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Kulapatiwani



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Chief Editor Speaks

The upsurge in the demand for higher education has been more intense over the recent decade resulting in a virtual explosion in the number of colleges and universities in the country. Education in India has always been valued more than mere considering it as a means towards earning a good living since pre-historic days. During this era of globalization and knowledge Economy, higher education is the key to overall progress of the nation that must lead to sustainability. "Education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Education not only provides scientific and technical skills, it also provides the motivation, justification and social support for pursuing and applying them. For this reason, society must be deeply concerned that much of current education falls far short of what is required. Improving the quality and coverage of education and reorienting its goals to recognize the importance of sustainable development must be among society's highest priorities," (UNESCO). Several reforms and innovations have been made in Indian higher education system to achieve the required targets. A large institutional base has strengthened our higher education system and credit goes to both Government and private sectors.

During this fast evolving information world, a knowledgeable and committed community of teachers, always prepared to evolve as per the requirement of the time, are the most powerful agents for educational advancement vis a vis national development. Therefore, need is to make genuine efforts to raise the levels of teachers by all means. Human Resource Development Centres established by UGC are contributing to creating conditions that enable academicians to get the best out of themselves. Development of teachers by improving their pedagogical knowhow, technical knowhow, making them financially sound and finally imbuing strong professional ethics in all of them through diverse strategies adopted during various courses organized by HRDCs. There are however some universal goals towards which all human resource development efforts should aim at. Teacher participants strive to achieve excellence along with never-ending process of imbibing new competencies which are the best possible means to acquire a variety of higher goals.

Indian higher education system has a particular challenge at hand to first transform itself and try to meet the desirable end points that creates learned population which in turn will lead the nation towards harmony and constant upliftment. Through system of equal & inclusive higher education, the nation needs to sustain economic growth for the next couple of decades, develop parallel growth and improvement in social sectors. Thus, resulting in equitable, accessible and just society with adequate intellectual pool of people in every field to address emerging socio-political or technological problems. The higher education institutions have delivered in volume in terms of research which should commensurate with the social issues & their solutions especially related to tribal, deprived, disabled and gender studies. In addition progress of India is driven by several other factors like Evolution, Rights & Duties, Environment etc. This edition of 'academe' has published articles related to some of these important issues which can be accepted as challenges in higher education for brighter future.

Prof. Kiran Rekha

Human Resource Development Centres for Enrichment of Higher Education

Dr. (Mrs.) Kiran Rekha*

Higher education has to enhance human capabilities through empowerment that knowledge provides. Indian higher education is the third largest system in the world next only to USA and China. Significant increase/growth has been recorded in higher education sector from 0.7% GER, network of 20 universities, 500 colleges and about 24,000 teachers in 1947 to 18.8% GER, 750 University/University level Institutions (UGC, 2014), about 37000 colleges and more than 9.00 lakh teachers by 2014. The Govt. of India, through 'Rashtriya Uchchar Shiksha Abhiyan' (RUSA) has a target of 30% GER in higher education by the end of 2020. Systematic approach of management is required from HRD ministry and UGC so that not only in quantity but Indian higher education can complete the world in quality too. Establishment of Academic Staff Colleges/ Human Resource Development Centres (HRDCs) is one such initiative dedicated to the professional development of academic staff of colleges and Universities through teachers' participation in Orientation and Refresher courses.

Modern era of globalization has significantly influenced the education system all over the world in the past two decades. Development of a nation depends on its education and new information and communication technology (ICT) which are the major instruments for sustainability. India is facing number of challenges including quality assurance at higher education level during rapid expansion of the system. Present need is to form a system capable for producing potential human capital in order to compete at global level. The skill and knowledge competency of teachers are main factors in imparting quality education. They are the backbone of education system and reflective members of society. Along

with teaching, teachers need to play multiple roles including research, mentoring counseling, consultancy, extension work, editorial work, development of instructional material, e-learning and institutional management, etc. Periodic Professional training enables the teachers to sharpen their skills along with new addition to knowledge. Overall efficiency of teachers is enhanced by their participation in different career advancement courses organized for this purpose.

Radhakrishnan Commission (1949) statement that "teacher competence is one of the crucial factors and should be given continuous training for the improvement of their performance," remained behind the concept of in-service training and continuing education in India. Therefore initially three types of courses were identified in the first National Conference of the Principals of training colleges held in Baroda in 1951. These were 1) Short term courses for untrained teachers, 2) Refresher Courses for trained teachers and 3) Advanced courses for teachers who wanted to undergo advanced level training in the field of their interest. The Kothari Commission in 1964-1966 also recommended the regular Orientation courses for in-service teachers. As a follow up the UGC had created some facilities in the form of seminars, fellowships, summer schools and Orientation programmes for teachers in higher education (Trivedi & Desai, 1969, Jacob, 1971).

The National Policy on Education 1986 (NPE) pointed out that higher education teachers must be given adequate opportunities for professional and personal development to fulfill their roles and responsibilities effectively. The NPE recognized the need for improving quality of teaching and proposed to provide opportunities for academic enrichment so that teachers may fulfill their duties efficiently

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within the system of college/ university. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies. These courses are ment to inculcate in them the scientific temper and right kind of value system that would in turn encourage them to take initiatives for innovative and creative performance. Initially 45 Academic Staff Colleges were established in India under the NPE scheme by UGC in 1987. The strength of the Human Resource Development Centers formerly known as Academic Staff Colleges has risen to 66 by 2017. The HRDCs have organized number of Orientation programmes and Refresher courses during this period and in these courses a good number of teachers have participated. A special emphasis has been laid on application of ICT in teaching and learning. Besides, other short-term courses for principals and chairpersons of university departments, teachers and administrators have also been organized successfully.

The following objectives proposed by UGC are needed to be achieved per academic session:

- a) To organize specially designed Orientation Programmes (OPs) in pedagogy, educational psychology and philosophy, and socio-economic and political concerns for all new entrants at the level of Assistant Professors.
- b) To organize such orientation programmes and refresher courses (RCs) for the serving teachers, covering every teacher at least once in three to five years gap.
- c) To organize specially designed Orientation Programmes/ Refresher Courses in ICT Environment, Human Rights, Value Education, Disaster Management, Women Empowerment, Research Methodology, Human Development etc., for new entrants as well as for in-service teachers.
- d) To encourage teachers to participate in seminars, symposia, workshops, research and extension work.

Objectives of the courses organized by Human Resource Development Centres are to enable the teachers to:

- a. Understand the significance of education in general, and higher education in particular, in the global and Indian contexts.
- b. Understand the linkages between education and economic and socio-economic and cultural development, with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society.
- c. Acquire and improve art of teaching at the college/ university level to achieve goals of higher education.
- d. Keep abreast of the latest developments in their specific subjects.
- e. Understand the organization and management of a college/ university and to perceive the role of teachers in the total system.
- f. Utilize opportunities for development of personality, initiative and creativity.
- g. Promote computer literacy as well use of ICT in teaching and learning process.

The role of HRDCs is not limited in any curriculum but through knowledge discussions and training activities subtle objective is to reach towards much higher goals. The main philosophy is to keep in mind that the teacher is central to the system. Teaching involves possessions of content knowledge and its delivery skills or teaching competencies on part of the teacher. While it is universally accepted that the teacher is the pivot of the educational system, our system should provide adequate opportunities for their professional upliftment. It is, therefore, necessary to develop inbuilt mechanisms to involve teachers in self-enrichment courses within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting the information but she/ he must also orient students to meet the challenges of life, to become not merely a trained professional, but also a better citizen.

It was believed in the past that a college/ university teacher learnt the 'art' of teaching on the job by emulating outstanding models such as his/ her own teachers or senior colleagues. It was assumed in our country that the person entering into the teaching profession enabled

him/ her to automatically deliver knowledge in the classroom. The stock-in-trade of the college/ university teacher has always motivated the students. Today, it is no longer adequate to expect from a newly appointed teacher to acquire the 'art' of teaching by emulating his/ her peers. Furthermore, there has been knowledge explosion in every discipline. The college/ university teachers have to continuously update their subject knowledge along with skill enhancement in their field of expertise, or run at the risk of becoming totally outdated in a very short period of time. While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching. Hence, it is necessary to provide systematic and organized orientation programmes for the large number of teachers of higher education sector.

The concept of an Orientation Programme emphasizes teachers as agents of socio economic change and national development and to make them skill-oriented teachers. The philosophy and objectives of the Orientation Courses are significantly different from the traditional B.Ed. and M.Ed. Programmes. The Orientation Programme envisaged under this scheme has adopted dynamic approach in the development and application of appropriate training techniques. It is intended to inculcate in young Lecturers the quality of self-reliance through their awareness of the social, intellectual and moral environment. The programme should enable the teachers to discover themselves and their potential through a positive appreciation of their role in the total social, intellectual and moral universe within which they function and of which they are important members. Only in a country where teachers are able to fulfill their responsibility with awareness and confidence, the educational system becomes relevant and progressive.

The HRDC programmes must lead to awareness in the teachers of the problems that Indian society faces, and to realize that education can be the solution to these. It must

also focus on the achievement of the goals set out in the Indian Constitution. Matters relating to subject knowledge and pedagogy, although important in them, would only be meaningful when understood in the total context of national development. In order to inculcate required skills, attitudes and values among the participants, a multi-dimensional strategy based on the participants' requirement is an essential input for effective orientation/ development of teachers. Therefore, specific methodology based on entry behaviour of the participants, guidelines of UGC, social problems, emerging trends in the society, ICT use for smart teaching learning etc. has been evolved with the passage of time.

In order to achieve the objectives of the Scheme, the curriculum for the Orientation Programmes has the following four components with a minimum of 144 contact hours, that is, six hours daily for a four-week/ 24 working days programme:

COMPONENT A: Awareness of linkages between society, environment, development and education.

COMPONENT B: Philosophy of education, Indian education system and pedagogy.

COMPONENT C: Resource awareness and knowledge generation.

COMPONENT D: Management and personality development.

The strategies of Human Resource Development Centre include to plan, organize, implement, monitor and evaluate Orientation Courses for newly appointed college/ university Assistant Professors, three week Refresher Courses for serving teachers, and short term programmes for senior administrators and heads of departments, principals, administrative officers, etc. All the courses are conducted in a systematic procedure so as to complete respective training module with specific requirements.

- a. Formulation of schedules: of Orientation Programme along the broad guidelines given above and of Refresher courses along the subject based requirements for 108 contact hours.

- b. Identification of resource persons in various fields of specialization for running the Orientation Programmes and Refresher Courses, and discussion with selected resource persons on the philosophy and guidelines for the courses.
- c. Presence of documentation-centre-cum-library for reference and source materials necessary for the courses.
- d. Arrangement of specially designed material required for effective implementation of the courses.
- e. Effectively organize, monitor and evaluate the courses for teachers.
- f. Create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level.
- g. Organization of short term courses and workshops for senior administrators, heads of departments, principals, deans and other decision makers to familiarize them with the philosophy of orientation intended to facilitate reform in higher education through appropriate modification of the management systems at various levels.
- h. Providing opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other.
- i. Facilitation as a forum for serving teachers to keep themselves abreast of the latest advances in various subjects.
- j. Motivation provision to further widen their knowledge and to pursue research studies.
- k. Exposure and scope of an introduction to new methods and innovations in higher education so that the participants can in turn develop their own innovative methods of instruction.
- l. Assignments of publications are relevant for enhancing the teaching and research capabilities of teachers.
- m. Capability enhancement programmes are conducted for non academic staff so as to strengthen the teaching-learning environment.

Lacs of higher education teachers have participated in the courses organized by UGC-HRD Centres throughout the country. UGC-HRDC, H. P. University, Shimla has been conducting diverse courses for college and university teachers since its inception in July 1989.

Table: Total courses organized by UGC-Human Resource Development Centre, H.P. University till 2016:

Sr. No.	Programmes	Number	Participants (in number)
1.	Refresher Courses	299	9438
2.	Orientation Programmes	124	4092
3.	ASC (HRDC) Directorate Meet	1	39
4.	Seminar for principals	1	74
5.	Special Summer/ Winter School	9	293
6.	Workshop for Academic Administrator	3	67

For over 25 years now, the Human Resource Development Centres have been addressing professional development requirement of faculty in higher education. This aspect is a crucial link for quality enhancement in tertiary education sector, especially in the context of global ranking, knowledge economy, social and national development, where the knowledge is considered as national wealth. The efforts of HRD Centres are commendable in terms of the huge number of teachers' participation in capacity building programmes in concerned disciplines. Moreover, this is the only institutional dynamic and continuous mechanism for training and motivating man power in higher education. In impact studies of these programmes, researcher found these courses as very useful (Das, 2004, Ali & Jamal, 2006, Pathania & Pathania, 2007, Powar & Mouli, 2008, Tiwari et. Al. 2008). To assess the effectiveness of HRDCs Courses, the Ministry of Human Resource Development and University Grants Commission organized review of all Human Resource Development Centres through National Assessment and Accreditation council in 2012. The NAAC circulated structured questionnaire to HRD Centres, randomly selected Resource Persons, former participants, Principals, senior reputed faculty from various universities and also Vice-Chancellors. After a vast nationwide survey based on peer team visit reports, the NAAC prepared a 'Report of NAAC review committee' on Academic Staff Colleges in 2012. The observations show that all centres are needed to perform seriously keeping in mind the serious job of quality improvement in colleges/university education. Sufficient permanent core-Staff, supporting staff, library,

ICT, guest house and other infrastructural facilities are essential to run the HRDCs as nodal centres for providing all kind of support to the faculty to get adequately motivated to implement active teaching-learning practices.

The HRDCs have unique system of organizing the courses and these are the only institutions of continuous teaching for the higher education teachers in India. The HRDCs scheme on the whole is seen as a positive step which further needs induction of same vigour. Its importance has been felt and appreciated by many research studies and reports including UGC & NAAC review committee. These institutions also give opportunity to the teachers to meet eminent resource persons and also provide platform for exchange of ideas apart from participatory gaining of domain knowledge. These courses make the participants to climb the steps of a ladder of vast source of knowledge, inspiration and creativity in addition to their good foundation of subject qualifications. Thus teachers get overall exposure and experience that result to equip them with basic teaching skills and to develop their professional attitude to bring better learning outcomes in the profession. HRDC as unique institution dedicated to overall development of faculty can prove to be an extremely important catalyst in making of the best teachers without whom quality education cannot be imagined. The government and stakeholders should realize the capacity building issues as perennial and recurring need and a very essential component for the quality improvement and excellence in higher education.

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“Character is that on which the destiny of a nation is built. One cannot have a great nation with men and women of small character. If we want to build a great nation we must try to train a large number of young men and women who have character.”

- Dr. Sarvapalli Radhakrishnan

Management Education in India: Challenges and Issues of Globalised Environment

Dr. Aradhana Borthakur*

Abstract:

By looking at the current trend of the management education in India, it has become very pertinent to see the quality of management education. In the recent times we have been getting feedback from the corporate that management students are not very employable or if they are employed at all, they are not as hard-working as they should be. The paper tries to put light on the quality perspective of management education in India. It was felt important because with the advent of Globalization, the importance of management education actually increased. To spot this issue, existing literature were checked and data were extracted from various sources. The paper also tried to give solutions for the maintenance of quality in the management education.

