self-actualization and

vi. Merger of 'Real Self and Ideal Self'.

III. Prof. Abraham Maslow's Theory of Self-Actualization:-

Prof. Abraham Maslow based his theory of self-actualization on 'Needs'. He proposes this theory for 'Emotionally Healthy' people. Maslow's theory was first time proposed in his paper "A Theory of Human Motivation" in 1943 (USA). It was made open in 1954 where it consisted of hierarchy of five needs i.e. (i) Physiological Needs (ii) Safety Needs (iii) Needs for love and belongingness (iv) Need for Status and Esteem and (v) Self-actualization Needs.

In 1970s This five Needs theory was added with two more needs i.e. (i) Cognitive Needs and (ii) Aesthetic Needs. Thus total it made of seven needs. Later on, in 1990s one more need was added (adapted) to the hierarchy of needs i.e. 'Transcedence Needs.' Finally, the model of Prof. Abraham Maslow based of an eight hierarchy of needs.

His assumption was that human nature is good and sometimes these good intentions are overcome by social pressure. Inspite of many drawbacks, man is forever striving in the process of overcoming pain, tension, uncertainty and difficulty while achieving his goal. Further he says, 'each of us is motivated by needs'. Our most basic needs are inborn, and universal and hence, must satisfy each need. Every person will have to satisfy his lower order needs first, then he will have to think about higher order needs. No person

in the world can move directly toward achieving the higher order Needs without the lowers to be satisfied.

13.10 MASLOW'S HIERARCHY OF NEEDS

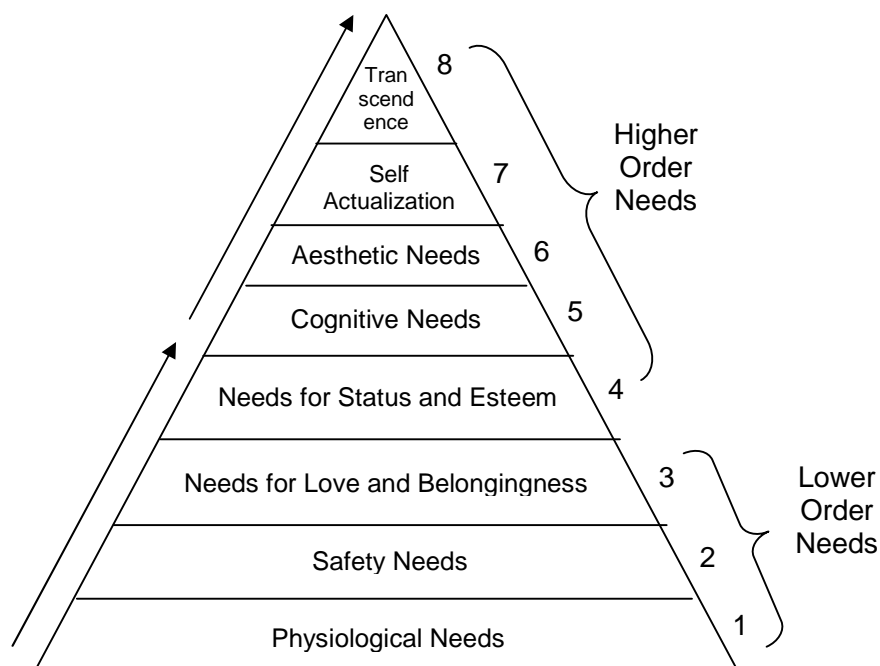Abraham Maslow presented these needs in a form of Pyramid or Triangle.

Fig. No. 13.2 Maslow's Triangle of Needs

Table No. 13.1 Content of Each Need

Sr. No.	Major Need	Content Needs
1.	Physiological Needs	air, food, water, shelter, warmth, sleep, sexual need, avoid pain, disposal need etc.
2.	Safety Needs	protection, security, employment, health, personal property, Family security, order, law, limits, stability.
3.	Need for Love and Belongingness	friendship, group, family, affection, relationship.
4.	Needs for Status and Esteem	Self-esteem, status, dominance, prestige, fame, respect, glory and reputation; confidence, competence, achievements, mastery, independence, freedom.
5.	Cognitive Needs	curiosity, knowledge, novelty, meaning, learn, discover, create.
6.	Aesthetic Needs	appreciation, beauty, balance and form.
7.	Self-Actualization	realizing potential, self-fulfillment, personal growth, excellence.
8.	Transcendence Needs	spiritual needs, help others to achieve self-actualization, ethics, compassion, creativity etc.

13.11 Check your progress :-
1. State Maslow's Needs of self-actualization.
2. What are the content of Maslow's hierarchy of Needs?

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13.12 ANALYSIS OF MASLOW'S TRIANGLE OF NEEDS

1. Maslow has deliberately arranged this hierarchy of needs in a Triangle form. Because feature of triangle is that its base area is more wide than the top and in a order it goes on reducing.

2. Physiological Needs:- Maslow suggests that every individual in the world (human beings) has to satisfy the first needs. i.e. Physiological Needs such as food, water, air etc. They are the needs for living in this world otherwise person may die and upper needs has no meaning. By triangle Maslow wanted to show that it is the priority of all the human being and hence, areas of triangle i.e. base is larger than any other area of need.

3. Safety Needs:- The person moves to satisfy second order needs i.e. Safety and Security needs once the physiological needs are satisfied such as security, employment, property, health and stability. Some people may attain first and second types of needs and some may remain only with first one e.g. Beggars, orphans etc.

4. Needs for Love and Belongingness:- After physiological needs and safety needs are satisfied, the person moves to another needs i.e. love and belongingness such as friendship, companionship, husband, wife, children, relatives etc. Everybody wanted to be loved by others and wanted to love others too. But this is only after first two needs. These three kinds of needs are the Lower Order Needs where an individual may stop achieving next target of needs. Uptill three needs he is also can be the happy person of the world.

5. Needs for Status and Esteem:- The person may think of his status and self-esteem needs. If we respect others and others should respect us then it is well and good. According to Maslow there are two levels of esteem needs.

i. Lower level esteem where person may expect fame, respect, glory, status and reputation but it is a dependence on others that they may or may not be.

ii. Higher level esteem does not lay the person to depend on others for esteem and status e.g. feelings of confidence, competence, achievement, mastery, independence and freedom automatically creates self-respect and self-esteem.

6. Cognitive Needs:- Maslow proposed that human beings found it necessary to have knowledge, information, curiosity and therefore, he learns, explores, discovers, creates and get an understanding of the World. But the people who feels it necessary are a few than status and esteem needs which by triangle Abraham Maslow try to show. Some may differ Maslow but this theory is world famous and very popular.

7. Aesthetic Needs:- Maslow holds that human beings also have needs of searching and appreciation for beauty (personal, natural), balance and form. We decorate our houses, gardens etc. by this need.

8. Self-Actualization Needs:- In this types of needs person come to know about his potentiality, and try to accomplish it to the fullest e.g. An artist, painter, architect, scientist, an economist, environmentalist may reach to the perfection of their abilities and they self-actualize their worth.

9. Transcendental Needs:- They sometimes related with spiritual needs. They are the need where the person who have achieved self-actualization, guides, helps others to attain Self-actualization e.g. Buddha, Mahavira, Mahatma Gandhi, Dr. B. R. Ambedkar, Dalai Lama etc. Some may be opposing but these people have guided the people for self-actualization.

13.13 SUMMARY

Maslow's Triangle analyses that the people in this world are more in number to give priority to the first and lower order needs and the number of people goes on decreasing until the last need of Transcendence. Some people are born and lived for themselves and for family and their relatives. Some live for themselves and for others too.

13.14 QUESTIONS

1. Analyse the concept of Personality.

2. Discuss the role of Nature and Nurture in the individual development.

3. Describe the characteristics of healthy personality.

4. Examine Prof. Abraham Maslow's theory of Self-Actualization with proper diagram.

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Suggested Readings:

1. Shankar Uday; Personality Development, Delhi, 1981

2. Wadhwani M. R., Social Awareness and Personality Development, Chetana Publications, Mumbai, 2007.

3. Basantani K. T., Social Awareness and Personality Development, Sheth Publications, Mumbai, 2007.

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14

SOCIALIZATION, ETHICS, VALUES AND PREJUDICES

Unit Structure:-
14.0 Objectives
14.1 Introduction
14.2 Meaning Of Socialization
14.3 Functions Of Socialization
14.5 Agents Of Socialization
14.6 Importance Of Socialization
14.8. Role Of Ethics In Individual Development
14.9 Role Of Basic Human Values In Individual
        Development
14.10 Relative Value System
14.11 Prejudice
14.12 Summary
14.13 Questions

14.0 OBJECTIVES

1. To explain agents of Socialization.
2. To Understand the role of ethics and prejudices in Individual development.
3. To examine the contribution of human values in individual development.

14.1 INTRODUCTION

We should understand the socialization of individual from the point of view of Self and Society An Individual many times is not able to understand himself such as his own abilities or strengths and weaknesses and hence not able to choose his career in life. He is also not able to know about his Society where he lives. For that we must know process of Socialization.

The process of Socialization is a continuous process. It continues from the birth of the child till the death. No person can live as alone without society.

14.2 MEANING OF SOCIALIZATION

"When the man is born, he is a biological product. According to his needs he walks, speaks behaves, thinks, engages into transactions, emotions, actions, values culture, social traditions, customs, practices and moulds his behaviour means Socialization."

According to Maciver & Page, "Socialization is a complex process of interaction through which the individual learns the habits, skills, beliefs and standards of judgement that are necessary for his effective participation in social group and communities."

Socialization enables the person to take his responsibilities towards family, neighbours own native place, and environmental adjustment. He could be able to think and act towards the welfare of the society. It is a complex process which develops the individual personality. Aristotle has said, "There is no man in the island." It means it is difficult for the human being to live alone without people. e.g. the person who is genius, intelligent, great poet, singer, author, artists etc. but he lives in such place where no signs of other human beings. Then who will come to know about all his abilities which is only known to him? When somebody else will say that he possesses all these qualities and appreciate or praise him then and then his exploits will have some value or weight. Therefore, he must come in society and present himself before the society. Everybody must undergo the socialization process which makes the human being open minded to accept the changes.

14.3 FUNCTIONS OF SOCIALIZATION

Socialisation inculcates basic discipline and aspiration, provides individual identities, teaches social roles and their supporting attitudes and skills. Some important functions of socialization are as follows :-

1. Help in Sublimation :-

Socialization helps the individual to channelise and direct its biological impulses into culture patterns. A father of Psychology, Sigmund Freud call this process as Sublimation e.g. every as civilized society will object to rape and murder in direct form. But as they are indirectly depicted in arts or films, it becomes cultural activity and are accepted and appreciated in the form of art or culture.

2. Individual Role and Status :-

Socialization prepares the individual for his role and status in a society and for that helps to learn appropriate set of beliefs and values, attitudes and behaviour patterns, requisite skills and knowledge.

3. Transmission of Heritage :-

Socialization transmits the contents of cultural heritage from one generation to the other and maintain continuity of it.

4. Personality Development :-

Socialisation enables the child to learn certain behaviour, attitudes practices, values etc which are required to be the part of personality development.

5. Self-Awareness :-

Socialization develops certain abilities and traits i.e. intellectual, social skills, self worth and emotional qualities etc.

6. Cognitive Abilities :-

Socialization helps in the development of the cognitive abilities like reasoning, remembering, perceiving, calculating and believing.

In this way the functions are a lot to perform which are the integral part of the process of socialization. Therefore, as a social animal human being must be exposed to all these functions and hence, it is very significant in individual life.

14.4. Check your progress :-
1. What do you mean by socialization?
2. What are various functions of socialization?

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14.5 AGENTS OF SOCIALIZATION

The various places where child – adult - elder passes through and helps him/her socialise are called the agents of socialisation.

Socialization is a spontaneous process which can't be pre-planned for that following are the factors or agents of Socialization :-

1. Family and Relatives :-

Family is one of the important agent of Socialization. After birth child comes into contact with his/her mother and her role is very important that child starts imitating and identifying his mother. Therefore, role of a mother in socialization is primarily very important. Then he observes his father, his behavior, his treatment his living which influence him. The other relatives in the family and their behaviour with and treatment to child makes him develop the socialization. Accordingly his social, emotional, intellectual developments are taken a start.

2. Neighborhood :-

Neighbourhood also is to great extent important medium of socialization. After the own home child goes to the neighbours where he interacts with them. If the neighbours are co-operative, helpful, share worries and happiness, renders opportunities that forms his attitude towards society and the people living in vicinity to him.

3. Peer Group :-

Peer group is the most influential factor of socialization. It includes his/her classmates, playmates, friends, workmates, room mates, team mates etc. For an adult individual people of his own standards and status at work places whose emotions, age, values, wishes, thoughts, aspirations are similar to him is an important milestone in the process of socialization.

These Peer groups involves in-

i. Code of conduct for the group members.
ii. The goal to achieve.
iii. Individual freedom and its application.
iv. Disclose personal experiences of each other which they hesitate. e.g. sexual problems.
v. Creating separate identity without even listening parents or avoiding them.
vi. Confiding more trust on friends than parents
vii. Showing more loyalty to the group.
Hence, this agency is important for socialization.

4) The Schools, colleges and Universities :-

The school is positively very important medium of socialization as like college and university. Actually school is more effective agent of socialisation from any other medium.

The schools colleges and universities helps the child and person in following ways -

i) The school develops skills, attitude, aspirations etc.

ii. The schools, colleges, universities are established with certain goals, aims and objectives. These are many times culminated in the child's all round development.

iii. The values of patriotism, cooperation, tolerance, participate in economic activities and defense activities, respect for national ideals and conserve them, all is the training received in schools, colleges and universities.

iv. The Schools teaches students respect for teachers and all elders and behave with obedience.

v. Students can learn sportliness and discipline on the ground activities and able to tolerate defeat and not to get excited after winning.

vi. School helps the child to develop his/her self-identity and overall personality.

vii. The regular parent-teacher meetings also resonalise about adult education and social work programmes.

5. Mass Media :-

The various news papers, magazines, books, Radio, Television, Films, etc are important agents of socialization.

i. Various Audio- Visual aids introduce new thoughts, concepts, ideas, goals, spheres of influence, new information etc. and enhance the knowledge.

ii. We can get current knowledge about the World and our own country and locality through the media like newspapers and T.V., Radio etc.

iii. The Internet helps us to search any library of the world and have access to any book.

iv. Media can help us getting and making cooperation, financial help, emotional support in case of natural calamity, war, bomb blast,communal riots etc.

6. Culture:-

i. The culture gives the person identity as a human being, regulates life and gives lessons how to live in a group.

ii. Culture teaches us what food to consume, how to behave with others, how to be influential, cooperative, healthy competition and harmonious relationships.

iii. Culture trains us how to behave in a state of confusion how to make right decisions in right time how to show presence of mind etc. e.g. We follow to stand in queue for tickets or to walk from left side while in a traffic etc.

iv. Culture can transform the person and mould him to follow certain unwanted and outdated customs and traditions. Some of the group of people think scientifically and reveals the uselessness from old traditions, practices and customs-which fastens the process of socialization.

v. Many times, culture reminds the individual of his caste, creed, religion, clan, and at the same time it also enlightens the people that casteism, religious biasness is wrong and let them to follow the good things that shapes the process of socialization.

7. Other Agents of Socialization :-

i. Political parties, Socio-Cultural, religious organizations.

ii. Valuntary organizations, associations, professional bodies and NGOs.

iii. Clubs – Lion, Rotary, Health, Sport clubs etc.

14.6 IMPORTANCE OF SOCIALIZATION

1. The socialization helps the person in transformation from biological product to social product. Hence, it is important.

2. Socialization helps in personality development.

3. It helps in disciplined social life.

4. It also helps person in playing manifold roles in life.

5. Socialization achieves knowledge and skills for an individual.

6. It helps in individual goals, aspirations to achieve.

7. It gives stability to social system.

8. It reduces distance between sociaty to society.

14.7. Check your progress :-
1. Enlist the agents of socialization.
2. What is the impact of peer group on the socialization of the child?
3. What is the importance of socialization?

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14.8. ROLE OF ETHICS IN INDIVIDUAL DEVELOPMENT

Like the contribution of heredity and environment, the role of socialization in the individual development as also the ethics has got importance.

Ethics is science of morals which teach the individual about what is right and whats is wrong and enables him to accept and follow what is right. It is a branch of philosophy. There are certain professional and individual, social, economic and politicial social ethics which lead to the function of these social, economic and political institutions on right channel. Ethics directs the behaviour of human society towards the welfare of an individual. Ethical standards influence our conduct, behaviour and our interaction with others and vice versa. Ethics is closely associated with values, duties, moralities, code of conduct etc.

Every area, territory, country, civilization has developed its moral system (Ethics), value system which is the foundation of them. Then society of that locality stands on that moral system and develops on the same footing. e.g. India had a great Indus Valley Civilization before the advent of Aryans. It was based on equality and hence, it had enriched to the progress and development. As Aryans came, then there came the society based on varnas, castes and equality based value system was totally abolished. The varna

system which was later converted to caste system was based on inequality. To consolidate this system they compiled various religious texts, dharmasastras, Smriti literature etc. The tenth Mandala of Rigveda's Purushsukta hymn propounds the theory of the origin of Varna System. The last Varna was restricted to all privileges and even of the basic needs. The Aryan society started the all round exploitation of the last Varna. One should not rebel against these restrictions, hence further compilations of Manusmriti, Mitakshara, Bhagwat Purana, Narad Smriti etc. were made. But instead of any progress these moral sciences (texts) or dharmasastras took India to the state of chaos and confusion. Then Jainist and Buddhist created some ethics and moralities which were important for our progress and development. The ethics which are helpful for human society to be introduced and to be adopted. What kind of ethics or value system, what is the teaching of that system, moulds the behaviour of the individual society and the nation. Accordingly the person finalise the way of behaviour with family, society and outside society.

Therefore, ethics have very important place in the development of Individual.

14.9 ROLE OF BASIC HUMAN VALUES IN INDIVIDUAL DEVELOPMENT

Meaning: "A basic human value is something which morally, socially or publicity acknowledged as essentially desirable for the good of an individual or the society at large."

In this sense of the term 'Value' serves as an end in itself and not as a means to an end.

Table No. 14.1 Classification of Values :-

Sr. No.	Type of values	Importance
1.	Moral Values -	i) deals with an individual. ii) It reflects positive aspect of human life. iii) It prescribes what is ethical, right, moral as against unethical wrong immoral.
2.	Social Values -	i)It deals with Society. ii) The application of it is followed by group behaviour by creating common conciousness in support of such indivudial and group behaviour.
3.	Public Morality -	i) All social values together called public morality. ii) They are foundations of social institutions and process and guides social behaviour in a group effort. iii) It reflects art, religion, philosophy of particular society.

14.9.1 Secular Basis of Values in Constitution of India :-
i.   Liberty - Of thought, expression, belief, faith, worship.
ii. Equality – Of Status and Opportunity.
iii. Justice – Social, economic and political.

These Values are the reflections of the wishes of millions of Indians.

14.9.2 Universal Human Values :-

    i)   Co-operation.
    ii)   Generosity.
    iii)   Truth.
    iv)   Justice.
    v)   Tolerance.
    vi)   Patriotism and
    vii)   Excellence.

As an individual development is concerned we will discuss in detail how universal human values contribute.

It is said that values can not be taught but are to be inculcated or cultivated right from childhood.

1. Co-operation :-

i) Co-operation is a universal value and is psychological and biological need. It is also the social requirement for survival of mankind.

ii) All progress is possible only with co-operation e.g. Science and technology, medicine, agriculture, industrial, trade & commerce, transport and communication etc.

iii) Co-operation is required for planned economy.

iv) Co-operative movements can be the reality.

v) The problems of women, poverty, illiteracy, delinquency, unemployment, inter-group conflicts could be sorted out with the help of co-operation.