Key words: management, education, globalization, quality maintenance

Introduction:

When we go through the literature on quality maintenance of management education we find that there is always a tussle between quality vs. quantity of the management education. By looking at its current trend in India, it has become very pertinent to see the quality of management education too. In the recent times we have been getting the feedback from the corporate that management students are not employable or if they are employed at all, they are not as productive as they should be. Therefore we find that these management students are ending up by getting some low paid job or remain under employed by doing some jobs for which MBA qualification is not necessary. It is wastage of human and financial resources. How can we measure quality of management education? Due to the non existence of standard parameters for quality measurement its management has become a

challenge for the educators as well as for the corporate. Pressure is very high on academia to create a set of industry ready people or else existence of the management education institutes become ineffectual.

Since education is a service hence management education is highly influenced by the unique characteristics of service like intangibility, inseparability, heterogeneity and perishability. Therefore to create quality management students we need to concentrate on teaching learning systems. It is perceived that quality students can be created with quality teaching practices.

Growth of Management Institutes in India:

In our country management education is highly globalised and privatized. Our management institutes are either affiliated to government or are self financed and at the same time some are private too. In the first place we have to take the names of the Indian Institute of Managements, which were established in sixties in our country with foreign collaboration. In the second category there are some management institutions which are based on different big metros. Again there are some management institutes which are established in small cities and the hill stations. On the other hand universities have also started these management programmes at their own. The University of Waltair (Vishakapatnam), Andhra Pradesh was the first University to start management education in India in the year 1957. The second institute to start MBA education was Indian Institute of Social Welfare and Business Management Calcutta. The third University to start management education was Bombay University which started it with the name of Jannalal Bajaj Institute of Management Studies. Simultaneous to these efforts in the year 1962, two Indian Institutes of Management were

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established at Ahmadabad and Calcutta with the collaboration of Harvard University and the Massachusetts Institute of Technology respectively. The Bangalore IIM was started in 1972 whereas, the Lucknow IIM was started in the year 1996. The rest of the IIMs started in the twentieth century.

Question over quality Maintenance:

This concise history of last 50 years of Management education tells about the magnificent past of management training. This explains that management-education is really a well thought out plan where adequate care is to be taken for its inception and growth. But today, what we can see is the mushroom growth of management institutions in big and small cities. The worth of education provided by these institutes is always doubtful. The private institutes take initiatives to make the students placed but some of the placements are not at all acceptable. Many management students do not get placement and if they find any they soon realize it that they are not skilled enough to handle their job. They are redundant by the corporate because they have only conceptual

knowledge and are lacking in common sense. There is always doubt in regard to their quality and this is reflected in the expressions of the corporate personalities.

In this globalised atmosphere the management students and their parents are viewing the management education as a profession where there is customer and supplier relationship. A customer measures quality between what he expects from a product and what he is presently getting (as perceived by him) from a product. While searching for literature on education, it was found that some people considered the term “education” as a provider of service making transactions on advice, tuition, assessment and guidance to pupils and students, their parents and sponsors. When we consider the “education” as a service provider, it must have some customers which sometimes were referred to as clients.

If there is quality maintenance in management education it will help not only the person concerned but also the whole society, including the corporate which is reflected in exhibit 1.

Exhibit: 1

The customers of education

Education (value added to learners)	=	The service
The learner	=	Primary external customer or client
Parents/ Governors/ Employers	=	Secondary External customers
Labour market/ government/ society	=	Tertiary external customers
Teacher/ support staff	=	Internal customers

Source: Sallis, E. "Total Quality Management in Education", Taylor and Francis, e-library, 2005

At present the world is experiencing tremendous change in the economic, political and technical fields. There are new opportunities that are unveiling their faces in front of the new generation. The innovative and flexible management graduates are very much need of the hour. Only with the imparting of quality management education we can create

such logical inputs. Although quality is something very difficult to measure yet there are certain bodies in our country who are assigned with the duty to measure quality of the management education. All India Council for Technical Education (AICTE) is mainly responsible for such activities. Apart from that National Accreditation Board for Education and

Training, similar other national quality control bodies are also there. In case of the Universities the U.G.C. can take measures to control quality of such courses. Sometimes State Universities take steps at their own. Similarly IGNOU and ICFAI etc. also have their own mechanism.

Despite having different quality control bodies in our country, the management education has not attained much reputation. The corporate is never satisfied with the performance of the management graduates. There is mushroom growth of management institutes in our country. Many people term these institutions as shops. They give advertisement in the news papers and magazines where they claim themselves as top class business schools and to prove that they

will count the people how many foreign trips they give, how many good corporate jobs they give, the number of good faculties they provide and last not the least is the picture of quality hostels with all amenities like five star hotels and the free laptops they provide. But quality does not come through all these. The quality is always dependent on the quality of teaching, teachers' research work and teachers' reputation in the corporate world. If we go through the latest available data of the AICTE, we will find that there is a tremendous increase in the number of technical students including the management courses. This craze is creating a money-spinning market for the business in technical education. Therefore, it needs some regulations or measures to control its quality.

Table:1
Growth of Technical Institutions in the country

Year	Engineering	Management	MCA	Pharmacy	Architecture	HMCT	Total
2006-07	1511	1132	1003	665	116	64	4491
2007-08	1668	1149	1017	854	116	81	4885
2008-09	2388	1523	1095	1021	116	87	6230
2009-10	2972	1940	1169	1081	106	93	7361
2010-11	3222	2262	1198	1114	108	100	8004
2011-12	3393	2385	1228	1137	116	102	8361
2012-13	3495	2450	1241	1145	126	105	8562

Source: https://en.wikipedia.org/wiki/All_India_Council_for_Technical_Education

From the table 1, it is seen that in the last three years of the data presented, the number of management institutions were increasing to more than 2000. Similarly, the number of courses in Hotel Management and Catering Technology (HMCT) is also increasing for the same time period. The growth rate of

the increment is shown in the table 2. The growth was very high till 2008-09. But probably due to recession and consequent bad phases in the economy, it came down heavily. In the last two years, data available show that the growth has been decreasing both in the engineering and management exactly in the same rate.

Table:2

Growth of Management and Engineering students in India						
	Engineering			Management		
	Institutions	Growth (in numbers)	Growth (%)	Institutions	Growth (in numbers)	Growth (%)
2006-07	1,511			1,132		
2007-08	1,668	157	10%	1149	17	2%
2008-09	2,388	720	43%	1523	374	33%
2009-10	2,972	584	24%	1940	417	27%
2010-11	3,222	250	8%	2262	322	17%
2011-12	3,393	171	5%	2385	123	5%
2012-13	3,498	105	3%	2467	82	3%

Source: <http://www.dreducation.com/2013/01/engineering-mba-india-statistics.html>

Again, the number of students in such courses is also increasing which can be found in the latest available data of the AICTE and is represented in table 3.

Table:3

Year	Engineering	Management	MCA	Pharmacy	Architecture	HMCT	Total
2005-06	499697	-	-	32708	4379	4435	
2006-07	550986	94704	56805	39517	4543	4242	750797
2007-08	653290	121867	70513	52334	4543	5275	907822
2008-09	8416018	149555	73995	64211	4543	5794	1139116
2009-10	1071896	179561	78293	68537	4133	6387	1408807
2010-11	1314594	277811	87216	98746	4991	7393	1790751
2011-12	1485894	352571	92216	102746	5491	7693	2046611
2012-13	1761976	385008	100700	121652	5996	8401	2236743

Source: https://en.wikipedia.org/wiki/All_India_Council_for_Technical_Education

The trend in the growth of students signifies that the number of students is increasing year after year due to various reasons. But this increase in numbers really makes a hindrance in the process of quality control.

But at the same time we can compare the growth of "B" Schools between the period 1950-2006 through the table 4 which shows the huge rise in the number of B schools.

Table:4.
Growth of B schools in India during 1950-2006

S. No.	Period	No. of B School added	Average annual addition
1	1950 – 1980 30 years	118	4
2	1980 – 1995 15 years	304	20
3	1995 – 2000 5 years	322	64
4	2000 – 2006 6 years	1017	169

Source: Dayal Ishwar – “Developing Management Education in India. “Journal of Management Research, August 2006, Page 101.

Further, as published in AICTE’s website, the total student intake capacity of the MBA course under the AICTE is 250000 in the year 2015-16 but only 200000 students have taken admission and out of them 80,000 came out as successful. Out of these 80,000 students 60,000 were placed successfully. That way, out of 80,000 students taking admission into post graduate diploma courses in management only around 20,000 were placed. This data itself demands an inquiry regarding the quality of management education.

Issues of quality control:

Ease of using books/study resources in the context of India:

Management education is highly dependent on case studies but getting cases in Indian context is very rear. Hence, many of the management education programmes use foreign cases and students do not feel associated to such cases and hence cannot get involved. But, as per literature available, it is said ICFAI Hyderabad, MDI Gurgaon, XLRI Jamshedpur and Weillingka Mumbai etc. are trying to develop their own study materials.

Nonflexible curriculum

Management is a highly flexible subject depending upon the context and the external environment. When corporate get an opportunity to compare the syllabus of the ‘B’ schools, they instantly give the reaction that these syllabus are either outdated or irrelevant.

Lack of research:

The success and aim of higher education is always dependent on the quantity and the quality of research. But, if we look at the Indian management education system, we will feel the paucity of the fact. To support the growth of research we need good guides at the educational institutes, strong individual funding for projects and the library support. But it is a known fact that in India only handful of research institutes can provide all these facilities. Lesser number of Guides for PhD programme is another problem added to the previous factors.

Values included in the minds of the new generation managers:

It is alleged sometimes that the new generation managers are least sensitive towards the lower level employees, women, customers, natural environment and the society in general. Corruption is another dimension to the fact that the management education has failed to imbibe such qualities and values among the new generation managers.

Creation of Global Managers:

The corporate is not satisfied enough with the new generation managers that we have created in the recent times. The managers created by our education system are lacking in qualities like innovativeness, flexibility and analysing capacity.

Pertinence of the present specializations related to management:

In this globalised era we need students who can work in the every field of the economy. For example NGO, farming, communications and transportation, tour management, event management, hospitality management and sports management etc are the new emerging area of the economy where we need specialization. But because our B schools are not giving enough diversified specializations therefore with the existing specialization the students donot dare to go to such sectors. Moreover sometimes, the faculties teaching in the different streams of specialization in the present courses are not from the relevant subjects. It happens more with the private institutes. It happens because the administration is not transparent. Neither the govt. nor the quality control bodies know the actual administration inside the B schools. A reasonable number of such institutes submit wrong information regarding the qualification of faculty members, size of library and other infrastructural facilities. Sometimes the Directors of such institutions are not independent enough to take required steps. There is no transparency in financial management. Since faculty members are not involved with the administrative process therefore things go unnoticed.

Qualification of the faculty members:

Although in the present time UGC has made NET/SET or Ph.D. compulsory for the faculties at the higher educational institutes yet in case of management education only master degree holders are teaching because there is shortage of management teachers. Preference is given to the people who have industrial experience. Sometimes their industrial experience is not judged properly. Many of the institutes employ part time faculties or contractual faculties which may create problem in quality management as they may not have adequate involvement with the educational institute. More over the inexperienced teachers

do not have research knowledge which is a must for quality assurance in education. Most of the faculty members (generally the new ones) teach through lecture method and these are generally from books and hence theoretical. To train such new teachers we need Faculty Development Programme (FDP). But at present there are very few such programmes in our country and we are not sure about the quality of the existing FDPs.

Least importance for Industry academia convergence:

To maintain quality in B schools, a constant touch with the Industry is very important. But except the reputed B schools rest are still taking the MBA classes in a very traditional way, where there is no connection with the industry. Neither students visit the industry nor do the industry people come to such institutes for delivering lectures or research etc purpose.

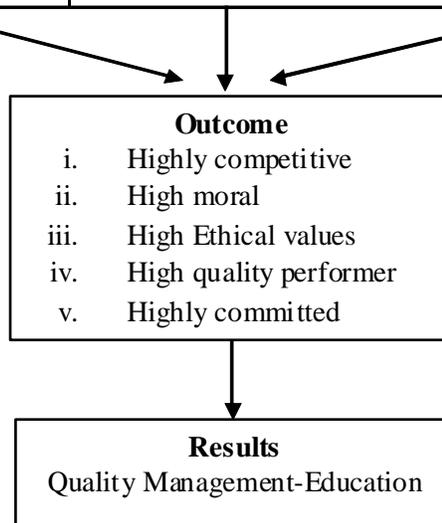
How can we maintain Quality in Management Education?

The different committees set up in this country at different point of time expressed similar views regarding the maintenance of quality in management education. While the Nanda Committee talked about the need of spreading of the management education in India, the Kurien committee emphasized on the financially self sufficient concepts for their survival. On the other hand Ishwar Dayal Committee was appointed to develop future perspectives of management education in the light of the fast changing economic, social and business environment. Again in the year 2003, AICTE appointed the Management Education Review Committee to come up with a policy and action plan for the development of management education in India, in the context of our current national requirements and national trends.

For quality maintenance of management education there should be an integrated approach by the education system, institution and the faculty as such.

Exhibit: 2

Educational system level	Institutional level	Faculty level
<ol style="list-style-type: none"> 1. Corporate governance 2. Contemporary curriculum 3. Accountability 4. Code of conduct 5. Compliance with legislation 6. Adaptability 7. Standardization 	<ol style="list-style-type: none"> 1. Ability to compete 2. Infrastructure 3. Organisational coordination 4. Control system 5. Accountability 6. Value addition 7. Collaboration 8. Commitment towards stakeholders 9. Managing cross cultural environment 10. Transparency 11. Creativity and innovation 12. Worldly awareness 13. Performance appraisal 	<ol style="list-style-type: none"> 1. Face challenge 2. Learner centric education 3. Consultancy competency 4. Ability to compete 5. Accountability 6. Feed back culture 7. Commitment towards duty 8. Counseling 9. Creativity and innovation 10. Self awareness 11. Interpersonal skills 12. Facilitator 13. To develop self confidence 14. Tremendous motivation power 15. Ability to assess 16. Presentation skills 17. Comprehensive ability 18. Adaptability 19. Perseverance 20. Responsiveness



Model for quality management(Swati Parab and Vigna Oza)

Source: *International Journal of e-Education, e-Business, e-Management and e-Learning*
Vol. 2, No. 1, February 2012

From this model it is clear that the best quality management education is a highly integrated product. We cannot think about course curriculum without thinking about the institutions and the quality of the faculty and above all the education system as such. A close observation of the exhibit 2, will tell us how many qualities a management teacher actually bears. By comparing this list any layman can tell that most of the management education institutions do not possess such quality teachers. Despite these differences the Indian students have great faith in the Indian Management Education System. According to the data published in www.dreducation.com (a Global Higher Education Research and Consulting Agency), the students are going abroad to

pursue management education has decreased slightly (from 16049 in the year 2009-2010 to 14,219 in the year 2014-15). Whereas, in China, in the same time period the number of management students going to the US has increased from 31014 to 80517.