2) Generosity :
i) It is a value of kindness, goodness, willingness to give, benevolence, liberality, philanthrophy etc.

ii) It is a giving without expectation.

iii) For selfless service generosity is required.

iv) Generosity is essential at the time of natural calamites

v) For social development it is important value.

vi) Development of welfare state is possible – for liberty, equality, fraternity and socio-eco-justice.
Hence, it is important value to be inculcated.

3) Truth :-

i) Person becomes honest and sincere due to this value.

ii) Truthful person removes fear from the mind.

iii) Life becomes simple, easy and straight forward

iv) Person can lead a dignified life if he follows truth

v) Truth gives us peace of mind.

vi) It saves our time and efforts.

vii) Truth gives rewards in many forms.

4. Justice :-

i) Justice instill fairness in exercising authority.

ii) It is the requirement of social economic, political civil and military World.

iii) Justice is essential for individual and collective life.

iv) Justice helps to reduce social conflicts arising out of discrimination.

v) It ensures equality of opportunity to everyone.

vi) It generates peace and harmony in society.

Therefore, the value of justice is very important for the individual development.

5. Value of Tolerance

i) No civilized society can flower & flourish if this value is absent.

ii) Tolerance can abolish distinctions.

iii) It recognizes the right of the people to advice, guide and persuade.

iv) It calls for "live and let live" in peace.

v) It can control quarrels and violence.

vi) It is very important to make India powerful, stable, prosperous and leading nation.

6. Patriotism :-

i) It generates the love and proud for one's own motherland.

ii) It can help eradicate poverty, discriminations, corruption.

iii) It can stop brain drain in India.

iv) It can acquire international status for our country.

v) Patriotism helps to improve the economic, social, political conditions of India wholeheartedly,

7. Excellence

i) Excellence helps in the all round development.

ii) Innovative ideas can be generated and it keeps the people all the time active and alive.

iii) It brings individual prosperity as well as prosperity to group, society and nation.

iv) One can attain reputation.

v) Excellence in necessary value for positive attitude.

Apart from these values, democratic values which are embodied in our constitution must be cultivated right from childhood which makes the person always cheerful, cooperative towards himself and others.

14.10 RELATIVE VALUE SYSTEM

In this content we are going to discuss about the value system which is followed by different social and professional groups for the betterment of their own profession and enterprise. They are as follows:

1. Family Values:-

An individual must have to live harmoniously, with love and affection in a family for which he has to observe certain values as below:

i. Mutual understanding.
ii. Love and affection.
iii. Care taking tendency.
iv. Family integration (unity).

2. Educational Value System:-

If an individual has to satisfy his/her curiosity for knowledge in Science, Commerce, Arts, Technology, Humanities; he/she must follow:-

  i.   Concentration.
  ii. Purity of mind.
  iii. Truth.
  iv. Cleanliness and neatness.
  v.   Management and
  vi. Simplicity.

3. Public Administration and Value System:-

  i.   Transparency (Right to Information).
  ii. Public welfare decisions.
  iii. No discrimination on the basis of caste, religion etc.
  iv. Stringent action against corruption.
  v.   Effective Downward and Upward communication.

4. Value System for Police Force :-

i) Humanistic approach.

ii) Honesty for duty and discipline.

iii) Intelligence and Sharpness.

iv) Helpful and co-operative.

v) Sensitive towards people's worries and injustice.

5. Value system for Military / Armed Forces :-

i) Boundless love for country.

ii) Loyalty to the nation.

iii) Obedience of the seniors and discipline.

iv) Any time ready for war against enemy.

v) 'Do or die but never say why' principle.

6. Value System for Journalism / Press :-

i) Truthfullness.

ii) Accuracy.

ii) Objectivity.

iv) Independent thinking and ability to present.

7. Values for Medical Department :-

i) Rightful dignosis.

ii) Service to Patients first.

iii) Medical treatment at right time.

iv) Honesty towards profession.

8. Values for Industrial Sector :-

   i)   Service.
   ii)   Accuracy.
   iii)   Continuity.
   iv)   Creativity.
   v)   Collective responsibility.
   vi)   Co-operation.
   vii)   Teamwork.
   viii)   Excellence.
   ix)   Priority to customer satisfaction.
   x)   Benevolence of the proletariat.

9. Value system for Science & Technology :-

i) Universality – irrespective of caste, creed, religion, country complexion, race etc.

ii) Selfless tendency and objectivity.

iii) Accuracy and certainty.

iv) Non-permanent theories.

10. Values System of Constitution :-

i)   Liberty.
ii)   Equality.
iii)   Fraternity.
iv)   Justice – Social, economic & Political.
v)   Secularism etc.

The above Value systems help the individual in many ways. The person may be sharing the responsibilities in any of the above sections of the society. Hence, he/she must be aware of these values required for him.

14.11 PREJUDICE

Prejudice is closely associated with our attitudes and values. Prejudice shapes our personality and influence our adjustment in society. Prejudice leads to stereotypes, discrimination and intergroup conflicts.

Prejudice is nothing but the preconceived mind which have many wrong dogmas, beliefs, customs, traditions, practices etc. It is a negative term. Positive is very rare. It is the attitude of an individual which leads him to discriminate others on the basis of social, religious, regional, caste, creed, sex etc.

14.11.1 Effects of Prejudice

i) It enables one of his self-image.
ii) It holds negative views towards others.
iii) It feels superior than others and call inferior to them.
iv) It forms particular stereotype.
v) Prejudice retard one's development.

14.11.2 Types of Prejudice

i) Gender discrimination – Some ill feeling about female and worth for male.
ii) Young and old discrimination.
iii) Prejudice against particular region and its people.
iv) Prejudices against castes.
v) Class Prejudice – Rich, poor, white, black etc.
vi) Prejudices against religious groups.

14.11.3. Remedies to Prejudice

i) Appropriate teaching/education .
ii) Encourage inter-group harmony.
iii) Various programmes through mass media.
iv) Social learning models be presented.
v) Change in Perception a Attitudinal change.

Prejudice actually does not makes individual development instead it leads to the adverse development and creates hindrances to the socio, cultural, emotional, intellectual growth of the an individual

14.11.4. Check your progress :-
1. What is ethics?
2. Classify the values.
3. What are secular values?
4. What are Universal human values?
5. What are the remedies to prejudice?

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14.12 SUMMARY

 Socialization is a continuous process which starts from the birth and ends only after the death of the person. The human being can not live without society. There are many factors and forces which facilitates the process of socialization where person can easily adjust with new environment and make progress. The person has his own philosophy of life determined by ethics, values and prejudices. The ethics and values are the positive factors as prejudice is the negative factor in the process of socialization. In

this way the person who knows the process of socialization well, can sustain in a society peacefully.

14.13 QUESTIONS

1. Discuss the meaning and importance of socialization.
2. Explain various agents of socialization.
3. What are ethics? examine the role of prejudices in the process of socialization.
4. Evaluate any five universal human values.

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15

MANAGEMENT OF CONFLICT AND STRESS

Unit Structure:-
15.0 Objectives
15.1 Introduction
15.2 Frustration
15.3 Conflict
15.4 Stress
15.5 Aggression And Violence
15.6 Efforts Towards Communal Harmony And Peace
15.7 Summary
15.8 Questions

15.0 OBJECTIVES

1. To understand frustration and conflicts.

2. To analyse the stress and its effects on human beings.

3. To examine the strategies to remove conflicts and stress.

4. To study aggression and violence as its public display.

15.1 INTRODUCTION

Today, the life has become very hard and fast and hence, tensions, frustrations, conflicts, stress are the common things of daily life. Therefore, we must learn in detail about the origin, causes, effects and controlling measures for frustration, conflicts and stress. This will give us an insight to see towards life with positive approach and make us able to cope up with these physical and psychological problems.

15.2 FRUSTRATION

Frustration is a state of mind when the person doesn't achieve expected goal successfully. Thus, a person is said to be frustrated when his goal-directed behaviour is blocked or thwarted by obstacles.

15.2.1 Causes of Frustration:-

1. Environmental Forces:- They are the external sources and may be physical or social. e.g. locked door, lack of money or car giving trouble when someone is in a hurry to get for an important meeting. Socialization and obstacles are started immediately after birth which create frustration in the life of the person.

2. Personal Frustration:- They are the internal factors. e.g. handicapped, unattractive appearance, low intelligence, physical weakness etc. generates frustrating feelings.

3. Motivation Conflicts:- The conflict of motives creates conflict frustration. e.g. An angry person can't vent his anger because of social disapproval.

4. Frustration Tolerance:- The people having poor ability to tolerance may get immediately frustrated for little things.

15.2.2 Consequences of Frustration

Frustration can be resulted into following three actions and reactions:

i. Aggression:- Person may become rude, show aggressive behaviour.

ii. Regression:- The person may have tendency to go back to earlier and more childish forms of behaviour. He is now dependent and lacks confidence due to frustrative situations.

iii. Withdrawal or Avoidance:- The person may not be facing the situations again to avoid frustration.

15.3 CONFLICT

Conflict is the mental situation in which person is not able to take proper decision with confidence and he faces 'Yes-No' situation. It is the internal debate, argument within ourself.

15.3.1 Conflicting Situations in Daily Life:-

A working woman about to leave for her office in the morning but realizes that her child is suffering from high fever. Now questions come, debate goes like what to do now? That is conflict.

15.3.2 Types of Conflicts:-

There are four categories of conflicts-

i. Approach – Approach Conflicts:-
When there are two positive goals before a person which he has to choose one only. Both the things he likes to do but the time is that he can do only one of it at a time.
e.g. 1. A young boy likes to go to picnic and party, but he has to go either to picnic or to party.