By looking at this statistics, we can say that if India can provide quality management education, then we can definitely be able to attract more foreigner students who are right now attracted to the USA or UK for their management courses. Only maintenance of quality can ensure the sustainability of Management Education in India in this globalised environment that may be taken as an opportunity to provide efficient managers to the world.

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"Do not go where the path may lead, go instead where there is no path and leave a trail."

- Ralph Waldo Emerson

Challenges of Higher Education in India

Dr. Nancee*

Abstract

Indian higher education system is third largest in the world. The role of Indian higher educational institutes in the present time is to provide quality based education in the field of education, research etc to empower youth for self sustainability. Moreover higher education imparts knowledge, develops the students' ability and also gives them a wider perspective of the world around. Higher education system in any nation today seeks a relook. The challenges that confront education today are low rates of enrolment, unequal access, poor quality of infrastructure and lack of relevance. There is a need for greater coordination of activities and the Government as well as the private institutions can co-exist and mutually support to fill in the gaps in higher education. For equity and social considerations, the Government can initiate schemes to include the economically backward and other disadvantaged students in the ambit of quality education. Government should guide, regulate and monitor the growth of the institutions of higher learning to improve quality. This article includes the key challenges that India is currently facing in higher education and also includes some suggestions to overcome those challenges.

Keywords: Higher education system, issues, challenges.

INTRODUCTION:

In the 21st century there is widespread recognition that skills and human capital have become the backbone of economic prosperity and social well-being. In contemporary knowledge intensive economies and societies, individual and societal progress is increasingly

driven by technological advances. In this context, higher education represents a critical factor in innovation and human capital development and plays a central role in the success and sustainability of the knowledge economy. Principal levels of qualification within the higher education system in the country are as follow: Graduation level, Post-Graduation level & Doctoral Degree.

Apart from these three levels of qualification in higher education, there is another qualification called a Diploma. It is available at the undergraduate and postgraduate level. The duration of the course varies between one to three years at undergraduate level; postgraduate diplomas are normally awarded after one year course, though some diplomas are awarded after two years of study.

EXPANSION OF HIGHER EDUCATION SYSTEMS

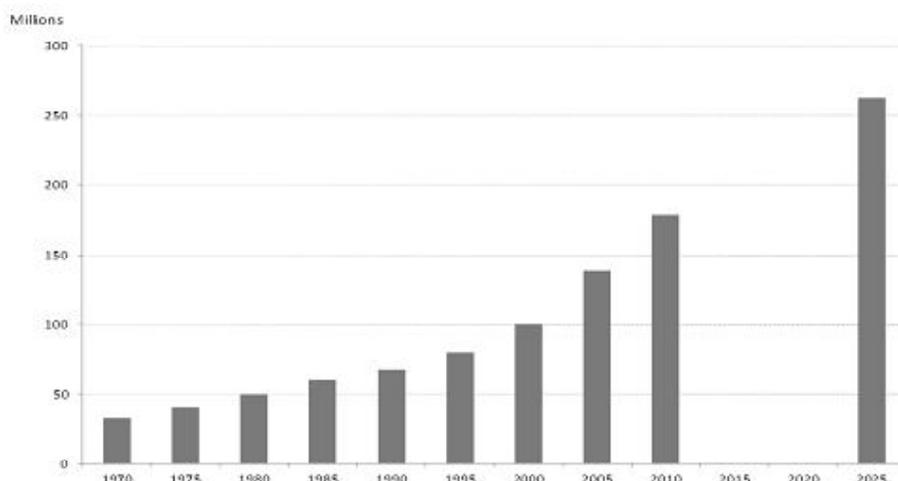
UNESCO Institute for Statistics (UIS) in the year 1970 estimated that there were roughly 32.5 million students enrolled in higher education worldwide. In the year 2000, this estimation increased to nearly 100 million and in 2010 to 178 million. This translates into 4.3% average annual growth in tertiary enrolment, a very rapid growth when compared to the 1.6% average annual growth in the world population over the same period (UNDP, 2012).

Figure 1.1 exhibits an accelerating expansion starting in the mid-1990s, with a 5.9% average annual growth of higher education enrolments in the first decade of the 21st century. The number of higher education is forecast to further expand to reach 263 million by 2025.

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Figure 1.1

Trends in higher education enrolments worldwide, 1970-2025



Source: UNESCO Institute for Statistics Data Centre for 1970-2010 and Daniel (2009) for 2025 forecast.

KEY CHALLENGES OF HIGHER EDUCATION IN INDIA

India is one the oldest civilizations on earth, it is the largest liberal democracy of the world. India is divided into 28 states and 7 union territories. Today, India is the world's seventh largest country in terms of area and second in terms of population. India possesses a highly developed higher education system and it is the third largest in the world next to China and United States. Higher Education in India refers to the education obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months or after completing 10 years of schooling and is of the duration of at least 3 years. As far as Indian higher education system is concerned it is facing the following main challenges:

Education system is heterogeneous: Indian education system is heterogeneous which is based on geographical, rural-urban; rich-poor set up which posed challenge for the educational institutions. Different colleges, universities, technical institutions have different types and quality of Education. Some of them are really imparting qualitative education although a few others are doing the job which is not at all good for society.

Economic Difficulties: Presently in India seventy five % of the total students' community has been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges. The most troublesome changes that the present higher education system has imposed on the communities are the economic difficulties. The numbers of students are coming from the ordinary classes and they are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the increasing prizes, habits of wasting money on luxuries, increasing population, corruption etc. Students hold part time jobs in order to pay for their educational expenses, due to this they divide their attention between a job and College/University education.

Political Factors: Political factors are also responsible for deterioration of standards of higher education. Majority of the Institutions, imparting education (Aided-non-aided) are owned by the dominant political leaders, who plays key role in governing bodies of the Universities. They have established their own youth cells and encourage students' organization on political basis. They exploit the

students' energy for their political purposes. The students forget their own objectives and begin to develop their career in politics.

Lack of Moral values: Our old moral values are affected by rapid growth of science and technology. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values. The Indian higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change: by 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population.

Lack of Quality Research work, Inadequate Infrastructure and Facilities: There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However, budget for the research is not spent properly due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized and the number of research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China. Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution. Presently there is a very less collaboration of higher educational institutes with industries.

Poor quality of curriculum and Low employability: Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant. Due to poor quality of curriculum, there is very low employability of graduates which is one of the

major problems in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drops significantly as we move away from the top institutes.

From the above discussion it can be said that at present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development.

SUGGESTIONS FOR IMPROVING QUALITY OF HIGHER EDUCATION.

India is unable to produce the world class universities. Indian universities have also failed to make its place among the top 200 universities of the world in 2011. The overall scenario of higher education in India does not match with the global quality standards. Hence, there is enough justification for an increased assessment of the quality of the country's educational institutions. Following are few suggestions to overcome challenges of higher education in India.

Student-Centered Education: Student-centered education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and students, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

Dynamic Curriculum: To infuse dynamism, the curriculum should be progressive in nature. Majority of the curriculum or the syllabus of higher education in our country is outdated. Students need to be given the option of doing multiple courses in the first year and allowed to choose what they want after the first

semester or year. The curriculum should be projects driven not exams driven, it should be innovation driven. It should evolve not stay stagnated. Exams need to be there to measure but they should be complimented with incentives for innovation.

Power of the Alumni should be used: In an era where every Indian graduating is earning somewhere, alumni networks need to be very well intertwined with the university affairs. Presently one of the major drawbacks of Indian Higher Education is that we do not realize the power of alumni. Other than the few top institutes, the concept of alumni networking is non-existent. Alumni networking are very helpful as they understand the various problems of the students being the part of the same institute once. They can motivate the students by sharing their experiences with them.

Public Private Partnership (PPP): The concept of PPP is very important to bring in quality in the higher education system. Appropriate policy should be opted by Governments to ensure PPP. University Grants Commission (UGC) and Ministry of HRD should play a vital role in developing a meaningful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels.

To Provide Need Based Job-Oriented Courses: The present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education. The programme must be focused on graduate studies and research and developing strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs.

Fair Quality Assurance System: Internal Quality Assurance Cell for Colleges and Private institutes should be set up and must follow a minimum standard to give degrees. The quality assurance system must be independent of political and institutional interaction and it must have a basis in the legislation. There should be operational, financial and academic autonomy coupled with accountability. There is a need for an independent accreditation agency with a conglomerate of government, industry, academia; society etc., means all stakeholders of the education should ensure that the stakeholders particularly the students are not taken for a ride. They should be able to know whether a particular institution delivers value or not, then things can be under control to some extent. It is also important that all institutes of higher learning must make public the acceptability of their courses and degrees. (i.e. the status, recognition and acceptability of their courses by other institutions).

Requirement for some young Professors: Presently majority of professors in the academic curriculum board are above the age of 60s and 70s, so there is also need for some young professors now. This is because the younger ones would be more aware of the technological changes and the new age needs of the students. But very few youngsters are interested in teaching because of low pay. Once the pay of the lecturers is increased, the quality faculty will start coming in, the people who actually want to teach and who are worth the caliber of teaching. The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty. Higher Education institutions will need to develop faculty and staff dedicated to engaging a diversity of learners with more complex learning needs.

Introduction of innovation in curriculum: Most of the syllabus of Indian Higher Education System is outdated and not at all innovative. There should be a syllabus which is progressive in nature. Students should be offered multiple courses in the first year and option should be given to choose specialization after that. Priority should be given to projects

rather than exams, but that does not mean that exams should not be there at all. It's just that exams should be complimented with incentives for innovation. The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio- cultural advances. Higher Education Governance and Management:

Higher education institutions' governing bodies are responsible for ensuring the effective management of the institution and for planning its future development. They are ultimately responsible for all the affairs of the institutions. But, presently these governing bodies are facing challenges to effectively manage the institutions. In order to cope with this challenge, institutions need better leadership who can provide academic freedom to enable them to make

collective decisions with the new requirements that is the necessity to make and implement important and often unpopular decisions in a timely manner.

Conclusion:

We are moving towards an era which would be defined by the parameters of knowledge and wisdom. In order to become a developed nation by 2020 and to achieve the future requirements, the country needs to relook at the financial resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness. In order to sustain that rate of growth, there is need to increase the number of institutes with quality education. To achieve and reach the future requirements there is an urgent need to relook at the Financial Resources, Education Policies, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

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Rehabilitation Services for the Empowerment of PWD in India and Himachal Pradesh

Dr. (Mrs.) Monika Sood *

&

Surender Kumar **

Abstract

Disability is an important public health problem especially in developing countries like India. The problem will increase in future because of increase in trend of non-communicable diseases and change in age structure with an increase in life expectancy. The issues are different in developed and developing countries, and rehabilitation measures should be targeted according to the needs of the disabled with community participation. In India, a majority of the disabled resides in rural areas where accessibility, availability, and utilization of rehabilitation services and its cost-effectiveness are the major issues to be considered. Research on disability burden, appropriate intervention strategies and their implementation to the present context in India is a big challenge. Recent data was collected from Medline and various other sources, The paper discusses various institutes and their functioning in the field of disability and rehabilitation services in India.

Introduction:

The centre and state governments are responsible for making the general environment non-discriminatory towards PWD by adapting and adding to railways, buses, road signals pavement slopes, warning signals, building ramps, Braille signs and auditory signals, etc. The PWD act 1995 also provides for non-discrimination of PWD in employment that can be taken up by them, in government and non-government offices. Institutions that aid people with disabilities are required to be registered by the government and the government is also required to set up a number of institutions to cater to the needs of people with severe

disabilities. There are several agencies working in the field of disabilities. The role of these agencies is very important for the rehabilitation of the person with disabilities. These institutions help to understand and sensitise the people regarding disability.

National Institute for the Empowerment of Persons with Visual Disabilities (Divyangjan):

The National Institute for the Empowerment of Persons with Visual Disabilities (Divyangjan) is a premier Institute in the field of visual disability working under the administrative control of Ministry of Social Justice and Empowerment, Government of India. The Institute is committed to promote rights and dignity of persons with visual impairments. In order to achieve this laudable objective, the Institute produces trained manpower for providing quality education, vocational training and rehabilitation services to the visually impaired persons. It also undertakes research and developmental activities ensuring emergence of disability inclusive policies, programmes and practices. Its R&D activities have contributed a number of useful tools and enabling technologies for equal participation by the visually impaired persons in different walks of life. The Institute is largest producer and distributor of Braille literature and devices in the country including talking books.”

Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNHH)

The Ali Yavar Jung National Institute for the Hearing Handicapped was established on 9th August, 1983 under the Societies Registration Act, 1860. The Institute has been established for manpower development, research, clinical

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and therapeutic services, outreach and extension services for the persons with hearing disabilities.

The Institute is responsible for development of manpower by undertaking or sponsoring the sources and teachers, employment officers, psychologists, vocational counselors and such other personnel as may be deemed necessary by the Institute for promoting the education, training or rehabilitation of the hearing handicapped. The Institute sponsors, coordinates and subsidizes research into all aspects of the education and rehabilitation of the hearing handicapped. It is also developing model services for rehabilitation of the hearing handicapped.

National Institute for Empowerment of Persons with Multiple Disabilities, Chennai.

The Government has set up this new Institute at the total project cost of Rs.61.90 crores comprising of land cost of Rs. 39.20 crores (notional), non-recurring cost of Rs. 18.10 crores and a recurring cost of Rs. 4.60 crores. Government of Tamil Nadu has provided the land for this Institute. Government of India is providing the financial support for construction of the building of the Institute and other activities. The Institute has started clinical services and short-term training programmes for caregivers from July 2005.

Swami Vivekananda National Institute of Rehabilitation, Training & Research (SVNIRTAR), Cuttack.

NIRTAR, originally, started as an adjunct Unit of ALIMCO, Kanpur, NIRTAR was registered in 1984 under the Societies Registration Act, 1860 as a National Institute. The aims and objectives of the Institute are human resources development, implementation of service delivery programmes, research and outreach programmes.

It undertakes, sponsors or coordinates training for rehabilitation personnel and conducts research on bio-medical engineering and surgical or medical subjects for orthopaedically handicapped. The Institute produces and distributes aids and appliances. It develops models of service delivery programmes for rehabilitation. NIRTAR also

undertakes vocational training, placement and rehabilitation of the physically handicapped.

National Institute for Orthopedically Handicapped (NIOH), Kolkata

National Institute for the Orthopedically Handicapped was established in Kolkata in the year 1978. It was registered in April, 1982, under the Societies Registration Act, 1860. The mission of the Institute is to develop human resources for providing rehabilitation services to persons with locomotor disabilities, providing of services in rehabilitation, restorative surgery, aids/ appliances etc. The Institute is responsible for development of manpower for providing services, namely, training of physiotherapists, occupational therapists, orthotics and prosthetic technicians, employment and placement officers etc. NIOH also develops model services in the areas of restorative surgery, aids and appliances, vocational training etc. for the orthopedically handicapped population. It conducts and sponsors research in all aspects, relating to the total rehabilitation of the orthopedically handicapped people and is involved with standardizing aids and appliances for the orthopaedically handicapped and promoting their manufacture and distribution.

National Institute of Visually Handicapped (NIVH), Dehradun.

The National Centre for the Blind was upgraded as National Institute for Visually Handicapped in July, 1979. It was registered as an autonomous Institution under the Societies Registration Act, 1860 in October, 1982. The objective of the Institute is to conduct, sponsor and coordinate all aspects of education for rehabilitation of persons with visual disabilities and coordinate research in these areas. The Institutes also assisted in running a Composite Regional Centre (CRC) for persons with disabilities at Sundernagar in Himachal Pradesh. This apex level Institute is engaged in education, vocational training, training of teachers and other personnel, research and development of service modules, production of Braille books, aids and appliances for the visually handicapped. The Institute also coordinates and supervises Composite Regional Centre for Persons with Disabilities, Sundernagar (H.P.) established in the year 2001.

National Institute of Mentally Handicapped (NIMH), Secundrabad.

The Institute was registered in the year 1984 under the Societies Registration Act, 1860 as an autonomous body under the administrative control of the Ministry of Social Justice and Empowerment. The Institute has been established with the objective to prepare human resources equipped to deliver services through quality models of rehabilitation, based on life cycle needs.

The National Institute for the Mentally Handicapped (NIMH) is committed to develop or the mentally handicapped persons, conduct research in the area of mental handicap, and promote human resource development to work with mentally handicapped persons in the country.

Pandit Deen Dayal Upadhyaya Institute for the Physically Handicapped, New Delhi.

The Pandit Deen Dayal Upadhyaya Institute for the Physically Handicapped (IPH), New Delhi was set up on 12th November, 1976 under the Societies Registration Act, 1860. The major objective of the Institute is to develop trained manpower for rehabilitation of persons with orthopedically disabled persons, provide outreach services and research.

The Institute offers education, training, work-adjustment and such other rehabilitative services as the society may deem fit to orthopedically handicapped persons with associated mental retardation or such other associated handicaps as are not considered incompatible with the development of a harmonious educational, training or workshop programme. IPH also undertakes the training of physiotherapists and occupational therapists. Besides it has a facility for manufacture and distribution of such aids and appliances as are needed for the education, training and rehabilitation of the handicapped.

Composite Regional Centres for Persons with Disabilities (CRCs)

To overcome the lack of adequate facilities for rehabilitation of Persons with Disabilities, the Ministry of Social Justice & Empowerment has set up seven Composite Regional Centres for Persons with Disabilities

at Srinagar (J&K), Sundernagar (Himachal Pradesh), Lucknow (U.P.), Bhopal (M.P.), Guwahati (Assam), Patna (Bihar), Ahmedabad (Gujarat) and Kozhikode (Kerala) to provide both preventive and promotional aspects of rehabilitation like education, health, employment and vocational training, research and manpower development, rehabilitation for persons with disabilities etc.

Establishment of Indian Sign Language Research and Training Centre (ISLRTC)

As per the 2011 Census, hearing handicapped persons numbered about 50 lakh of the total population of the country. The needs of the deaf community have long been ignored and the problems have been documented by various organizations working for the deaf. Obsolete training methodology and teaching systems need urgent attention.

Indian Sign Language is used in the deaf community all over India. The deaf community in India is basically an urban community, where deaf people come together in educational institutions, deaf clubs and associations, and social gatherings. In rural areas, deaf people are usually isolated from each other and have no or little access to any sign language. Therefore, the use of Indian Sign Language is currently concentrated in towns and cities. It remains a major challenge to provide access to Indian Sign language for deaf people in rural areas.

REHABILITATION COUNCIL OF INDIA.

The Rehabilitation Council of India(RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broadbased. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The institute working with the following objectives That is To regulate the training policies and programmes in the field of rehabilitation of persons with disabilities. To bring about standardization of training courses for

professionals dealing with persons with disabilities To prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities. To regulate these standards in all training institutions uniformly throughout the country. To recognize institutions/ organizations/ universities running master's degree/ bachelor's degree/ P.G.Diploma/ Diploma/ Certificate courses in the field of rehabilitation of persons with disabilities. To recognize degree/ diploma/ certificate awarded by foreign universities/ institutions on reciprocal basis. To promote research in Rehabilitation and Special Education. To maintain Central Rehabilitation Register for registration of professionals/ personnel.

The Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

The PWD Act has been enacted under Article 253 of the Constitution. It gives effect to the full participation and equality of the persons with disabilities in the Asian and Pacific Region and provides for their education, employment, creation of barrier free environment, social security and similar overlooked areas. It provides for a three tier arrangement -For evolution of policy for the benefit of persons with disabilities, implementation of the provisions of the Act and laws, policies, etc. and Monitoring implementation and grievance redressal.

Implementation of the Act requires a multi- sectoral collaborative approach by the appropriate governments, including various Central Ministries/ Departments, States/ Union Territories, local bodies. National Trust for welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 has provisions for providing legal guardianship to persons suffering from Cerebral Palsy, Autism, Mental Retardation and Multiple Disability and for creation of an enabling environment to make them more independent. The National Trust Act, 1999 is being implemented in the State and Local Level Committees have been constituted in all 12

districts and legal guardians for the persons with these disabilities are being appointed.

To further strengthen the grievances redressal mechanism for PWDs, Principal Secretary (SJ&E) has been appointed as Commissioner (Disability) and Director (SJ&E) as Joint Commissioner (Disability). Also, at the District level the Deputy Commissioners have been appointed as Deputy Commissioner (Disability) and all District Welfare Officers have been appointed as District Officers (Disability). Composite Regional Centre for Persons with Disabilities, Sunder Nagar (Himachal Pradesh) this institute is working under the Deptt. of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Govt. of India.

The Composite Regional Centre Sundernagar

To extension of the National Institute for the Visually Handicapped (NIVH). It was established in 2001 to extend services that cater to multiple and diverse disabilities, under one roof. Today, it is fully-equipped and functional to provide rehabilitative and educational services to all types of disabilities. Located at Sundernagar, 27 kms from Mandi district amidst the scenic backdrop of the Shivalik Ranges in Himachal Pradesh (HP), CRC offers end-to-end solutions for the differently-abled in HP and the neighbouring states of Punjab and Haryana. With services that range from the academic to clinical, it continues to be committed to further the cause of the differently-abled. Composite Regional Centre Sundarnagar is working for underwritten objectives.

The primary objective of CRC is to create the requisite infrastructure for training, manpower development, research and to provide services to persons with disabilities. The scope of services extend to Himachal Pradesh and the adjoining states of Punjab and Haryana. CRC functions as the outreach centre of the National Institute for the Visually Handicapped and facilitates the process of capacity building at local levels, in the region. The institute working with objectives that is-

- ❖ To serve as the Composite Regional Centre for rehabilitation and special education of persons with disabilities.

- ❖ To establish linkages with existing medical, educational, and employment services following the principles of community-based rehabilitation, and offer extension services in the rural areas.
- ❖ To stimulate growth of services by encouraging and supporting voluntary organizations, parent groups and self-help groups.
- ❖ To undertake human resource development by training rehabilitation professionals, village level workers, multi-rehabilitation workers and other functionaries in the government and non-government sector required for providing services to persons with disabilities Community-Based Rehabilitation.

Alma Ata declaration on 1978 stated that comprehensive primary health care should include promotive, preventive, curative, and rehabilitative care. There are three approaches to rehabilitation, namely institution based, outreach based, and community based. The major objective of Community Based Rehabilitation (CBR) is to ensure that people with disabilities are able to maximize their physical and mental abilities, have access to regular services and opportunities, and achieve full integration within their communities. CBR is a comprehensive approach at primary health care level used for situations where resources for rehabilitation are available in the community. In addition to transfer of knowledge related to skill development in various types of rehabilitation methods, community also will be involved in planning, decision making, and evaluation of the program with multi-sectoral coordination. Besides, referral system will be there for those disabled who cannot be managed at community level and referred to district, provincial, and national levels.

District Disability Rehabilitation Centre for persons with disabilities

A new scheme District Disability Rehabilitation Centre for persons with disabilities launched by the Hon'ble Minister of Social Justice and Empowerment, Government of India in Jan/ Feb. 2000 is a step towards providing rehabilitation services and

implementation of Persons with Disability Act. 1995. The Government has decided to set up District Disability Rehabilitation Centres (DDRCs) in a phased manner. Presently, 199 DDRCs have been sanctioned and 100 new DDRCs are to be set up during the remaining two years of the 11 th Plan. The DDRCs were established with the objective of providing comprehensive services to the persons with disabilities at the grass root level. The services include awareness generation, survey, identification and early intervention, counselling, assessment of need for assistive devices, provision/ fitment of assistive devices, and their follow up/repair, therapeutic services like Physiotherapy, Occupational Therapy and Speech Therapy, referral and arrangement for surgical correction through Government and Charitable Institutions, facilitation of issue of Disability Certificates and bus passes, sanction of bank loans, and promotion of barrier-free environment.

Conclusion

For the implication of better service for the person with disability we need to understand the disability. We need to be a inclusive society. When inclusive education system implement in better way only then we will able to understand the person with disability. The National Policy for Persons with Disability 2005 is the recent development and welcome step by the Government of India. In this contact we need to Advocacy for mainstreaming the systems and services. It requires commitment across all sectors and built into new and existing legislation, standards, policies, strategies, and plans. Invest in specific programs and services for people with disabilities. In addition to mainstream services, some people with disabilities may require access to specific measures, support services, or training. In this process, involvement of persons with disability is of paramount importance as they give insight into their problems and suggest possible solution. Human resource capacity can be improved through effective education, training, and recruitment. A review of the knowledge and competencies of staff in relevant areas can provide a starting point for developing

appropriate measures to improve them. Focus on educating disabled children as close to the main stream as possible. Increase public awareness and understanding of disability. Governments, voluntary organizations, and professional associations should consider running social marketing campaigns that change attitudes on stigmatized issues such as HIV,

mental illness, and leprosy. Involving the media is vital to the success of these campaigns and to ensuring the dissemination of positive stories about persons with disabilities and their families. Generating representative community-based data will help to plan and execute appropriate measures to address the problems of persons living with disability.

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'The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at a time of challenge and controversy.'

- Dr. Martin Luther King Jr.

A study of the monitoring and evaluation systems of National Programme of Nutritional Support to Primary education (NP-NSPE) in DISTRICT KANGRA of Himachal Pradesh

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ABSTRACT

The present study was conducted to study the status of monitoring and evaluation systems of MDM scheme in Himachal Pradesh. The sample consisted of Director, Elementary Education, H.P., Deputy Director Elementary Education, Distt-Kangra, Himachal Pradesh, BPEO of 10 Educational Blocks of Distt. Kangra and 300 teachers / head teachers from 300 elementary schools of Distt Kangra. Documentary Analysis and Survey methods were used. The data were collected through questionnaire and interview schedules and analyzed through percentage technique. The study concluded that Steering Cum Monitoring Committees are formed at State, District and block levels which are the main authorities for monitoring and evaluation of MDM. All the components of MDM are monitored and supervised by various monitoring agencies.

Keywords :

NP-NSPE – National Programme of Nutritional Support to Primary Education, SMC-School Management Committee. MDMS- Mid Day Meals Scheme, PEM-Protein Energy Malnutrition. SPF-School Feeding Programmed. UEE- Universalisation of Elementary Education.

Introduction

After independence, number of commissions and committees have been formed which served the purpose of framing and revising of educational policies to suite the changing needs of society. After independence and commencement of constitution of India, UEE is a national goal. Many initiatives and schemes had been under taken to achieve the goal of UEE. Many new schemes are still on progress, but the reality is that we have not

reached the goal of UEE till date, which we should have achieved in 1960. MDM programme is historic scheme launched by Government of India to ensure that hunger should not hinder the progress of UEE. It is a programme of wide scale and magnitude. Such programmes require dynamic management, supervision, monitoring and evaluation. An efficient and competent system for the above said purpose has been set up by the government.

Panda (1985) in his study entitled “Case study of dropouts at primary stage in Orissa”, pointed out that educational facilities available in the school are very effective in enhancing achievements. Therefore, it was suggested that the Government must take the initiative and ensure that the schools are equipped with all essential 31 educational facilities. He advocated that mid-day-meals in tribal and rural areas, free uniform and free text books have been found to be very effective in improving achievement and retention of pupil and there is a need to further strong themed schemes. National Nutrition Monitoring Bureau (1991) indicated that analysis of anthropometric and clinical data have shown that nutritional status of the children in schools covered by Mid Day Meal Programme (MDMP) in most of the states are relatively better when compared to with non mid day meal schools. Diwan (1992) in an analytical review of “Schemes of incentives at the primary stage of education” revealed that in some schools, provision of free text books or mid-day meals have not drawn expected results or have not been utilized at all. She admitted that these programmes have, to a large extent brought improvement in the general

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health of children resulting in turn in the decreasing of dropout rate and thus, contributing to the increase in enrolment and retention among children. Zaidi (2005) reported that as per the judgment of Hon'ble Supreme Court the bonus to monitor the implementation of the scheme essentially lies with the central government as it is the central government that is providing assistance.

OBJECTIVES OF THE STUDY

Following were the objectives of the present study:

- 1) To make a documentary analysis of the guidelines of National Programme of Nutritional Support to Primary Education in Himachal Pradesh with respect to monitoring and evaluation of the scheme.
- 2) To study monitoring and evaluation systems of NP-NSPE being used for monitoring and evaluation of MDM:
 - i. Regularity and wholesomeness of mid day meals served to children.
 - ii. The impact of MDM in promoting social and gender equity.
 - iii. Cleanliness in cooking, serving and consumption of mid day meals.
 - iv. Timely procurement of ingredients, fuel etc. of good quality.
 - v. Implementation of varied menu.
 - vi. Overall quality of mid day meals.
 - vii. Nutritional status – assessment of percentage of underweight children at school level.
 - viii. The impact of MDM on Attendance status.
 - ix. The impact of MDM on Retention/ completion status.
 - x. Administration of micro nutrients.
 - xi. Sample studies in regard to nutritional status, attendance status and retention status.

DELIMITATIONS OF THE STUDY

In the light of time constraint and nature of work the study was delimited in terms of following:-

- i) The study was delimited to 10 educational blocks and 300 schools of district Kangra

- ii) The study was restricted to the opinion of teachers/ head teachers of the schools, Block Primary Education Officers and District Primary Education Officer of district Kangra.

METHOD

To study the monitoring and evaluation mechanism of the MDM scheme, it was necessary to analyze the various documents containing the guidelines issued by Government of India from time to time. The union territories and different states adopted those guidelines. Government of Himachal Pradesh also adopted those guidelines with some addition or deletions. Thus, those guidelines were also to be analyzed. In view of this 'Documentary Analysis Method' was followed to analyse the guidelines of Government of India and Government of Himachal Pradesh to find any consonance or dissonance between them.

Further the study was also aimed at finding out the monitoring and evaluation of the different components of MDM in the state of Himachal Pradesh by different monitoring institutions. Hence "Survey Method of Research" was followed to achieve these objectives.