2. Two favourite T.V. programmes but the time is same. If one is to be watched other to be missed.

3. A girl may have attracted to both the marriage proposals but only one could be opted.

These situations create conflicts in the mind of the person and creates confusion. The Approach-Approach conflict is easier to resolve.
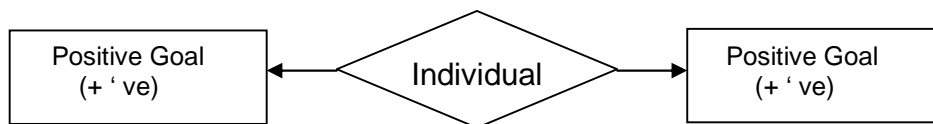

Fig. 15.1 Approach-Approach Conflicts

ii. Avoidance – Avoidance Conflicts:-
When there are two negative goals before an individual, both he doesn't like but must select one of it creates conflicting situation for him. His state of mind is like "devil and deep sea".
e.g. 1. A student doesn't want to study and at the same time doesn't want failure. Either he has to study or to fail. Both these goals are unattractive to him.

2. A man doesn't like to work and doesn't want to starve but has to choose one of it.

3. A student has been selected for two courses and both he doesn't like and at the same time doesn't like to drop from education.

These all situations are negative – negative or avoidance – avoidance conflicts.
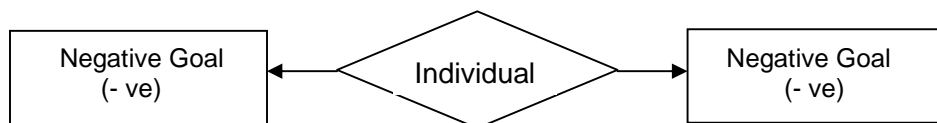These types of conflicts are little difficult to cope up and person may start day dreaming.

Fig. 15.2 Avoidance-Avoidance Conflicts

iii. Approach – Avoidance Conflicts:-
When one goal is are positive and other goal is negative creates such conflicts.
e.g. 1. The child may be attracted towards the water at beach but also afraid of the big waves.

2. A young orthodox boy may be attracted towards drink but his religious value system does not allow him to do so. It may result into frustration.

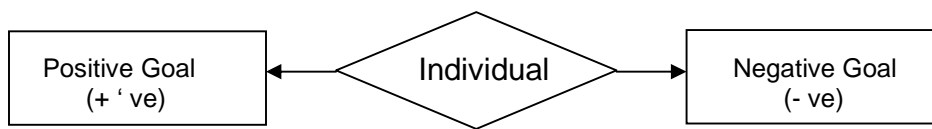3. A girl may be liked to wear boyish dress but also doesn't like to get laughed from others.

Fig. 15.3 Approach-Avoidance Conflicts

These kinds of conflicts are quite difficult to resolve. Because the goal appears attractive in the beginning but as one gets nearer, it becomes undesirable.

iv. Double Approach – Avoidance Conflicts:-
In this kind of situation both the goals are attractive and positive and both are unattractive and negative.

e.g. 1. A young beautiful lady working with a bank on higher salaries and better prospect but is attracted a young handsome man in U.S.A. She wanted to continue the job and marry the guy in U.S.A. and also doesn't want to lose a carrier and a young handsome guy too.

2. A student is not able to decide between study and going out with friends. At the same time he doesn't want to fail and doesn't want to get rejected by his friends.

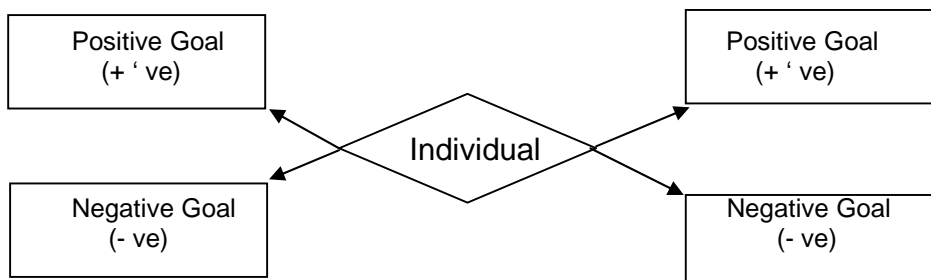This kind of conflict is worst and creates lots of frustration.

Fig. 15.4 Double Approach-Avoidance Conflicts

15.3.3 Resolving of Conflicts

Conflicts could be resolved by Adaptive or Direct ways and non-adaptive or indirect ways.

15.3.3.1 Direct ways of resolving conflicts:-

1. Attack:- In this type of resolution the person attacks the situation as a challenge.

e.g. i. A boy who is afraid of speaking before the class but as it is compulsory, he makes practice, accept it as a challenge, gain confidence and when time comes, gives the speech fearlessly before the whole class.

ii. The Mumbai's local train example may suit to this. Usually Virar passengers doesn't allow a Borivali passenger to get in. But Borivali passenger with full preparation and power gets forcefully into it and argue with the passengers inside because he had to reach the office in time.
This resolution sometimes may not be fruitful and may create more conflicting frustration.

2. Compromise:- If the person doesn't find the challenge to face or an attack, then he makes compromise and choose middle patch or accept best option available.

e.g. i. A student is not able to do higher studies by challenge and also not ready to fail. Hence, by compromise he choose to do medium study.

ii. A health conscious person may like sweets very much but doesn't want to be obese. Hence, choose to eat sweet (lesser) occasionally.

iii. A passenger got in at Borivali in Virar train argue with the Virar passengers initially but when many of the passengers shout at him and threaten to throw out, the Borivali passenger compromise, reduce his argument and ask for pardon with due reason.

3. Withdrawal:- The individual finds it difficult to attack or compromise the situation which he can't tolerate more or find it difficult to control. Hence, he withdraws from it and try to avoid.

e.g. i. A child may withdraw or avoid from going to beach for the fear of hightened sea waves.

ii. A student at 12th Science may avoid Mathematics at degree college and go for other subjects.

iii. A passenger got at Borivali in Virar train may from next day avoid the train and get into the train which starts from Borivali.

4. Choice and Selection:- This is the best way to avoid conflict of any type. Here person has got a choice or selection where he may take advice from elders, parents, experts, seniors, experienced and after their guidance, pros and cons, future prospect etc. may choose and select the goals of his ability to achieve or attain.

e.g. i. A student may choose a course after the guidance of the parents and expert teachers.

ii. A young beautiful lady may prepare her mind to choose and select to marry the guy whom she liked or quit the thought and choose for a better prospects in India with her job consciously and with proper deliberations.

iii. A passenger got at Borivali in Virar train on previous day may choose Borivali slow train and start for office half an hour early.

15.3.3.2 Indirect ways to resolve conflicts

As these are the non-adaptive ways, involves certain "face-saving devices", are called "Defense Mechanisms". Sigmund Freud described number of ways in which people usually avoid or reduce anxiety, conflicts though which are the temporary solutions for time being. They are resulting into many wrong impression in future life.

Defense Mechanisms

In a defense mechanism person reacts to the situation indirectly by attack, compromise, withdrawal and selection and choice. The only difference is that they do not want to expose themselves openly or directly. They are as follows:-

1. Denial of Reality:- The person doesn't face the situations and follows escape to protect from facing. e.g. The person may fall sick.

2. Fantasy (day-dreaming):- The person may gratify the frustrated desires in imaginary achievements i.e. day-dreaming.

3. Compensation:- The individual may compensate his failure in one area to the other area which covers up his weakness by emphasizing desirable trait for the other area. e.g. A weak student in studies may be very active on grounds and in sports.

4. Identification:- In this mental device a person may identify himself with other ideal, model or follow the values of some influential personality.

5. Introjection:- In this strategy the person incorporates the external values and standards into ego structure and is not at their mercy.

6. Projection:- The person place blame for difficulties on others. e.g. Failure student may blame teacher that he did not teach well and hides his not doing study properly.

7. Rationalization:- In this strategy the person attempts to prove that his behaviour is 'rational' and 'justifiable' and thus worthy of self and social approval. e.g. A failed student appears for second attempt, face tough paper because he did not have study but blames teacher.

8. Repression:- A person prevents unconsciously dangerous and painful thoughts from entering consciousness. e.g. A student worried about preparation of examination forgets hall ticket.

9. Reaction Formation:- In this mechanism a person prevents dangerous desires openly and use them as barriers. e.g. A desirous smoker may refuse cigarette openly by saying 'No', it is injurious to health.

10. Displacement:- This leads the person to discharge pent up feelings of hostility. e.g. A professor having quarrel with his spouse at night may vent it on his students in morning.

11. Emotional Insulations:- A person may withdraw himself into passivity to protect self from hurt.

12. Isolation:- The person cut off affecting change from hurtful situations.

13. Regression:- The person may involve into less mature responses and lower aspirations.

14. Sublimation:- The person gratify frustrated sexual desires in substitutive non-sexual activities. e.g. a person may engage into sports, arts and science etc. An unmarried woman may join kindergarten to sublimate her desire for children.

15. Undoing:- The person counter act immoral desires or acts.

16. Sympathism:- The person gains sympathy from others for his work.
17. Acting out:- Person tries to reduce anxiety.

There are many other kinds of self defense mechanism as described by Sigmund Freud.

15.3.3.3 Check your progress:-

1.Define frustration and conflict.
2. What are the causes of frustration?
3. What are the four types of conflicts?
4. How the person react to conflict?
5. Enlist some important defense mechanisms.

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15.4 STRESS

15.4.1 Meaning:- Stress means "a mental tension going beyond one's control and adjustment."

We get stress on our mind when there is war and terrorism, rapes and murders, death and divorce, illness and poverty. The student feel anxiety due to examination that means stress. In a stressful situation the person feels helplessness, reduced to self-esteem and inability to complete the given task.

15.4.2 Reactions to Stress :- There are effective and ineffective physiological and psycholosical reactions to stress as below :-

A. Physiological Reactions:-

Due to stressful mental state person react to the stress in following physical reactions.

I. General Adaptation Syndrome (GAS):-

In this type of reaction the person undergoes three stages which are reacted by his physical response.

1. The Alarm Stage:- The person's body receives shock and counter shock when there is a stress in the mind. That means it gives the alarm.

2. The Stage of Resistence:- As the body receives stress the adrenals and pitutary glands start secreting hormones and person tries to resist the stress.

3. The Stage of Exhaustion:- The pitutary and adrenal glands stops secretions and the person has exhausted his energy. Now he is unable to cope up with the stress.

II. Emergency Response:- In this kind of physiological reactions, the body gives emergency response and the person may do the things which he never had been. e.g. As mosquito bites, the hand comes to kill it. In an another situation if a ferocious dog is attacking, the person immediately starts running away in a lightening speed that he never had.

B. Psychological Reactions to Stress

I. Cognitive Malfunctioning:- Whenever there is stress, individual loses his capacity to think coherently and logically. He is worried of the consequeness of his actions. This anxiety state makes him blind and deaf. i.e. he may unable to see obvious and misinterpret obvious information.

II. Faulty Emotional Response:- In a state of stressful situation, the person may respond into faulty emotions such as:

i.   Anxiety
ii. Aggression
iii. Depression

15.4.3 Types of Stress (Stressors)

1. Cataclysmic events:- The events those are suddenly occurred and affect large number of people generates stress in a human being.

e.g. Combat, earthquake, nuclear accidents etc.

2. Personal stressors :- The stressors those affects individual life.

e.g. Separation, death, divorce, unemployment.

3. Background stressors:- They are the social stressors and problems of everyday life.
e.g. Nagging of parents, irritation etc. The promotion, vacation are the positive stressors.

4. Environmental Stressors:- They are not under the control of human being. e.g. traffic jam etc.

15.4.4 Causes of Individual Stress

1. Conflict.

2. Transition Stress:- e.g. transition from childhood to adult, going to school for first time, moving house or change in job; retirement after long service etc.

3. Life Changes:- e.g. i] Unemployment ii] Divorce iii] Death

4. Occupational Stress:- This stress depends on the nature of work e.g. Increased level of cholesterol, elevated heart rate, excessive smoking and drinking etc. All these creates occupational stress to the person.

15.4.5 Strategies for Coping With Stress

A. Ineffective Coping Pattern of Stress

1. Coronary Prone Behaviour Pattern:- Due to stress the heart rate increases and blood pressure goes up.

2. Suicidal Behaviour:- In a stressful condition the person may commit suicide or try to show of it.

In this kind of strategies the person may try to face one stress but can have to face another danger which does not bring any cope-up effect to his stress.

B. Effective Coping Pattern of Stress

1. Physical Strategies:- Here person should be made available with Relaxation and Physiological Control.

For instance
 i. A quiet environment.

ii. Closed eyes.

iii. A comfortable position and passive attitude.

iv. A mental device of a repetitive syllable or word.

v. Yoga and Meditation.

vi. Bio-Feedback:- Where the person is trained to experience the subtle changes in heart rate, blood pressure, brain wave patterns and temperature. All these changes he will be trained to record and control.

2. Psychological Strategies:-

a. Defense Mechanism

b. Cognitive Coping:- The person by intellect learn to analyse the conflicting situation and examine one's own inner feelings as well as external conditions.

e.g. The emotional support of relatives.

c. Use of Therapy:- There are various therapies available the person should undergo to control and cope up with stress.

For Instance

Freud's 'Psychoanalytical Therapy';

Roger's 'Client-centred Therapy';

Atlee's 'Rational Emotive Therapy';

'Group Therapy' – Group interaction, encourage openness, honesty, emotional sensitivity and free expression of ideas and thoughts.

d. Mental Health:-

As it is said 'A sound mind in a sound body'. Therefore, one must maintain mental health to keep away from stress.

e.g. i. develop proper values and attitudes.

ii. develop attitude of readiness to learn from experiences and from others.

iii. develop wider interests in life.

Thus one can control and cope up with the stress by following all these strategies effectively.

15.4.5.3 Check your progress :-
1. What do you mean by stress?
2. Explain physiological reactions to stress by giving two examples.
3. What are the types of stressors?

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15.5 AGGRESSION AND VIOLENCE

We have already discussed about conflicts and stress. We know the types of conflicts and stress, the reactions to them by physical and psychological coping patterns. These conflicts and stressful situations may be dangerous for himself and for the society. In a state of conflict and stress person loses control on his nervous system and become aggressive and violent. Sometime he may commit suicide. The Aggression has many criterians.

15.5.1 Meaning:- According to Dollard – "aggression is a behaviour whose goal is the injury of the person towards whom it is directed." That may be physical or verbal.

Huesman says - "aggression is the intentional infliction of some form of harm on others."

In today's society (competitive) aggression has become inevitable reactions. Because people think if the person becomes aggressive from very beginning, he can win over others or get his job done easily. Though it can not be justified by any way, the believers in aggression are less than non-believers. Because originally the human beings are peaceful and peaceloving species.

Violence sometime culminates into aggression.

15.5.2 Causes of Aggression and Violence

1. Natural and biological instincts which drives the person to aggression and violence in living with other species.

2. Frustration is one of the main cause of aggression.

3. The social belief that aggression benefits the person.

4. Observation of other's aggressive behaviour.

5. Display of violence on television, films, video games.

6. Cultural impact on aggression is also important.

7. Gender differences also can be the criteria for aggression though it is not hundred percent. e.g. the boys/males are more aggressive than girls/females. But in verbal aggression females are found to be more aggressive than males.

8. Environment such as noise, weather, crowding, unpleasant and uncomfortable, increase tendency to aggressiveness. e.g. a person in traffic jam may became aggressive.

9. Hormone increase such as testosterone in males may play as part for aggression and violence.

10. Direct provocation either physical or verbal lead to the person to aggression and violence.

11. Displaced anger may make a person aggressive. e.g. A wife unable to counter her husband may vent her anger on children.

12. Sexual jealousy for the rival of one's partner can lead the person to aggression and violence.

13. Relationship with alcohol may make a person aggressive.

14. Hostile attitude towards the person.

15. Religious or communal biasness.

16. Regional disparities.

17. Political ideologies.

Due to all these factors and forces person becomes more aggressive and violent. That spoils the harmony and peace in society and the country. People had to face communal riots, linguistic riots, regional riots and had to face homicide and loss of property. Many times these are displayed publicly. The government tries to control but also employs aggressive and violent ways.

15.5.3 Public Display of Aggression and Violence

1. Communal riots and regional/linguistic violences. e.g. Godhara burning and Gujarat riots.

2. Regional imbalance and disparities lead the people to resort to aggression and violence. e.g. demand for Khalistan, Bodoland, Vidarbha.

3. Desecration of statues of great men lead the people to aggression and violence.
e.g. Statues of Chhatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Minatai Thakare, Mahatma Gandhi when were desecrated, there had been the public display of aggression and violence. It can be sometimes justified but public harmony to be maintained.

4. The agitations by various political parties, cultural, social, religious organization such as 'Rasta Roko', 'Dharna', 'Railway Roko' for their demands leads to aggression and violence etc.

5. The dismissal from the employment, rejection of love by woman may lead to aggression and violence.

6. Sometimes trains get late and people do not have patience and try to vandalise the trains and railway stations which is our own property.

7. The Frustration after rejection by a girl may lead to suicide, murder, throwing acid on her face, kidnap and rape etc.

8. Even today the death of the patient in a hospital leads the relatives of the patient to aggression and violence and destruction of hospitals.

9. People also engage into murder and bloodshed over land distribution and property distributions. Even they do not spare their kith and kins.

10. The orthodox religious groups may resort to violence against minority groups and their institutions.

The basic causes of these Aggression and Violence are conflict and stress which the people are not able to vent them in a non-violent or peaceful ways.

15.5.4 Check your progress :-

1] What are the causes of Aggression and Violence?
2] Give any three examples of public display of aggression and

violence.

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15.6 EFFORTS TOWARDS COMMUNAL HARMONY AND PEACE

It is possible that the person under severe conflict and stress may be treated by some physical and mental coping patterns. But before the treatment people vent their anger into aggression and violence which disturbs the communal harmony and peace. India as it is a pluralistic society and hence differences are inevitable to occur. Disparities and inequalities are to be removed by another constructive ways. Therefore, maintaining communal harmony and peace in India is very important matter of discussion.

15.6.1 Measures to maintain harmony and peace

1. Introduce and learn the pluralistic nature of Indian Society.

2. Make psychological analysis of conflicts and stress.

3. Consult psychologists/psychiatrists in case of severe conflicts and stress.

4. Follow the physical and psychological strategies to curb frustration, conflicts and stress.

5. The time when the conflict and stress culminate into public aggression and violence then one should try to understand group, or mob or public psychology and apply it.

6. One should think ten times before resorting to aggression and violence publicly and its consequences.

7. One should realize that when we engage into public aggression and violence and destruct the public property, we also have our share involved in it.

8. The tendencies of public aggression and violence and destructive and anti-social elements must be nipped in the bud and controlled in future.

9. The political, religious, social, cultural parties, institutions and organizations who for personal gain and fame encourage communal riots, aggression and violence, they should be immediately banned from functioning and the leaders of them should be immediately imprisoned.

10.Counselling sessions in forms of dramas, street play, poetry, songs, slogans, chart show, discussions, debates, elocutions must be organized to bring communal harmony and peace. People in India must be given special lessons to maintain law and order and harmony and peace.

15.7 SUMMARY

There are many a times frustration, conflicts and stressful situations, an individual had to face. Because today's is the life of fast and full of mental and physical pressure. Therefore, one must undergo the study of all these problems in detail and by effective way must able to control them.

15.8 QUESTIONS

1. Analyse the types and causes of conflicts.
2. Explain the various physiological and psychological coping pattern for the conflict and stress.
3. Define aggression and violence. What are the causes and measures to control violence in Indian Society?
4. Write short notes on:
i.   Frustration.
ii.   Reactions to Stress.
iii.   Defense Mechanism.
iv.   Communal Harmony.