SAMPLE

Himachal Pradesh is a hilly state, comprising of 12 districts namely, Chamba, Mandi, Kullu, LahaulSpiti, Kinnaur, Shimla, Hamirpur, Una, Kangra, Sirmour, Solan and Bilaspur. In all these districts the government has started MDM programme and it is running satisfactorily. Out of these 12 districts, district Kangra was selected by convenience sampling.

DPEO who is the Member Secretary of District Level Steering Cum Monitoring Committee was taken to study the monitoring and evaluation system at district level.

District Kangra has 19 educational blocks. Out of these, 10 blocks were selected at random. The BPEO of each selected block who is the Member Secretary of Block Level Steering Cum Monitoring Committee was taken for the study.

Director Elementary Education is member secretary of State Level Steering Committee and designated authority for

monitoring and evaluation of the MDM scheme. He therefore, was also selected for the study. The teachers and head teachers are the main authorities in the school to provide MDM and monitor and supervise the serving of MDM in the school. From all the primary/ upper primary schools of district Kangra 300 schools were selected for the study. Each teacher/ head teacher who was the member secretary of School Management Committee was taken in the sample.

TOOLS USED

For fulfilling the objectives of present study about the monitoring and evaluation systems of mid day meal, following tools were developed and standardized by the investigator.

- i. Questionnaire for teachers and head teachers who were the member secretaries of SMC
- ii. Interview schedule for Director, Department of Elementary Education
- iii. Interview schedule for District Primary Education Officer
- iv. Interview schedule for Block Primary Education Officer

ANALYSIS AND INTERPRETATION

The results obtained from the present investigation entitled, "A Study of the Monitoring and Evaluation Systems of National Programme of Nutritional Support to Primary Education in Himachal-Pradesh.", was analyzed and interpreted through percentage method. Results of the study are discussed as follows.

DISCUSSION

The results of the study will be discussed in the light of objectives. It was found that, for monitoring and evaluation of MDM in Himachal Pradesh, the constitution of State level, District level and Block level steering cum monitoring committees has been notified by the Government of HP as per the guidelines of NP-NSPE, 2004 and NP-NSPE, 2006. The apparent variations are only due to the varied nomenclature of the officials in the state. External Evaluation is carried out by third party i.e. HPU and other officials authorized by the state as per guidelines. School Management Committees have been constituted by the state, but there are no guidelines regarding their

constitution and functions in the MDM policy documents.

Monitoring of various components of MDM i.e. serving of MDM, regularity in serving of MDM, wholesomeness of MDM, Impact of MDM on social and gender equity, cleanliness in cooking, serving and consumption Implementation of varied menu, quality of food, timely procurement of ingredients, availability of kitchen shed, assessment of nutritional status of underweight children, attendance and completion status of studies of children, administration of micronutrients and sample studies is done by various monitoring agencies. These findings are also supported by the findings of the Monitoring Institute, Department of Education HPU Shimla, during the monitoring of district Kangra in the year 2012. (April 2012 to September 2012). According to the observations of the team, cooked, hot food was served to all the students in 100percent of the sampled schools. No interruption in the serving of food on any of the days of the week was reported. In some schools these aspects are monitored by the members of school management committee and the members of Gram Panchayat and members of Municipal council. Only in few schools the various aspects of MDM are monitored by all the agencies i.e. members of Gram Panchayat and Municipal council, teachers and members of SMC. In majority of schools, preparation of MDM as per menu of the particular day is monitored by the members of Gram Panchayat/ Municipal council, and representatives of Block level steering cum monitoring committees. In some cases, the preparation of MDM as per menu of the particular day was monitored by only the members of Gram Panchayat/ Municipal council. In few schools preparation of MDM as per menu of the particular day is monitored by only the representatives of Block level steering cum monitoring committee. In majority of the schools, the quality of food is monitored by the officers of state belonging to Revenue/ Administration, Rural development, Education, Nodal departments and other suitable departments like food and health. In majority of the schools, the process of identification of

underweight children and improvement in their weight is monitored only by the School Management Committee, whereas in very few schools, this monitoring is done by the Parent Teacher Association. BPEO submit the monitoring reports and physical/ financial reports to DPEO and DPEO after consolidation submit it to Director Elementary Education and Chairman, District Level Steering Cum Monitoring Committee respectively. The supervision, Monitoring and evaluation of MDM as a whole, monitoring of actual utilization of food grains and monitoring account of unconsumed balance of food grains is done by regular inspections and supervision in MDM centre's, getting feedback from MDM centre's and taking in to account the supervision and evaluation reports of different agencies. Majority of BPEOs and DPEO visit maximum number of MDM centers in each quarter. The food grains are allocated by Ministry of Human Resource and Development, Government of India to the states. Many offices/ agencies and departments are authorized for the supervision and inspection of successful and smooth implementation and management of mid day meals scheme. These department are state level steering cum monitoring committee,

Department of Elementary Education, Secretary Education, FCI, Department of Social Justice and Empowerment, Rural Development, Urban Development ,Food Inspector and other officers like SDM, DC, CWPO, TWO, Urban local bodies and MCs. The information regarding the proper implementation of MDM is got by the Directorate through quarterly progress reports sent by district Nodal offices and through the reports of independent monitoring/ evaluation agencies The authorities to take actions on the reports of independent monitoring/ evaluation agencies are the state level steering cum monitoring committee, Nodal Officer, MDM and Secretary Education. Corrective measures are taken for effective MDM programme by the Director Elementary Education depending upon the nature of the problem.

CONCLUSIONS

To conclude, we may say that a monitoring and evaluation system for MDM scheme has been set up in the state of Himachal Pradesh as per the guidelines of NP-NSPE, 2004 and NP: NSPE, 2006. These systems are functioning at their level best with the coordination and cooperation of different departments of the state.

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"One has to learn tolerance in the face of dualities such as happiness and distress, or cold and warmth, and by tolerating such dualities become free from anxieties regarding gain and loss."

-Bhagavad Gita [2.45]

Role of Education in India: Bridging Gender gap

Dr. Archana Katoch *

Abstract

Appropriate education inculcates values, skills and competencies in the citizens, empowers them to contribute to the nation's welfare, strengthens democracy, and promotes national harmony. The educational status of women in India has shown substantial developments in all these years but gender gap in education still exists in society. Much remains to be done to have gender equality by removing discrimination against them at home and outside which deprives them from their equal educational opportunities, apposite health care, share in social and economic prospects, equal political participation etc. Education is a catalyst, which has imparted an alternative, short, and sustainable route to reduce gender inequality in India. This research study has been undertaken to know the actual women's educational status as compared to men and different challenges and opportunities present in imparting education to women in India.

Keywords:

Education, empower, democracy, discrimination, gender equality

Introduction

Education is the key to the 17 Sustainable Development Goals (SDGs) targeted to be achieved by the year 2030. According to the National Policy on Education (2016), education is the most important vehicle for social, economic and political transformation of a nation. Apposite education indoctrinates values, skills and proficiencies in the citizens, authorizes them to contribute to the nation's welfare, reinforces democracy, and endorses nationwide concord. Education is a continuous process of disseminating or acquiring knowledge through instruction or study. It grants information, knowledge, changes the attitude and behaviour of people, advances the talents and in general generates learning and

wisdom. The economic and social development of any country depends on its education attainment level (Cholin, 2005; Mehta and Kalra, 2006).

The United Nations have recognized Right to Education as a fundamental right to everyone. For empowering any segment of society, education can be a persuasive tool. Through education, an individual can progress and develop both physically and psychologically. Education amplifies people's mental horizons, raises their expectations, and facilitates to make use of specific skills and techniques.

Education has always occupied a premeditated place in India's development strategies. Education provides them wisdom to make good, informed decisions in their lives. Education is the key catalyst for creating a society fair, equitable and emerging knowledge economy with its roots deeply entrenched in Indian culture and traditions. In India, national education policies of 1968, and 1986-1992 have acknowledged education as a prerequisite for development. These educational policies have included three critical issues - accessibility, quality and equity. The five-year national development plans have also imparted high precedence to the growth of educational sector. However, gender discrimination in India is a multifaceted issue which restrains its socioeconomic progress and at the same time disadvantages female progress in various ways. The most important factor to guarantee gender equality and women's empowerment is their education level. In India, exclusively for girls from lower socioeconomic backgrounds, rural and remote areas, gender disparity in education is a persistent problem. Despite the improvement accomplished in reducing gender disparities during last decades in the field of educational attainment, there are still all-

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encompassing discriminations against the girls and women in India, which deprives them from their apposite health care, share in social and economic opportunities, equal political participation etc.

Hence, this research study has been undertaken to know the gender disparities faced by the women of India in the field of educational attainment and the actual women's educational status as compared to men. This pattern also identifies different challenges and opportunities present in imparting education to women in India. In order to draw the inferences, secondary data collected through different types of survey reports, journals, websites and research studies showing the conditions of women have been used.

Finding and Analysis

Different Aspects of Females in India

The World Economic Forum Global Gender Gap Report-2016 graded India at 87 on overall basis out of 144 countries. The report demonstrates the gender gap as progress towards egalitarianism between men and women in four areas that are educational attainment, health and survival, economic opportunity and Political empowerment. According to this report, India has moved up 21 spots from 108th position in 2015. The enhancement in India's position is due to its major growth in education area, where it has

closed the gender gap completely in primary and secondary education. In the education attainment field, India has made substantial developments going up from 125 rank in 2015 to 113 in 2016. In economic sector, India has moved up to 136 rank from 139 rank in the year 2015. In health sector, India has done slight progress moving up by one place to 142 rank from 141 in 2015. In political empowerment, India continues to be ranked low at rank nine (General Knowledge Today, 2016).

Literacy Rate Trend in India 1951-2011

Female literacy is the most important factor to enumerate the women's status in any country. At this moment, India requires to understand most significant proverb that if you educate a man, you educate an individual but if you educate a woman, you educate the entire nation. Table 1 reveals that the literacy rate of women has elevated from appalling 8.86 per cent in 1951 to 65.46 per cent till 2011 now. It is apparent that Indian society is finally providing due thought to educate their daughters, which may lead to development of the society but still rate of literacy among females is lower with a gender gap of 16.68 per cent which leaves about 200 million of them incompetent to read and write, the biggest such number in any country. Kerala with a literacy rate of 93.91% is the most literate state in India, whereas Bihar with a literacy rate of 63.82% is the least literate state.

Table 1: Literacy Rate Trend in India 1951-2011

Census Year	Persons	Decadal Increase	Males	Females	Gender Gap
1951	18.33	-	27.16	8.86	18.30
1961	28.3	9.97	40.40	15.35	25.05
1971	34.45	6.15	45.96	21.97	23.99
1981	43.57	9.12	56.38	29.76	26.62
1991	52.21	8.64	64.13	39.29	24.84
2001	64.83	12.62	75.26	53.67	21.59
2011	74.04	9.21	82.14	65.46	16.68

Source: Census of India, 2011.

In spite of massive efforts by the Government of India, we are still lagging behind the world literacy rate of 84 per cent. This also displays the steady breakdown of the customary belief of the Indian society that for girls getting education is not of much significance as their objective in life is to remain housebound serving family and children mainly.

Gross Enrolment Ratio (GER) 2014-15

The Gross Enrolment Ratio (GER) for a class-group is the ratio of the number of persons

in the class-group to the number of persons in the corresponding official age group. It is clear from Table 2 that thrust on providing primary education has generated positive results with the GER presently exceeding hundred. The progress is evident across the social categories and gender with GER for SC, ST and girls moving above hundred. Hence, primary and secondary education in India has shown considerable excellence in female education as compared to higher education.

Table 2: Gross Enrolment Ratio (GER) 2014-15

Level	ALL			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary (I-V)	98.9	101.4	100.1	110.7	113.2	111.9	110.6	108.2	109.4
Upper Primary (VI-VIII)	87.7	95.3	91.2	97.2	105.5	101.0	93.0	95.2	94.1
Elementary (I-VIII)	94.8	99.2	96.9	105.8	110.5	108.0	104.4	103.7	104.0
Secondary (IX-X)	78.1	78.9	78.5	81.6	83.9	82.7	71.8	72.6	72.2
Senior Secondary (XI-XII)	54.6	53.8	54.2	53.5	55.3	54.3	39.8	37.8	38.8
Higher Education	25.3	23.2	24.3	20.0	18.2	19.1	15.2	12.3	13.7

Source: Educational statistics at a glance, Government of India, Ministry of Human Resource Development, Department of School Education & Literacy, New Delhi, 2016.

Girls Enrolment in Different Stages of Education

Education is a way to women empowerment because it enables and authorizes them to retort to the innumerable

challenges of their life. Government of India, under the Right of Children to Free and Compulsory Education Act, 2009 has made education for children between 6 to 14 years of age free.

Table 3: Percentage of Girls Enrolment to Total Enrolment by Stages

year	Primary I-V	Middle VI-VIII	Sec/ Hr. Sec IX-XII	Hr. Education (Degree and Above Level)
1950-51	28.1	16.1	13.3	10.0
1960-61	32.6	23.9	20.5	16.0
1970-71	37.4	29.3	25.0	20.0
1980-81	38.6	32.9	29.6	26.7
1990-91	41.5	36.7	32.9	33.3
2000-2001	43.7	40.9	38.6	39.4
2001-2002	44.1	41.8	39.5	39.9
2011-2012	48.35	48.63	45.2	44.5
2012-2013	48.36	48.77	46.9	44.9
2013-2014	48.2	48.66	47.2	45.8
2014-2015	48.38	48.71	47.4	46

Source: Educational statistics at a glance, Government of India, Ministry of Human Resource Development, Department of School Education & Literacy, New Delhi, 2016

Data in Table 3 indicates that participation of girls at all stages of education has been increasing steadily through the years. Since 1950-51 girls' participation has increased many folds in Primary, Middle, Sec/Hr. Sec. stages and Higher education levels from 28.1 per cent to 48.38 per cent, from 16.1 per cent to 48.71 per cent, 13.30 per cent to 47.4 per cent and from 10.0 per cent to 46 per cent respectively in 2014-2015. The enrolment of boys and girls in primary and secondary education has closed the gender gap almost completely. While gender gaps in primary and secondary education have been removed, gender gap in higher education still exists. Even at university level, women are catching up with male enrolment but the dropout rate among the girls is higher as compare to boys, and a large number of girls do not complete their higher education. It can be concluded that overall female educational status in India has remained below as compared to the male educational status.

Education in India has seen considerable growth in terms of both institutional capacity, and greater enrolment after independence. There are more than 1.4 million schools in India and has one of the biggest higher education systems in the world. According to all India survey on higher education (2014-15), total number of universities has increased from 27 to 760, and the number of colleges from 578 to 38498 between 1950 and 2015 in India (MHRD, n.d.). This upsurge in number is due to the proper policies of Indian government and further ample addition of private universities, colleges, and schools. However, there is still a lot of scope for more improvement in the Indian education system as a lot more needs to be done to provide quality education.