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16

CAREER PLANNING

Unit Structure:-
16.0 Objectives
16.1 Introduction
16.2 Realistic Goal Setting
16.3 Time Management
16.4 Significance Of Aptitude Tests
16.5 IQ And EQ.
16.6 Emotional Quotient (EQ)
16.7 Summary
16.8 Questions

16.0 OBJECTIVES

1. To learn the realistic goal setting for better career.

2. To understand the importance of time management.

3. To study aptitude tests and their significance.

4. To analyse the IQ and EQ.

16.1 INTRODUCTION

Career is one of the important step in the human life and hence to be planned. Career planning is a complex process. While choosing the career one may confuse between career and vocation because they are used synonymously. But there is slight difference between these two words that Career has wide scope and Vocation has specific scope to develop. Before choosing any type of career one must set goals before him.

16.2 REALISTIC GOAL SETTING

16.2.1 Meaning :- In a Career planning, a person must have to have the 'Realistic Goal Setting'. Everybody has to strive hard for the better prospects in his life. But if the goal setting is not realistic, it is difficult for the person to attain the goals within prescribed time. Hence, realistic goal setting and time management have significant value. While setting the goals before, the person must be realistic

towards his strengths as well as weaknesses too. Accordingly the goals will be achieved perfectly. The knowledge, experience, family background, attitude, aptitude, skills are useful for better future life for everybody. Without realistic goal setting the life has no value and meaning. Therefore, every individual should aspire good future and accordingly set goals before him. Highest the goals-highest the achievements and lowest the goals - lowest the achievements. Hence, goals should be highest. Because many times these goals function as catalyst towards the achievements.

16.2.2 Realistic Goal Setting and Role of Education

Education plays an important role in setting the realistic goals before the achievement of them.

The primary and secondary education shapes the concepts of adolescents. Sometimes the goals may be set in the highschool. There are poor groups, their experiences, intelligence leads to personality formed. The educational aspirations of the adolescents would be influenced by following factors:-

i. The Socio-Economic Group :- The middle class children have higher expectations and aspirations than lower class because of their parent's achievements.

ii. The Parent's Expectations and Aspirations:- Many times parents wanted to impose their unfinished aspirations and expectations on their children.

iii Peer Influence :- What their best friends choose to set goals and career they also do the same.

16.2.3 Types of Goals :-

1. Long term goals :- Career, life, marriage.

2. Medium range goals :- e.g. goals for next five years.

3. Short terms goals :- limited to month or year.

4. Mini-goals   :- Covers a day to a month.

5. Micro-goals :-   Covers 15 minutes to hours.

16.2.4 Aims of College /University Education:-

1. To provide intellectual nurturing and discipline.

2. To encourage thoughtful and critical views.

3. To inquire to logic and facts without biasness or intellectual preconceptions.

4. To cultivate an appreciation of arts, humanities, sciences and all branches of learning.

5. To change the outlook of students i.e. influence on student's personal philosophy and outlook.

6. To cultivate tolerance for civil liberties, critical thinking and decision making.

7. To inculcate intellectual uniformity, accent on moderation and levelling.

8. To make the student self-critical, self-insight, capable of discrimination, aware of their inner impulses, increasing maturity etc.

9. To decrease authoritarianism and prejudice and increase in appreciation for aesthetic sense and liberal attitude.

10.To enable students to increase independence and self-confidence.

All these university and college or higher education intend to plan the career for the student and set the goals for them. Education helps an individual to use the minds effectively, cultivate intellectual competence and academic knowledge, mental excellence and mental health.

Education is a source of meaning of life.

16.2.5 Criteria for Realistic Goal Setting :-

The goals should be **'SMART'** to set.

	S	**Specific**
	M	**Measurable**
Goals	A	**Achievable**
	R	**Realistic**
	T	**Timebound**

Fig no 16.1 Realistic Goal Setting

1. Specific Goals :- The goals set before us should be specific and not vague or ambiguous. They should reflect our aspirations e.g. I want to have good education but how one can have it from?

Instead, the goals should be specified like –'I wanted to complete my MBA from IIM Ahamedabad', 'I wanted to become an engineer' but there should be good marks in Mathematics at HSC exam.

2. Measurable Goals – The goal should be measurable so far the achievement is concerned. How much we are successful should be measurable in numbers or percentage. e.g. 'I will pass' instead. 'I will get 75% marks' or 'I will top the merit list' should be your goal. 'I will participate in running' instead, 'I will complete 100 m race within less than 7 minutes' should be the goal. Some people have goals and achievements non-measurable like 'I secured IInd class at B.A.' But IInd class ranges between 45 and 59. Then exact how many percentage? This is called goals should be measurable. These goals set up the graph of progress before an individual.

3. Achievable Goals -: The person should set the goals according to his capacities, abilities and his stamina and devote time for its achievement. These goals should not be beyond limits or under limits. If the student consistently getting average percentage of marks as 40% and wish for becoming doctor is not an achievable. As also the student whose height in only 5'.3" should not aspire for police service. If the goals are achievable, the attainments are fulfilled as well.

4. Realistic Goals :- Always the person should have realistic goals. Every individual has endowed with certain natural qualities, skills, competencies or he must have acquired them. These abilities capacities, caliber could be used to achieve goals. There should not be unrealistic or fantasised or day-dreaming goals before. e.g. A student excellent in Mathematics should become an engineer or melodious voice student wanted to become a singer are the realistic goals. Hence, while setting the goal one must know about his strengths and weaknesses or limitations.

5. Timebound Goals :- The goals should be timebound and to be completed or achieved within given time only. e.g. Mumbai University has prescribed the degree in Arts (B.A.) as integrated three years course. Hence, one should complete and achieve it within stipulated time, otherwise, there are rules that it also could be achieved in five years. Some young graduates set the goal before to become an I AS officer but do not fix the time or period for it. But time goes on and they are age barred now and not eligible to appear for examination. Hence, the individual should achieve his goal within given time.

According to some experts the criteria for goals should be as follows.:-

1. Person's adjustment with environment :- If we wanted to identify the realistic goals we must know how person tries to adjust with environment, what is his concept of self, positive attitude, willingness for vocation etc. If all these criteria are good then the goals set before are good too.

2. Self-Esteem:- It means Self-pride and accordingly people choose their career that may be higher or lower. Mostly, the people who choose for high profile careers must have self-respect and according to their hereditary qualities, interests, potentialities, strengths and weaknesses they do. But people who go for low profile careers have low self-respect and do not think of their inner qualities, skills in a positive way. Hence, it can be decided by how the person have self-respect and so are his goals.

3.Feasilibility of goals :- The person should choose a career according to his financial resources, educational resources, acquired skills, attitude, aptitude, interests, competency, willingness to work, family background etc. and their feasibility in life. e.g. the son of a doctor and a son of a lawyer may become doctor and lawyer respectively are the realistic goals set before the person.

4. Desirability : One should able to attain desired success in the career or field that may be of economic, social, political administrative, scientific or spiritual etc. otherwise undesirable goals may create frustration, failure and distress.

5. Excellence and Success :- The person is having consistently excellence and success in his career particular he has chosen and also that success reflects into his behaviour are said to be the realistic goals. Such people may engage into their own research, innovations, competitive attitude etc.

Goal Setting is dynamic process where the person has to undergo many stages. Hence, for Career Planning realistic goal setting has very significance position.

16.2.6 Check your progress:-

1. What are the types of goals?
2. What are the criteria for realistic goal setting?

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16.3 TIME MANAGEMENT

In a career planning, as realistic goal setting has valuable place as also time management is a very important task before an individual

Time is a unique resource. We divide it into seconds, minutes, hours, day, month, year etc. and we measure time. Time has its importance in human life and also in the life of animals and plants. Hence, one should plan and manage the time properly for better career.

16.3.1 Basic Features of Time :-

1. Time is a unique resource :- Time is a very valuable and unique resource for mankind. It is limited and perishes immediately. Nobody can control it and once time is passed out it doesn't return back. It has no substitute and does not wait for anybody like a sea-tide. In business sector time is called as money.

2. Time is Limited. :- Time is limited and can not be increased for which no instrument is available. Time is measured in certain standards like 60 seconds means 1 minute, 60 mins for 1 hour, 24 hours for a day, seven day for a week, 12 months for a year or 365 days for a year etc. One can not increase a minute by 70 seconds or let us take 15 months for a year, it doesn't happen. Hence, whatever time is available one should utilize it properly and achieve success and happiness within prescribed time.

3. Partial Use of Time :- Everybody cannot utilize the available time effectively or successfully. e.g. Some childhood years are pleasure-some and naughty and some old age year are worrisome. The person spends 6-8 hours from 24 for sleeping, nay it has to be done. Hence, whatever time is available one should utilize it properly.

4. Time is Perishable :- The time is perishable and immediately decrease and ends. The moments which have passed can not be got back again. Once it gone means gone. Therefore, time to be used systematically and in a constructive ways.

5. No Substitute for Time :- Time can not be stored in a treasure of cupboard. There are substitute objects available for another objects. But for time there is no substitute. We can purchase the substitute objects with money but we can not purchase time.

16.3.2 Time Management

While managing our time we should prioritise accordingly our matters and divide time for their completion :-

1. Urgent Matters :- First we have to allot our time to urgent matters. They are visible and had to be done immediately.

2. Non-urgent Matters :- After urgent matters we should allot our time for non-urgent matters. These matters are related with new available opportunities, creativity, and social approval. These matters require leadership qualities and efficiency.

3. Important Matters :- The person may confuse which matter is urgent, non-urgent and important? Are all of them not important? But confusion is here that all matters can not be important otherwise which matter you will prioritise?

4. Unimportant Matters :- After above three types of matters, rest of the time one has to devote for these matters. e.g. attend a meeting, discussion, social work etc.

5. Leisure Hours :- After devoting the time for above four matters, person should think of his leisure hours for hobbies and interesting things e.g. Watch T.V., movie, visit to garden, dance, drama, art, ground activities, sports, reading, morning walk etc. Many people takes training in new skills and for that they devote their leisure hours.

16.3.3 Effective Time Management.

An expert Mr. Jitendra Mishra have given ten maxims of effective time management.

1. Make a list of the matters you want to do in a day.
2. Think on the important matters and plan them.
3. Classify the matters if they are of same category.
4. Fix the short term goals and long term goals and the time they required.
5. Prioritise the matters and prepare their order.
6. Do urgent and important matters first and don't waste time for unimportant matters.
7. Prepare an outline on a paper.
8. Don't postpone or prepone matters.
9. First do the uninteresting but necessary matters and then interesting matters.
10. Observe that the time you wasted, how much and for what and prepare your mind not to do in future.

16.3.4 Benefits of Time Management

1. There can be financial saving on the project.
2. One can organize better human resource which increase efficiency and productivity.
3. One can achieve goals successfully.
4. Time management helps the long term goals to achieve within time.
5. The production related inter-personal skills are improved due to time management.
6. Time management reduce frustration, conflicts, stress and physical and mental health is improved.

16.3.5 Obstacles to Time Management :-

1. Lack of goals and planning.
2. Doing many things at a time and unrealistic estimate.
3. Haste, travel, postponement, impatience etc.
4. Personal disorganisation, repetition and red tape government administration.
5. Inadequate facilities, untrained human resource, surplus and inadequate labour force.
6. Lack of motivation, non-co-ordination, non-integration.
7. Constantly speaking on phone, and visitors arrival.
8. Inadequate information, lack of discipline, incomplete work, lack of standardization, control progress and report.
9. Loudness, distraction, over control, unavailability for discussion.
10. Frequent meetings, unclear communication, instructions, listening problems, wrong decision etc.

If one removes all above obstacles may prove to be the successful in time management.

16.3.6 Check your progress :-
1. Mention the features of time. ?
2. How will you manage the available time ?
3. What are the benefits of time management?

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16.4 SIGNIFICANCE OF APTITUDE TESTS

16.4.1 Meaning :- The psychologists have developed many tests to measure the intellectual trends of the child. These tests measure the aptitude of the children to a particular field are called as aptitude tests. Aptitude tests are very important for many purposes. They are useful in selection of employee, for educational guidance, making a career choice, selecting people for training etc.

Aptitude :- Aptitude is a potential of an individual to acquire with training some specified knowledge, skills or set of responses. It is the ability to benefit by certain type of training. Aptitudes are the descriptions of the future planning. The persons ability to do in future can be described by Aptitude.

The aptitude test counsellor may conduct many tests on child to measure his aptitude.

e.g. a) The child who is able to hold a bat and ball that means his aptitude is Cricket.

b) The child who understand the music well than others may have his aptitude in music. Hence, one can train the parents about their children's aptitude.

The aptitude tests are significant for the child to select a career. If a child could not select his career according to aptitude tests, he may not be getting a success in future career. The aptitude tests lead to the successful career. Hence, educational and vocational planning is possible with the help of aptitude tests.

There are some well known aptitude tests.

1. Differential Aptitude Test (DAT).
2. General Aptitude Test- Battery (GATB).
3. Minnesota Spatial Relations Test (MSRT).
4. Bennett Mechanical Comprehension Test (BMCT).
5. Detroit Clerical Test (DCT).

16.4.2 Differential Aptitude Test (DAT) Is the most widely used multiple aptitude batteries. This is the most scientific and comprehensive. This is applied for vocational and educational counselling and also for children and adults.

All the tests in this battery ar power tests (actual ability tests) except the clerical speed and accuracy tests.

16.4.3 Guiding Principles of DAT

i. Test each ability independently.
ii. Measure level of ability i.e. power rather than speed.
iii. The measurement of multiple abilities should be in terms of percentile ranks for compare.
iv. Pimary concern of the test is practical purpose (vocational and educational guidance) and theoretical concerns should be secondary.

16.4.4 DAT Scores and Tests.

1 Numerical Ability :- Addition, subtraction, multiplication and division and also understanding of quantitative concepts and relationships.

2. Verbal Reasoning :- The test of ability to indulge in more or less complex verbal concepts and relationships.

3. Abstract Reasoning :- Spatial visualization is tested by means of a series of two dimensional geometric figures.

4. Mechanical Reasoning :- Mechanical reasoning and comprehension is tested by pictorially presented situations.

5. Space Relations

6. Clerical Speed and Accuracy :- Spelling, Speed and Accuracy by letter and number combination is tested.

7. Language Usage I :- A spelling test where person is tested by spelling and mis-spelling the words.

8. Language Usage-II :- This test consists of sentences with faulty grammar, punctuations and words usage to be corrected by the person.

16.4.5 Significance of Aptitude Tests

Some tests are 'Specific Aptitude Tests' which measures specific or direct aptitudes of the person e.g. Finger Dexterity, Visual Space Perception etc. The Minnesota Mechanical Assembly Test and 'O' Conner's Finger Dexterity Test are famous Specific Aptitude Tests

The Western countries selects their employees in jobs and professions by conducting aptitude tests. It is also important to conduct aptitude tests for the aspirants of medical and engineering so that incompetent candidates are removed and competents are admitted.

Aptitude tests have the same weightage as the weightage of career planning. Because the predictions resulted by Aptitude Tests are more authentic and reliable than any astrologer. It is advised that the aptitude test should be conducted for the children above 13 years of age and not before that. Hence, every student must undergo these tests before any professional course.

Application of Test :- While giving these tests to student, he is given a questionaire pertaining to that particular field. It is prepared according to his age, standard, physical, mental development, family background etc. The student have to register his answers and on that basis he also registers his trend, aptitude, interest etc.

Hence, the parents should not impose their aspirations on their children and throw them into failure.

16.4.6 Check your progress :-

1. Name the five important Aptitude Tests.
2. Describe scores and tests of DAT.
3. How the aptitude tests are significant?

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16.5   IQ and EQ.

16.5.1 Meaning of Intelligence :-

Before we go to study IQ (Intelligence Quotient) we should study what is intelligence.

1. According to Psychologists – "the persons ability to do mental activities effectively means intelligence.''

2. Intelligent person can anticipate the situations properly, develops reasoning ability. He learns very quickly and remembers important things and resolves problematic situations. He fastens mental processing and brings effectiveness i.e. Comprehension, memory, power to think and reasoning ability. All these determine how intelligent the person is.

3. The great scientist Binnett defines intelligence in following words-"Person's general ability for multi-dimensional comprehension and reasoning means intelligence."

4. Wechsler :- "intelligence is the aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with the environment."

5. "Intelligence is the ability to adjust to new situations" i.e capacity to learn new activities and to solve problems."

16.5.2 Types of Intelligence

The psychologists like Thorndike, Thurstone and Guilford have given many types of intelligence. Thurstone's view is that the person must atleast study three types of intelligence out of seven as below :-

i. Verbal Comprehension.
ii. Word Fluency.
iii. Number Ability.
iv. Space.
v. Memory.
vi. Perceptual Speed.
vii. Reasoning.

Thorndike emphasise on at least three types of intelligence i.e
(i) Abstract (ii) Concrete and (iii) Social
i. Abstract Intelligence :- Our ability to understand Verbal, Numerical symbols and it is very much necessary in school and college life.

ii Concrete Intelligence :-The understanding the objects and things except human beings and ability to establish relationship with them. The people who have higher intelligence can understand the mechanical relations easily. They are able to assemble the parts and make new machines.

iii. Social Intelligence :- It is the ability to establish rapport with people. It helps for successful life. The people having highest abstract intelligence and lowest social intelligence are failed in real life. But abstract and social intelligence should go hand in hand.

Of these three kinds of intelligence Abstract Intelligence is very important.
e.g. to match the parts of picture that are invisible, solve the maze (puzzles).

According to Spearman Charles – "Every individual must go through General Intelligence Factor- 'G' and has every action is followed by Specific Factor -'S'.

Though we have discussed about various types of intelligence given by many experts, psychologists but we need not accept any one of the above approaches. Intelligence tests show that intelligence is composed of several abilities.

16.5.3 Measuring of Intelligence

There are many methods of measuring of intelligence. We have to test intellectual actions by measuring general ability which reveals the difference between extra ordinary and slow learner.

Therefore, it is necessary to understand brightness and retardation of the child during school days so that he may be successful in his career and can have good social adjustment. To understand this the psychologist have developed various intelligence tests which are beneficial in schools, colleges, industry and military services.

16.5.4 Types of Intelligence Tests

1. Verbal Tests and Non-Verbal Tests.
2. Individual and Group Tests.

16.5.4.1 Individual Tests :- In this type of tests the trainer gives the questionaire to the person and after giving verbal instructions answers are collected or he is given some instruction for an activity e.g. 'assemble the scattered blocks together.' This kind of test was first time prepared by **French psycholosists Binnett and Simon** in 1905. This was prepared to distinguish between weak and general ability children.

16.5.4.2 Binnett's Intelligence Tests :-

When Binnett conducted this test, his observations were very important as below:-

i. The children who were called intelligent have good memory.

ii. They also have verbal and numerical ability higher than those who were lower.

iii. There is consistency in the performance of the intelligent children even in next tests.

Based on these observations he prepared a test for oral and other skills to check. This test was experimented in different kinds of

atmosphere. He again tested those intelligent children for ability to decision making and reasoning and the result was the children were excellent in those tests too.

According to Binnett, child's mental development takes place till the age of 13 year and hence the difficulty level of the tests should be increased by growing age. The children of the same age were successful in large numbers in a same type of test and that was fixed for that age. e.g. The test for 7 years will be answered more satisfactory rather the same test will be difficult for the children of 6 years and easy for 8 years. The ability to answer right or wrong, according to Binnett is the **'Mental Development'** or **'Mental Age'** If the child gives expected answers in expected numbers that means his chronological and mental age is properly grown and less answered children's mental age is undergrown. Thus there come the relationship between **Chronological Age, Mental Age and the Intelligence (i.e. IQ).**

16.5.5 Concept of Mental Age :-

The concept of Mental Age is based on the intelligence test of Stanford-Binnett. When the child is to score more marks according to his chronological age shows that his mental age also have been grown properly. This test have prepared keeping in mind the child of an average intellect. Hence, the child of 8 years is successful in the test/questionnaire prepared for the children of 8 years, his mental age also taken as 8 years. This can be concluded that the child's has balanced physical and mental development.