Female Education: Challenges and Opportunities

Most of the girls leave their studies due to heavy domestic work, marriageable age and elders do not consider their education necessary. In India, 21.9% of the population is below its official poverty line and is the major hurdle that restricts education for girls and disrupts the fundamental right of education

amongst Indian girls. Apart from it, there are many reasons such as the distance of schools from the corresponding villages, dearth of sanitation facilities in schools, shortage of female teachers, gender bias in curriculum, and absence of support from their respective families (Mondal, 2016).

In Indian patriarchal and traditional bound society, girls have inferior status and fewer privileges than boys do. Hence, although literacy and school enrolment among both males and females has increased dramatically, much remains to be done to have gender parity by eradicating discrimination against them at home and outside. Our predominant patriarchal system does not provide enough chances for women to have higher education even if they wish (Hazra, 2011). Education disparity is the cause as well as effect of other gender inequalities in India. The methodology of women's education should be participatory and non-hierarchical with their own agenda, priorities, and pace of learning (Bhasin, 2016). The 'Beti Bachao, Beti Padhao' Scheme which was introduced in October 2014 to usher in a paradigm shift in attitudes towards the girl child and Prime Minister of India launched the programme on 22nd January 2015 from Panipat, Haryana. The scheme emphasizes on educating the girl child and addresses the issue of declining child sex ratio (CSR) defined as number of girls per 1000 boys between 0-6 years of age, from 945 in 1991 to 927 in 2001 and further to 914 in 2011 (Census of India, 2011). One of the most popular government schemes called the 'Sukanya Samridhi Yojana' is a small deposit scheme meant exclusively for a girl child and has been launched as a part of 'Beti Bachao Beti Padhao' Campaign. The scheme is meant to meet the education and marriage expenses of a girl child.

As per the 2011 census, the total female population of India constitutes 48.5% of the country's total population. 'Sarva Siksha Abhiyan', the flagship programme for universalisation of elementary education has focussed specially on deprived group comprising the girl child. In addition, the 'Mid-Day Meal' scheme has also improved females

enrolment and retention in primary school. Similarly, the 'Rashtriya Madhyamik Shiksha Abhiyan' (RMSA) is under implementation since 2009 to enhance access to secondary education. 'Rashtriya Uchchattar Shiksha Abhiyan' (RUSA) is also being implemented for the holistic development of higher education. Government has also launched a new web-based portal named as 'Vidya Lakshmi' under 'Pradhan Mantri Vidya Lakshmi Karyakram' to provide educational loans for the students seeking higher education. 'The Global Initiative of Academic Networks' (GIAN) programme was launched recently as a catalytic programme of Ministry of Human Resource Development to expand and develop the interface between India's institutions of higher learning and globally recognised institutions of academic eminence. All contents are also available to all without any gender bias across the country through the 'SWAYAM', the MOOCs (Massive Open Online Courses) platform and the National Digital Library. In colleges and universities, provision of 'Gender Champions' has been incorporated to value the girls rights, make young boys and girls gender sensitive, and create positive social norms. Today, women are holding influential positions across sectors scaling new heights but gender bias still exists in education at all levels, at work place, and in society. There is a need to create awareness and change the mind-set of patriarchal, tradition bound orthodox society for the equal rights of

women and men, and educating a girl child for the development of the nation.

Conclusion

Education is a catalyst, which has imparted an alternative, short, and sustainable route to reduce gender inequality in India. The educational status of women in India has shown substantial developments in all these years but gender gap in education still exists in society. Education facilitates women to gain opportunities, to resist their traditional roles, and to transform their lives. Educating a girl child is one of the most effective means to counter gender discrimination and to augment the status of women in the society. Even though of massive efforts by the Government, we are still lagging behind the world literacy rate and girls' participation is still less than boys at all stages of education. Much remains to be done to have gender egalitarianism by removing discrimination against them due to age old prejudices and gender based biases at home and outside which denies them from their equivalent educational opportunities, apposite health care, share in social and economic prospects, equal political participation etc. Intensified efforts for integrating gender dimensions in policy formulation, expanded policy interventions with their effective implementation, and creation of awareness at community, institution and individual levels is the need of the hour.

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"Undisturbed calmness of mind is attained by cultivating friendliness toward the happy, compassion for the unhappy, Delight in the virtuous, and inference toward the wicked."

- Patanjali, The Yoga Sutras of Patanjali

Indian Woman in Higher Education: A Review

Dr. Sharda Devi*

Abstract

Higher education is a key to human development and in turn brings socio-economic progress to the nation. As education has become the primary source of livelihood and standard of life, it facilitates a country to become successful in the emerging knowledge society. Education of women has a greater impact on the development of a country. No country can afford to neglect the proper and fuller utilization of abilities and talents of women. Despite improvements in the education system during the last two or three decades, access to higher education remains a problem for women in many countries. Today in the 21st century, we cannot afford to ignore the importance of higher education for women any longer. Need for higher education among women assumes all the more importance in countries like India where colonialism has remained a great force hindering education for the general masses and for the women in particular. The present paper discusses in detail the status of women in higher education.

Methodology

In this paper the research is based on secondary data. The data is taken from different journals, research papers, research reports and websites.

Introduction

Higher education for women has gained a wider role and responsibility all over the world. Today, in the 21st century, one cannot afford to ignore the importance of higher education for women any longer. The objective of the Indian society as has been laid down in the constitution is to achieve a democratic socialistic and egalitarian society. In such a society women are supposed to perform their roles at par with men. Their status structurally needs to be equal with men and in the present scenario; higher education is certainly that factor which can actually support them to

execute their role at par with men. The history of women education in India has its roots in the British Regime. Women's employment and education was acknowledged in 1854 by the Wood's Dispatch. Slowly after that, there was progress in women education- although initially this focused on the primary school level and related to the richer sections of society. In 1878, the University of Calcutta became one of the first Universities to admit female graduates to its academic programs. In India the Kothari Commission had recommended in 1964-1965 only an equality in educational opportunities for men and women. Owing to the Commission's recommendations, a national Policy was developed by the Government in 1968, providing increased emphasis on female education. It was in the year 1998, the UNESCO World Conference on higher education gave special attention to the issue of women in education and published a document 'Higher Education of Women: Issues and Perspectives.' Presently, India's higher education system has become third largest in the world after USA and China.

Data and Discussion:

Table-1: Women Students per Hundred Men Students

Year	Total Women Enrolment (000s)	Women Enrolment Per Hundred Men
1950-51	40	14
2014-15	12476	88

Source: UGC Annual Report, 2014-15.

With the adoption of several policies, the participation of women in higher education has changed. The enrolment of girl students in higher education is increasing. There had been a phenomenal growth in the number of women students enrolled in higher education since independence. The women enrolment which was less than 10 percent of the total enrolment on the eve of Independence had risen to 46.93 percent in the academic year 2014- 2015.

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The pace of growth has been particularly faster in the last two decades. As the data in table 2 show the number of women enrolled

per hundred men registered more than five times in 2014-15 as compared to 1950-51.

Table-2: State- wise Students Enrolment* in Universities and Colleges in India 2014-15.

Sr. No.	State/ UT	Total	Women	% of Women
1	Andhra Pradesh	1114860	496249	44.51
2	Arunachal Pradesh	31015	14796	47.71
3	Assam	428747	214006	49.91
4	Bihar	1312822	552192	42.06
5	Chhattisgarh	365222	178906	48.99
6	Delhi	344658	167293	48.54
7	Goa	33225	19955	60.06
8	Gujarat	1225493	521114	42.52
9	Haryana	833032	383729	46.06
10	Himachal Pradesh	180112	96279	53.46
11	Jammu & Kashmir	260411	128643	49.40
12	Jharkhand	461961	222882	48.25
13	Karnataka	1544644	736801	47.70
14	Kerala	670850	397099	59.19
15	Madhya Pradesh	1503985	651552	43.32
16	Maharashtra	2860239	1301684	45.51
17	Manipur	104173	53197	51.07
18	Meghalaya	55628	29711	53.41
19	Mizoram	21432	10273	47.93
20	Nagaland	29606	16646	56.23
21	Odisha	726837	384517	47.95
22	Punjab	680816	351046	51.56
23	Rajasthan	1624039	633452	39.00
24	Sikkim	15519	6700	43.17
25	Tamil Nadu	2401402	1232456	51.32
26	Telangana	1189647	540705	45.45
27	Tripura	53612	22821	42.57
28	Uttar Pradesh	4396906	2173158	49.42
29	Uttarakhand	386342	191026	49.44
30	WestBengal	1590097	710724	44.70
31	A & N Haveli	5110	2747	53.76
32	Chandigarh	66582	35716	53.64
33	D&N Haveli	4076	1737	42.62
34	Daman & Diu	2481	800	32.25
35	Lakshadweep	496	353	71.17
36	Punducherry	59360	30704	51.73
	Total	26585437	12475669	46.93

* Provisional Data Source: UGC Annual Report 2014-15.

Out of 265.85 Lakhs students, 124.76 Lakhs are women students, constituting 46.93 percent. The comparative trend of total students enrolment and enrolment of women students, among states, during 2014-15 is indicated in Table- 3. The enrolment of students, in terms

of absolute numbers, had been the highest in the state of Uttar Pradesh (43.96 Lakhs), followed by Maharashtra (28.60 Lakh), Tamil Nadu (24.01 Lakh), and West Bengal (15.90 Lakh), etc.

Table-3: Number of Women Colleges from 2001-02 to 2014-15

Year	Number of Women Colleges
2001-02	1756
2002-03	1824
2003-04	1871
2004-05	1977
2005-06	2071
2006-07	2208
2007-08	2360
2008-09	2565
2009-10	3612
2010-11	3982
2011-12*	4266
2012-13*	4386
2013-14*	4506

* Provisional and includes Nursing Colleges

Source: UGC Annual Report 2014-15.

From the following Table-4 it can be found that as many as 240 women colleges have so far been establish during two years of the XII Plan as compared to the figure at the end of

XI Plan (4266). As on 31-03-2014, there were 4506 colleges exclusively for women (data available up to 31-03-2014).

Table-4: Women Student enrolment in Various Faculties: 2014-15

Sr. No.	Faculty	Women Enrolment	Percentage of total women enrolment
1	Arts	5202612	41.70
2	Science	2320894	18.60
3	Com/ Management	1962384	15.73
4	Education	765028	6.13
5	Engineering/ Technology	1232006	9.88
6	Medicine	637701	5.11
7	Agriculture	55414	0.44
8	Veterinary Science	9980	0.08
9	Law	148024	1.19
10	Others	141626	1.14
	Total	12475669	100.00

Provisional Source: UGC Annual Report, 2014-15.

Table 5 shows that the women enrolment in the faculty of Arts had been 41.70% of total women enrolment, followed by the faculty of Science (18.60%), the faculty of Commerce/ Management (15.73%), etc; constituting 76.03% in these three non- professional faculties. The professional faculties constitute 23.97% of total women enrolment.

Higher attendance rates of high schools and university education among women, particularly in developing countries, have helped them make roads to professional careers with better-paying salaries and wages. Education makes women aware of their rights, duties, health, hygiene, environment and society. It enables women to take independent decisions, develops their self-confidence and enhances capability to work in diverse fields. Educated women have feeling of satisfaction of equal participation and contribution in the development of the country. Role of the women as a home maker and in work place gets refined with their education. People have now understood the importance of literacy and hence girls are given opportunity to achieve higher goals to excel in their professional and

household fronts. Knowledge becomes a power to capacity building for their achievements as self-reliant persons.

Conclusion

There are definitely some bright spots when we talk about the Indian women and higher education. Some of these are that India has world's largest number of professionally qualified women. Also, India has largest population of working women in the world and India has more number of doctors, surgeons, scientists, professors than the United States. In the present era of globalization the women of India is slowly recognizing the rules laid down for her by the society. As a result, started breaking barriers and earned a respectable position in the world. Today Indian women have excelled in each and every field from social work to visiting space station. There is no arena, which remained unconquered by Indian women. Whether it is politics, sports, entertainment, literature, technology everywhere we can hear applauses for her. Indian women have mastered anything and everything which a woman can dream of. But she still has to go a long way to achieve equal status in the minds of Indian men.

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Role of Higher Education in Women Empowerment in India

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&

Ms. Poonam**

Abstract

Women education in India is a major preoccupation of both the government and civil society, as educated women can play a very important role in the development of the country. Education is a milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. Education of women is the most powerful tool to change the position in society. Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Education also brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation. The present study has been undertaken to analyze the women literacy rate and women gross enrolment ratio in higher education in India.

Keywords:

Education, Empowerment, Female Literacy Rate and Gross Enrolment Ratio.

Education in a general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training and research. Education is characterized in two parts i.e., formal education and informal education. Formal education is the learning of the skills which we get from schools and institutions whereas informal education is

the learning that goes on in daily life. Education is a necessary requirement for empowering the individual with some special skills which make them distinguished in the society. (Ojha, 2016) Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Women constitute almost half of the population in the world but the hegemonic masculine ideology makes them suffer a lot as they are denied equal opportunities in different parts of the world.

Importance of Women Education in India

In India, the position of women during the Vedic period was glorious on account of freedom and equality. During this period, the women participated in all walks of life. They were accorded equal status and privileges along with men and were second to none. Some of the women seers in that period were remarkable personalities of great depth and understanding. Women were encouraged to study the scriptures and were given *Upanayana Samskara* (initiation into learning). They were considered to be the custodians of purity and perseverance. In the interest of the society and interest of the family, women enjoyed independence and self-reliance (Indra, 1955).

The position of women in Vedic period can be judged from the fact that none of the hymns of Rigveda considered the birth of a daughter as inauspicious. During the Vedic period, women had access to education, which they lost gradually during the medieval ages. During the Medieval period, Muslim rulers established an empire in India and introduced a new system of education. Consequently, the

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ancient system of education was greatly changed. In fact, the education during the Muslim period was much inferior than that of the Hindu period. No Muslim ruler except Akbar did commendable works in the field of education (<http://www.vkmaheshwari.com>). However, under the British regime there was a revival of interest in women's education. During this period, various socio-religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women. However, women's education got a fillip after India got independence in 1947 and the government took various measures to provide education to women. After independence, Indian government introduced some committees and commissions for the development of women education in India e.g., Mid-Day Meals, RTE Act 2009 and Knowledge Commission etc. were introduced to achieve the national goal i.e., hundred percent literacy. Women education plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside (Suguna, 2011). Education means modification of behaviour in every aspect, such as outlook and attitude. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover, educated women also help in the reduction of infant mortality rate and healthy growth of the population.

Women Empowerment

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience. Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the

process by which one can gain control over one's destiny and the circumstances of one's life. There are always a number of individuals in the society who are deprived of their basic rights due to lack of awareness. If we list such individuals from the society, then women would top this list. As a consequence of this growing number, empowering women has become the focus of considerable discussion and attention all over the world. The inequalities between men and women and discrimination against women is an age-old issue all over the world. Thus, women's quest for equality with men is an universal phenomenon.

Women Empowerment through Education

Women empowerment is the pivotal part for progress in any society, state or country. It is a woman who plays a dominant role in the life of a child. Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socio-economic and political progress of India (Bhat, 2015) The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Women empowerment is a global issue and discussion on women political rights are at the forefront of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the 'International Women Conference' at Nairobi in 1985. Education is a milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and improve their life. We can't neglect the importance of education in reference to women empowerment especially when India is an upcoming super power of the world. The increasing change in women education, the empowerment of women has been recognized as the central issue in determining the status of women (<http://shodhganga>). As per United Nation Development Fund for women (UNIFEM) the term women's empowerment means:

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.

- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.
- Gaining the ability to generate choices, exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more acceptable social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi-level construct referring to individuals, organizations and community. It is an international, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share can gain greater access and control over the valuable resources.

Objectives of the Study:

The study has been undertaken to find out the impact of education on the status of women. To attain this aim, the following are the objectives of the study:

- To analyze the women literacy rate in India since inception.
- To compare the Gross Enrolment Ratio (GER) of men and women in higher education.
- To study the trends of women enrolment in higher education in India.

Research Methodology

The study is based upon secondary information collected from the report of Census of India 2011, various reports of Ministry of Human Resource Development, Government of India, certain important books, journals etc. After collecting data through various sources, different techniques have been used for the analysis of the data. The collected data has been presented in tabular and graphical form. Various mathematical tools like percentages, simple average, have been used as per the nature and requirement of collected data.

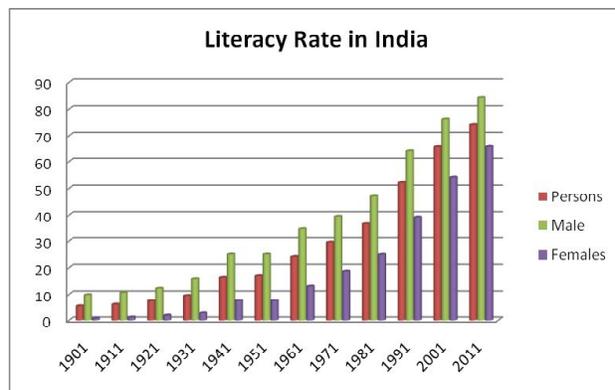
Data Analysis and Interpretation

The literacy rate is the number of literates in the age group of seven years and above expressed as percentage of the total corresponding population. As per Table 1 in the pre-independence time, literacy rate for women had a very poor spurt in comparison to literacy rate of men. This is witnessed from the fact that literacy rate of women has risen from 0.7 % to 7.3 % whereas the literacy rate of men has risen from 9.8 % to 24.9 % during these four decades.

Table 1: Literacy Rate in India (% age)

Year	Total	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	24	34.4	13
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	65.38	76	54
2011	74.04	84.14	65.46

Source: Census of India (2011)



During the post-independence period literacy rates have shown a substantial increase in general. However, the literacy rate of males has increased more than three times during the period (24.9 % in 1951 and 84.14 % in 2011) whereas the growth rate of female is almost nine times (7.3 % in 1951 and 65.46 % in 2011).

But despite that, still the female literacy rate (less than 18.68 percent of men literacy rate) is far behind male literacy rate. Thus, the higher rate of illiteracy of women is undoubtedly attributing for women's dependence on men and to play a subordinate role. The lack of education is the root cause for women's exploitation and negligence. Only literacy can help women to understand India's constitutional and legislative provisions that are made to strengthen them. Thus, promoting education among women is of great importance in empowering them to accomplish their goals on a par with men in different spheres of life.

Participation of Women in Higher Education India being a complex and one of the most heterogeneous societies, barriers to higher education participation are also multifarious and intermingled with one another. There are several social, economic and political reasons which act as constraints to access and equity in higher education in India. Various aspects of

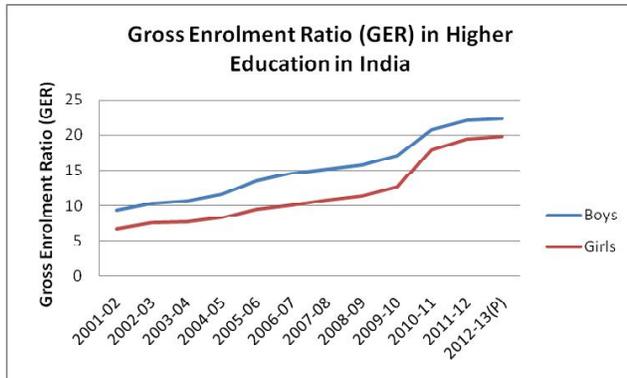
inequities in India in the attainment of education are: inequity between males and females, inequity between rural and urban, inequity between various castes. Viewing these inequities prevailing in the society, various policy initiatives have been put forward by the Government of India to make higher education accessible to all the sections of the society. (Kaur, 2016)

Gross Enrolment Ratio (GER) is the total student enrolment in a given level of education, regardless of age expressed as percentage of the corresponding eligible official age group population in a given school/ college/ university year. In table 2 the Gross Enrolment Ratio (GER) in higher education in India through various years has been analyzed. It has been observed that GER in higher education registered a gradual increase in subsequent years and reached the level of 8.1 percent in 2001-02 and increased to 10 percent in 2004-05.

Table 2: Gross Enrolment Ratio (GER) in Higher Education in India

Year	Higher Education 18-23 years		
	Male	Female	Total
2001-02	9.3	6.7	8.1
2002-03	10.3	7.5	9
2003-04	10.6	7.7	9.2
2004-05	11.6	8.2	10
2005-06	13.5	9.4	11.6
2006-07	14.5	10	12.4
2007-08	15.2	10.7	13.1
2008-09	15.8	11.4	13.7
2009-10	17.1	12.7	15
2010-11	20.8	17.9	19.4
2011-12	22.1	19.4	20.8
2012-13	22.3	19.8	21.1
2013-14	NA	NA	NA

Reports of Ministry of Human Resource Development, Government of India



India moved from an elite system of higher education to a mass system when the GER crossed the threshold of 15 percent in 2009-10. In 2010-11, the GER of males was 20.8 percent, whereas it was 17.9 percent for the females. In 2012-13, men's GER in higher education increased to 22.3 and women to 19.8, but despite that women gross enrolment ratio in higher education was below than the national average i.e. 21.1 percent. This analysis reveals that although there is an acceleration in the growth rate in women's enrolment and the gap in higher education participation between men and women is narrowing but still in absolute terms women continue to lag behind men.

Conclusion:

This is very well understood that without empowering women, economic development of any society or country is not possible. Hence, there is great need to ensure women empowerment. Women empowerment is a process, by which women gain greater control over material and intellectual resources which will assist them in increasing their self reliance, asserting their independent rights, and challenging the ideology of patriarchy and gender based discrimination. This will also enable them to organize themselves to assert their autonomy to make decision and choices, and ultimately eliminate their own subordination in all the institutions and structures of society. In order to have smooth development of the country and society emphasis should be given on gender equality, irrespective of caste consideration. The education of women is the most powerful tool to bring about a change in the society. The role of education in the upliftment of women has already been realized in the society and also in the economic and political sphere of life. When we educate a male we educate one person but when we educate a female we educate the whole family.

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Protection of Working Women at Work Place in India - A Study

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Abstract

Women make up a vital part of the economic and social fabric that holds their communities together, yet that work is rarely valued at the same level as men's work. Much of this has to do with what opportunities are available to them. Women are known to work on farms, in road and housing construction, and of late, in factories manufacturing garments and electronic assembly plants and Media, Organized sector and unorganized sector like skilled women workers also have been working in traditional village industries either as self employed or as paid workers. In hill areas, search for forest products including fuel wood engages a fairly large number of women. Women are disproportionately likely to be poor, under-educated, employed in low-wage or unpaid work, and subject to dismissal for getting married or having children¹. In many industries, female workers are systematically denied their rights to regular pay and regular working hours; equal pay for equal work; permanent contracts; safe and non-hazardous work environments; and freedom of association. Egregious abuses, including sexual violence, harassment and forced pregnancy tests, are all too common. Employment of women in urban areas is only 13.9% while in rural areas is 29.9%. With the rise in poverty, many women are forced to work in very low end and low paid jobs. Employment of women in organized sector is less than 8%.

Over the years, several enactments have been passed for the welfare of the working people. Some of these enactments carve out special provisions for the women workforce. In recent times we have seen an increase in the number of women workers in organizations, both public and private, due to the immense opportunities available and with the booming of specific industries like IT and start-ups.

There are several laws which exist as on date, which provide benefits and security to all employees. However, for this article we have to talk about few most important legislations². The main objective for passing these laws are to enable women to increase their efficiency, and encourage more women to come out of the confines of their home, and look at a brighter future for themselves, and also assist and aid in the growth of this country.

Objective: This study may be beneficial for working women to know their rights at work place.

Introduction:-

The financial demands on the Indian families are increasing day by day. The sky rocketing cost of living, increasing expenses on education of children, increasing cost of housing properties in India force every family in India to look for ways and means of increasing the household income. As a result, women in India who were mostly known being homemakers are initiating to channelize their potential and go for jobs and take up even careers that were considered only suitable for men such as working in night shifts in call centers or BPOs. Working women in India are faced with lot many challenges than their counterparts in the other parts of the world. In India men do not share on most of the household chores as in European countries, it is women who have to cook, clean the house, do the dishes, wash clothes, get their children ready for school, etc. Men just took care of few chores that were to be dealt outside the house. So the major burden of running the family is on the shoulders of women. It was alright for women to handle all the chores as long as they were homemakers. Now with their increasing need for getting some income for the family, they have to work all the more harder. They have to take up a 9 to 5

job plus handle all the household chores that they handled as a homemaker, but still role of men has not changed much.

Women have started sleeping lesser than before because only when they wake up early they can cook for the family, get themselves ready for the job, get their children ready for the schools, so on an average, women lost 2 hours of sleep per day and up to 14 hours sleep per week. If they happened to work in a highly pressurized environment, then they will bring home their work and that cuts few more hours of sleep. It is not just about the reduced sleep, but such a lifestyle builds stress. This stress is passed on to the family and frustration level builds up in the family. They have to handle harassment at their work place, sometimes just overlook things to ensure that their job is not jeopardized in anyway. Many Indian families are still living as joint families along with the parents and in-laws. This adds to their stress further because they have to please all the family members of her husband. Listen to their complaints that they make against her and turn deaf ears towards them and so on. Overall, majority of women in India look towards or live in the hope that things will change. Some of us have given up that hope and learnt to accept that nothing can be done about it. India has a long way to go before our women will be able to live their lives to the full.

Laws for the Protection of the Working Woman

There are several laws which exist as on date for working women in India, which provide benefits and security to all women employees. However, for this article we will touch upon a few of the important laws:

The main objective for passing these laws are to enable women to increase their efficiency, and encourage more women to come out of the confines of their home, and look at a brighter future for them, and also assist and aid in the growth of this country. As rightly mentioned by our Hon'ble Prime Minister Mr. Narendra Modi in one of his speeches, *women constitute 50% of our population and if they do not come out and work, then our country*

will never grow at the pace we all envision it to grow, and for that very reason, governments over time have taken special care to enact and amend laws to ensure greater participation of women in the growth story of India.

The Factories Act, 1948:-

The Factories Act is a legislation to secure to the workers employed in a factory, health, safety, welfare, proper working hours, leave and other benefits. The Factories Act aims at protecting workers employed in factories from unfair exploitation by their employers. The Factories Act also has exclusive provisions for women workers.

- a. The Factories Act stipulates the daily and weekly hours of work for all adult workers. It also provides for overtime pay to workers who work beyond the prescribed hours of work.
- b. It also contains provisions pertaining to intervals or rest period during a working day, weekly off, annual leave, etc.
- c. Generally in factories it is observed that work happens on a shift basis, and there are requirements for workers to work during night shifts. However, night shifts require to be on a rotational basis. Further, shift timings and hours of work is required to be fixed beforehand by the management and displayed on the notice board of the factory.
- d. No woman worker shall be allowed to work in a factory except between 6 a.m. and 7 p.m. The State Governments notification may vary by the limits as set out in this point, but in no circumstance will women employees be allowed to work between 10 p.m. and 5 a.m.
- e. The shift timing of a woman worker cannot be changed except after a weekly holiday or any other holiday. Hence, women employees are entitled to get at least a 24 hour notice for their shift timing change.
- f. There are prohibitions for women workers to work in a hazardous occupation, in pressing cotton where a cotton opener is at work, and limits to the maximum permissible load.

- g. The Factories Act also stipulate the employers employing 30 or more women workers to provide for day care centre for children of the women workers, aged 6 years and below.
- h. There are various other facilities which are required to be given to workers in a factory such as washing and bathing facilities for women, toilets (latrine and urinals separate for women), rest- rooms and canteens.
- i. State Governments from time to time issue notifications for amending provisions of the Factories Act, which would be applicable to workers in factories in that particular State. For instance, on 1st December, President Pranab Mukherjee gave his assent to the Maharashtra Factories (Amendment) Bill, 2015, wherein, amongst other amendments, it allows women to work in factories in night shifts. Prior to the amendment, the Factories Act did not allow women employees to work in the factories in night shift between 7 PM and 6 AM. With this amendment it also makes mandatory for factory managements to ensure security of women working in night shifts.
- c. A female employee is also entitled to medical bonus Rs. 2500 to Rs. 3500, if no pre-natal confinement and post- natal care was provided by the employer.
- d. If a woman dies during child birth, the maternity benefit will be payable for the days up to and including the day of her death. In the event the child also dies post the death of the mother, then the benefit should be paid till the date of the death of the child.
- e. The amount of maternity benefit for the period preceding the date of her expected delivery shall be paid in advance, upon the employee showing proof that she is pregnant, and the amount due subsequent to delivery to be paid within 48 hours of the proof shown by the employee that she has delivered.
- f. In the event of the death of the employee due to child birth, the maternity benefit must be given to the person nominated by the employee, and in the absence of a nominee to her legal heirs.

There are certain restrictions imposed on the employers which are as follows:

The Maternity Benefit Act, 1961:-

The Maternity Benefit Act is an Act to regulate the employment of women in every factory, plantation or mine, irrespective of the number of employees, and to all shops and establishments employing or having employed 10 persons or more. The Maternity Benefit Act was enacted to bring a uniform code for maternity benefit to women workers across industries. The Act provides for *inter alia* the following benefits:

- a. 12 weeks paid maternity leave and benefit for any female employee, who has worked for an employer for more than 80 days in the 12 months immediately preceding the delivery date. The benefit for 12 weeks as stipulated under law, of which not more than 6 weeks should precede the date of her expected delivery.
- b. 1 month's paid leave where a female employee suffers from any illness arising out of pregnancy, delivery or miscarriage.
- a. No employer shall knowingly employ a woman in any establishment during the 6 weeks immediately following the day of her delivery, or miscarriage or medical termination of pregnancy.
- b. No woman shall work in any establishment during the six weeks immediately following the day of her delivery, or miscarriage or medical termination of pregnancy.
- c. No pregnant woman shall, on a request being made by her in this behalf, be required by her employer any arduous nature, or which involves long hours of standing, or which in any way is likely to interfere with her pregnancy or the normal development of the foetus, or is likely to cause her miscarriage or otherwise to adversely affect her health.
- d. When a female employee is on her maternity leave, the employer cannot terminate her services.