To make the test most transparent and objective it had its revised edition in 1908 and 1911. Prof. L.M. Terman from 'Stanford University ' U.S.A. translated this test in 1916 and was used widely. Later on again this test was revised in 1937 and 1960. Now this test is applied to children of 2 years to the adults above 18 years.

In India this test was modified by Dr. Kamat according to the Indian conditions in 1937 and is available in English, Marathi, Kannad etc.

16.5.6 Intelligence Quotient (IQ) :-

Intelligence Quotient is the expression of the Child's or persons intelligence score in a number form. The average score for any age level in an IQ of 100.

We know about mental age. The psychologist L.M. Terman adopted the intelligence Index suggested by German psychologist Stern. This Index was termed as 'Intelligence Quotient i.e. IQ'. We need to know individual's chronological Age i.e. 'CA' and Mental

Age i.e. 'MA' multiplied by 100 for the formula of the measuring of intelligence of and individual.

$$\therefore IQ = \frac{Mental\ Age}{Chronological\ Age} \times 100$$

$$\therefore IQ = \frac{M.A.}{C.A.} \times 100$$

We have to take one practical example for this formula and measure the IQ.

e.g. The Child has mental age of 7 years and 6 months, his Chronological Age is also same. We will have to convert the years into months.

Total age = 7.6 yrs = 90 months.

$$\therefore IQ = \frac{90}{90} \times 100 = 100$$

The child has got the IQ = 100.
But if the child having chronological age 6.9 yrs and mental age is 7.6 yrs. Then his

$$IQ = \frac{90}{81} \times 100 = 111 \quad \text{and}$$

If the child having chronological age 7.6 yrs and mental age 6.9 yrs. His

$$IQ = \frac{81}{90} \times 100 = 90$$

By working on these intelligence tests and IQ drawn on their basis, we are able to predict the future prospects of the child. The children will be given the right goal setting,his career will be successful and his life will be prosperous. Accordingly we may select the course for our children in Engineering,Medical, Management or Computer etc.

Terman and Merill have classified the competencies and abilities of the child according to their IQ as follows:-

Table No 16.1 Classification of Intelligence.

Sr. No.	I Q	Classification of Intelligence
1.	Above 140	Genius
2.	130 – 139	Very Superior
3.	120 – 129	Superior
4.	110 – 119	Above Average
5.	90 – 109	Average
6.	80 – 89	Dull normal
7.	70 – 79	Borderline deficiency
8.	50 – 69	Mild deficiency
9.	20 – 49	Moderate deficiency
10.	below 20	Severe deficiency or idiot

16.5.7 Other Intelligence Tests

1) Wechster's Adult Intelligence Scale (WAIS).

2) Wechsler's Intelligence Scale for Children (WISC).

3) Wechsler's Pre-School and Primary scale of intelligence (WPPSI).

16.6 EMOTIONAL QUOTIENT (EQ)

16.6.1 Meaning :- EQ or Emotional Quotient that means emotional intelligence. The word 'Emotional Intelligence' was first used by Peter Salovee and John Myre in 1990. They defined it in following words – "To understand emotions, to create emotions, to understand emotional meaning and to regulate emotions from the point of view of emotional and intellectual growth is nothing but emotional intelligence."

According to Daniel Goleman "Emotional intelligence (in short EQ^2) refers to the ability to perceive and control emotions both of oneself as well as those of others." He gives the following five components of EQ.
i. Knowing our own emotions.
ii. Managing our own emotions. i.e. regulating the nature, intensity and expression of our own emotions.
iii. Motivating others.
iv. Recognizing and influencing other's emotions.
v. Handling relationships.
The basic difference between IQ and EQ is that IQ grows till the age of 17 yrs; It stabilizes in adulthood and reduced during old age. But EQ can not be stabilized. It grows till the age of 50 and then starts reducing.

16.6.2 Measuring of EQ.

Although there are many methods to measure EQ, Dr. Reven Bar has developed Emotional Quotient Inventory, EQ – i in 1980. It is most reliable, valid and effective. To measure EQ he had selected the different social economic group of people as a 'Sample'. e.g. USA, Canada, Germany, Sweden, Netherlands, Argentina, Israel, South Africa and from India different social economic groups. The test of EQ-i was conducted twice like after a month first and then after 4 months second time.

16.6.2.1 The Criteria of Bar's EQ-i Test

1. Content Validity :- The questions should be related with 15 measurescale.

2. Face Validity :- Suggests standard of solving problems and their evaluation.

3. Construct Validity :- How much good the test being solved is observed.

4. Convergent Validity :- It is expected to evaluate from outside examiner.

5. Divergent Validity :- The trainer should confirm that he is not taking a test different from prescribed.

6. Criterion Group Validity :- There should be one of the borderline between the sample population.

7. Predictive Validity :- The test should able to predict some good, confidence which will give success in future. e.g. The workers will work hard, able management, new records, parents take care of the children etc.

8. Self-Reporting :- One should respond to the 133 questions from the test confidently so that EQ will be measured.

Emotions are able to organize language, thoughts and actions effectively and at the same time reasoning and scientific attitude will be strengthened. In a stressful situation EQ empowers IQ to take a right decision in the solution of certain problems. Emotions gets success for somebody and failures for others.

16.6.3 Features of Emotional Intelligence

1. Creation of experience of Self awareness.

2. Assertive ability – anger, affection, happiness, thoughts, beliefs to be expressed by non-violent ways.

3. Freedom which is self-enlightened and self-Controlled.

4. Self-respect (as you are).

5. Self-actualization.

6. Introspection.

7. Social responsibility.

8. Mutual relationships with satisfaction.

9. Problem-solving ability.

10. Flexibility – adjustment, behavior.

11. Frustration tolerance.

12. Control over desires.

13. Optimism – positive side of life.

14. Happiness, harmony, satisfaction.

15. Mutual relations between emotions and intelligence.

16.6.4 Check your progress:-
1. Define Intelligence.
2. What is Mental Age ?
3. Enlist the features of emotional intelligence.

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16.7 SUMMARY

The Emotional Intelligence (EQ) is as important as Intelligence Quotient (IQ). The people of high IQ if do not control their EQ, the IQ can not help them, nay, they have to face many problems in their life may be of social, physical, psychological, cultural, economic etc.

16.8 QUESTIONS

1. Explain the realistic goal setting with proper examples.

2. What is the importance of time management ? Examine.
3. Evaluate the Significance of aptitude tests with illustrations.

4. Discuss the concept of intelligence.

5. Analyse the IQ and EQ with its significance in the career planning.

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1. Shankar Uday, Personality Development, Delhi, 1981.

2. Wadhwani M.R., Social Awareness and Personality Development, Chetana Publications, Mumbai, 2007.

3. Basantani K. T., Social Awareness and Personality Development, Sheth Publications, Mumbai, 2007.

4. Kumar Vipan B., Social Awareness and Personality Development, Himalaya Publishing House, Mumbai, 2007.

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**Revised Students Syllabus for F.Y.B.A./B.Com/B.Sc.Comp.Sc.
(2007-2008)
for IDE Students w.e.f. 2008-09
Foundation Course – I
Social Awareness and Personality Development**

A. Indian Society and Contemporary Issues: An Overview
(Marks: 30)

1. **Analysis of Indian Society :** Indian society as a pluralistic – Multi lingual, multi-ethnic, multi-religious and multi-cultural society; regional differences; rural, urban, tribal dimensions.

2. **Concept of Diversity and Disparity and related Social Issues**

   a. Understand diversity as difference and disparity as inequality; Inter-group conflicts: Communalism, Casteism, Linguistic differences, Regionalism.

   b. Patriarchy and gender disparity: declining sex ratio, violence against women, women and mass media.

   c. Disparities arising due to disability: issues of the physically and mentally challenged services available.

3. Unifying factors in Indian Society

   a. The Indian Constitution – Basic features strengths and fundamental duties of the Indian Citizen.

   b. Promotion of National Integration and tolerance as crucial to maintain the pluralistic and social fabric of Indian Society – Role of youth in promoting communal harmony.

B. Growing Social Problems and Role of NGOs   (Marks : 20)

   a. Substance abuse – tobacco, alcohol, drugs – impact on youth and challenges for the future.

   b. HIV / AIDS – awareness and redressal.

   c. Problems of the elderly – causes, implications and response

   d. Problems of child labour – magnitude, causes, effects and response.

C. Globalization and Indian Society : Emerging Issues
(Marks : 30)

1. **Concepts of Liberalization, Privatization and Globalization; role of MNCs.**

2. **Economic and socio-cultural impact of Globalization**

   a. Impact on Employment : Privatization and labour in organised and unorganised sectors; emerging issues of employment; outsourcing, growth of contractual labour, migration

   b. Impact on culture : growth of consumerism and market orientation; changing values and lifestyles. Positive and negative impact on culture due to media explosion

   c. Impact of globalization on agriculture : changing land use; agrarian crisis

   d. Impact on urbanization and effects on health, housing and sanitation.

D. Self and Society   **(Marks : 20)**

1. Role of Heredity and Environment in Individual Development

   a. Nature and nurture; agents of socialization; role of ethics, values and prejudices in the development of the individual.

   b. Maslow's Theory of Self-Actualization

2. **Management of Conflicts and Stress in Individual and public domain.**

   a. Conflict and Stress management and the use of coping mechanism.

   b. Aggression and violence as public displays of conflict and stress and efforts towards communal harmony and peace.

3. Career Planning

a. Realistic goal setting
b. Time management
c. Significance of Aptitude tests
d. IQ and EQ

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1.   Chandra Bipin (ed.) Mahajan Sucheta (ed.), Composite Culture in a Multicultural Society, Person Education, Delhi, 2007.

2.   Ahuja Ram, Social Problems in India, Rawat Publication, New Delhi, 1997.

3.   Gillin S.L., Social Problems, The Times of India Press, Bombay, 1965.

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