The Government of India has notified the maternity Benefit (Amendment) Act, 2016 Act on 28th March, 2017. The Amendment Act received the assent of President of India on 27th March, 2017. Women employees will now be able to get paid maternity leave of 26 weeks. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (“SHA”):-

Sexual harassment at workplace is not uncommon and we come across various cases dealing with harassment in the workplace. India finally enacted its law on prevention of sexual harassment against female employees at the workplace in 2013. The statute was enacted almost 16 years after the landmark judgment of the Supreme Court of India, in the matter of Vishaka and others v. State of Rajasthan (“Vishaka Judgment”). The Vishaka Judgment laid down different guidelines making it mandatory for every employer to provide a mechanism to redress grievances pertaining to workplace sexual harassment and enforce the right to gender equality of working women (“Guidelines”). Till the enactment of the SHA, organizations were expected to follow the Guidelines, but in most instances, they fell short. The enactment of the SHA has brought the much needed relief to the women workforce.

The definition of sexual harassment in the Sexual Harassment Act is in line with the Supreme Court’s definition in the Vishaka Judgment and includes any unwelcome sexually determined behaviour (whether directly or by implication) such as;

- a. physical contact and advances,
- b. Demand or request for sexual favours,
- c. Sexually coloured remarks,
- d. Showing pornography,
- e. Or any other unwelcome physical verbal or non-verbal conduct of sexual nature.

Apart from dealing with complaints, an employer has additional obligations in the nature of:

- a. Providing a safe working environment,
- b. display conspicuously at the workplace, the penal consequences of indulging in acts that may constitute sexual

harassment and the composition of the ICC,

- c. Organize workshops and awareness programmes at regular intervals for sensitizing employees on the issues and implications of workplace sexual harassment and organizing orientation programmes for members of the Internal Complaints Committee, treat sexual harassment as misconduct under the service rules and initiate action for misconduct.

Shops and Establishments Acts (“SEA”):-

The State Governments enact their respective shops and establishments act, regulates the working conditions of employees in a shop or commercial establishment. The SEAs provide for various provisions including provisions pertaining to (a) notice period for termination, (b) leave entitlement, and (c) working conditions like weekly working hours, weekly off, overtime, etc.

The Maharashtra Shops and Establishment Act, 1948 (“MSEA”) is the applicable law in case of establishments in the state of Maharashtra and while the Delhi Shops and Establishment Act, 1954 is the applicable legislation in case of establishments based in the state of Delhi.

However, due to the nature of work of certain industries, they may require their female employees to work beyond the prescribed limits, for which they will need to take prior permission from the authorities. The approvals for allowing women to work late nights always comes with special conditions and obligations, on the part of the employer, such as, providing a safe working environment, providing adequate security during the night hours, provide transport to their residence after the late working hours, women employees should be placed in a group while working at nights and not alone, etc. The IT sector has seen an exponential growth in the recent past and this sector is one which typically has a huge manpower. We see equal number of men and women working in the IT sector, and they work late in to the nights for their shift work, due to catering to countries across the globe, with

varied time difference. In order to address the safety of women workers in this sector, apart from the provisions under the SEA, the State Governments have their independent IT/ITES policies, which address the issues of women working night shifts and the various measures to be providing a safe working environment,

- a. Display conspicuously at the workplace, the penal consequences of indulging in acts that may constitute sexual harassment and the composition of the ICC,
- b. Organize workshops and awareness programmes at regular intervals for sensitizing employees on the issues and implications of workplace sexual harassment and organizing orientation programmes for members of the Internal Complaints Committee,
- c. Treat sexual harassment as misconduct under the service rules and initiate action for misconduct.

Other Enactments:-

Apart from the laws discussed above, there are other laws for the welfare and safeguard of employees. Additionally, women employees must also be aware of various enactments which provide for social security for employees such as, the Employee's Provident Fund & Miscellaneous Provisions Act,

1952; The Employee's State Insurance Act, 1948; Payment of Gratuity Act, 1972; Payment of Bonus Act, 1965, etc. are the Indian legislations which works for the protection of working women at work place.

Conclusion:-

Women's rights in the workplace include many facets, such as the right to work if pregnant. An employer cannot exclude a woman from a position due to pregnancy as long as she can perform satisfactorily. Employers cannot refuse to hire any person due to marital status, gender or age. In addition, an employee of any company where a woman works may not sexually harass the woman in any way. This includes a hostile work environment where the woman must endure sexual comments, touching or materials, as well as unwanted sexual advances that put her in fear of losing her job if she does not comply. Though there are many legislations and commissions are taking knee efforts to protect working women at work place but unless the male employee will not change their conscience these laws may not succeed. Lastly author would like to say that Laws are legislated by Legislations may applied as per need or many time shall not apply but unless the working men and employer will not learn to respect women from bottom of their heart women will not be safe and secured at work place.

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Higher Education System in India: A Critical Analysis

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Higher education is one of the key factors affecting the growth and development of a country. It provides skilled human resource and specialized knowledge for nation's development. It critically reflects upon the social, cultural, moral and economic aspects of modern civilization. The Education Commission 1964-66 appropriately put that "the density of a nation is shaped in its classrooms" (Agarwal, 2014). Higher education in India has indeed experienced unprecedented expansion since independence. Number of university level institutions and colleges has grown up significantly. Scientists, engineers, technocrats, doctors, teachers and managers produced by Indian universities and colleges have been universally recognized. However, there are still certain lapses in higher education in India that need to be addressed properly. To develop India as an advanced education capital in global arena, it has to strengthen higher education qualitatively. There are many problems related to higher education system in India. These include low quality of teaching, improper financing, theoretical rather than practical knowledge, traditional methods of teaching, privatization, inadequate facilities and infrastructure & quota and reservation system. Higher education system is lacking quality teaching in many institutions, colleges and universities. The major issues involve lack of eligible faculty, engagement of under-qualified faculty, traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance, and non-separation of research and teaching. Educational institutes nowadays have become business houses, rather than being a place where the youth is shaped as innovators and architects of future. The service they provide is that of

certifying graduates as employable by the service industry. Throughout their course, students keep darting their minds with information which they barely use and apply somewhere, owing to its having no relation to their fields of study. Another major problem with higher education is that of finance. The financial burden of education has to be borne by both State and Central Government. However, the amount of expenditure spent on education sector by the Government has been reducing over the years (Sumanth et.al., 2016), which has created serious problems. The reduction in public expenditure has forced institutions, both public and private, and self-financing institutions to increase the cost per student in the form of hike in tuition fees.

A serious impact of increase in cost of higher education and the imbalance in the fee structure of private and public education is deepening of economic divide. Obtaining higher education is but obviously connected with the ability to earn higher income. Therefore, increase in cost of higher education might not be problematic if there is a structured credit market in place which bridges the gap between increase in cost and people pursuing higher education. However, credit markets in the education sector are fairly narrow in the sense that credit is given to only those belonging to the middle or high income families, thereby neglecting the low Income families and creating inequality. This is one of the important reasons why government's role is important in financing higher education. University Grants Commission 2008 Report (Web 2016) suggests that while developed countries are able to link hike in cost to per student to greater productivity and quality delivery of higher education, developing countries like India are not able to do so due to

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innumerable shortcomings of the system. One of the major issues concerned with public expenditure in India is neglecting financing of higher education for that of elementary education. Both State and Central Government have invested a lot of money in elementary education programmes. Government has allocated huge amount of money in promoting elementary education by investing in so-called reformatory and promotional policies like 'Sarva Shiksha Abhiyan' to achieve the target of universalization of education among children. While elementary education benefits out of this, the Government on the other hand is forced to spend less on higher education thus narrowing its scope and advancement.

Low public expenditure in the education sector, increasing cost per student without the support from credit markets, and dominance of private sector in higher education further aggravates the problems of finance in higher education. While on the one hand, it is always argued that government should play a pivotal role in financing higher education, and on the other hand, heavy public subsidization of higher education leads to unequal distribution of welfare, since public expenditure on higher education is made out of general taxes, which essentially means transfer of resources from poor to rich. Therefore, an ideal situation is that of a public-private partnership, where government acts as a bridge between the two aiming to provide equitable access to education. From time to time, several conferences and seminars are organized in colleges and universities as intellectual forums to offer various solutions. In reality however, these are held just for networking purposes where researchers try and present themselves as intellectuals in order to impress others and to increase their API (Academic Performance Indicators) score to climb up in their career. In the valedictory session certificates are distributed to the presenters and participants formally. What is the purpose of such so-called intellectual discourses and to where these take higher education are the questions that deserve attention instead.

Another problem with higher education in India is the student enrollment rate. India has the largest population of teenagers. But each year only nineteen percent students enroll into higher education institutes which amounts to twenty million according to a joint survey by Aspiring Minds and Nasscom in 2013 (Bhatia & Dash). That leaves a huge percentage of eighty one percent or eighty million who do not have the opportunity to study. The percentage of students enrolling into higher education institutes each year is six percent below the world average and at least fifty percent less than countries such as the United Kingdom, United States, Australia, Singapore, China and UAE (Thangaswamy, 2014). The government apparently has a vision to increase this to thirty percent by the year 2020. A huge gap has been created due to the difference in the number of schools and higher education institutes that really needs to be bridged. Either there is lack of seats to accommodate the rest or seats are available in colleges nobody has heard of. Because of such huge gap, people who have no reason to be in the field of education want to capitalize on the shortage of supply. It is no secret that the education industry has long lost its noble cause and is more of a business as mentioned earlier. Politicians, realtors, business persons or anybody who wants to mint money open colleges and different institutes. These lack quality of education and are all about fleecing money from students. In many cities in India, there are improperly housed colleges at every nook and corner without enough Infrastructural facilities. What a mess of graduates these colleges produce is not difficult to imagine. Not even a single Indian university ranks among the world's top two hundred (Anandkrishnan, 2016). The reason being students are just fed with loads of textbooks, leaving minimum scope for project-based practical learning and are made to involve themselves in the fields irrelevant to their subjects.

To quote an example, engineering graduates have to study about forty subjects by spending an average of six thousand hours attending classes out of which only five

hundred hours are spent interacting in laboratories across four years, have to write about one hundred twenty internal assessment papers and fifty main exams, undertake a couple of projects probably copied from their seniors. Then after all that effort, most of them get jobs in the Information Technology service industry which has absolutely nothing to do with what they have learnt (The Chronicle of Higher Education 2013). And not all are lucky enough to get into relevant industries. It is unfortunate that eighty five percent of graduates are considered unemployable due to lack of relevant practical experience. One of the major drawbacks of higher education in India is the reservation and quota system for different categories. The deserving candidates of general categories are ignored for other person from reserved category even though he is not suitable. Talent, merit and IQ of those aspirants are more important than their identity by birth if quality is considered the main focus of higher education.

Most of the information given to students is theoretical. Young graduates need to learn new skills especially vocational skills that can make them eligible for getting appropriate jobs. So higher education must focus on project- based practical learning to enable students to utilize their potential. Teachers should make use of audio-visual aids and experimental techniques in teaching rather than sticking to traditional methods of imparting education. Also they have to keep themselves updated with the information available and what global industry demands. They need to develop related attitudes and innovative skills to make education student-centred. Methods of teaching through lectures should be replaced by the methods laying stress on self-study, personal consultation between teachers and pupils and dynamic sessions of seminars and workshops (MHRD, 2016). Methods of distance education should be employed for those who are unable to attend classes due to some economic, physical or social constraints. Financial scarcity leads some students to do part time jobs in order to pay for their educational expenses. Earn-while-learn

scheme of the government cannot adequately support them. More scholarship schemes and other helpful policies should be implemented for such students so that they are able to complete their education.

In India both public and private institutions operate simultaneously. In the present scenario, privatization of higher education has become a trend. The economic trail of liberalization and globalization also demands it. Approximately fifty percent of the higher education in India is imparted through private institutions (Bhattacharya & Pal, 2016), mainly unaided thus involving high cost. However, the situation is not so simple. Private sector, in the interest of maximizing profit, has every incentive to minimize costs by compromising on the quality of education provided in its institutions. Hence quality of teaching staff (Chahal, 2015) is one of the issues of higher education in the private sector that needs to be addressed to maintain its sustainability. Higher education in India is also facing the problem of decreasing teaching quality (Joshi & Kumar, 2013). Teachers are not well trained and qualified for the jobs they are assigned. Some colleges recruit young graduates or researchers as teachers who have no experience or enough knowledge. Today, high salaries are available but the commitment is less. Even where teachers are efficient there the student-teacher ratio is not appropriate sometimes. There is one teacher on as many as sixty students thereby leaving very less scope for personal attention to each student (UGC Report, 2008). It is quite burdening and frustrating to the teacher as well, especially in terms of result. In India, many of the colleges and universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students. Thus, it is the need of the hour to provide essential facilities to institutions of higher education. The dominant political leaders, playing key role in governing bodies of the Universities and also own most of the Private institutions of higher education. They establish

their own youth cells and encourage students' organization on political basis & thus, exploit the students' energy for promoting their political purposes and propagandas. The students forget their own objectives and try to shape their career in politics. It is strongly recommended to ban politics and any political interference in educational institutions.

High-tech libraries with online access should be started in every college and university for enabling students to undertake in-depth study. Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular, continuous and comprehensive assessment of students' performance in learning must be implemented. Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. Indian universities of world class

education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it must adopt uniform international syllabus in its educational institutions.

The problems mentioned above are probably only few of the many reasons for the lapses in higher education system in India. The crux of all this discussion revolves around the fact that Indian universities and colleges should concentrate more on providing quality education which is comparable to that of international standards. We as a nation have to do a lot to improve our higher education system and be an example for the world. Education policy makers, curriculum designers, and government should take such measures that help students in comprehensive learning as well as in nurturing their creativity, imagination and skills through rich Theory and practical knowledge as far as possible.

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I ðdr ukVî I kfgR; ea i ; kbj.k

M,0 xVgky iKVmkj*

I kjak %

I Ei wZ tXR pjKpj bZoje; gA çR; d çk.kh bZoj dh vekur gA çR; d tho bZoj dik l s gA vr% I Ei wZ pjKpj tXR dh j{kk djuk çR; d ekuo dk drD; gA ^bZoj vAk tho vfoukl hB çR; d tho bZoj dk vAk gS, oaog vfouk^kh gA fdl h ds }kj k fouk^k ; k u^V dJus ; kx; ugha gA ^ueks jkSgrk; LFki r; s o{kk. kka i r; s ueks HkøUr; s OoKfjoLdrk vKSk/khuka i r; s ueks ueks efU=.ls OoKf.ktk; d{kk.kka i r; s ueks ue-mPpKkKkKk; k DØUn; rs i ðkhuka i r; s ue%A jkSgro{k} v^oRFk o{k} vKSk/kh; ka ds i ðkka vkfn dks ueLdkj gA fofo/k i r; o{k}kka ds çfr vknj Hkko , oa Lug dks çdV dj mlga nØRo çnku fd; k x; k gA on ds i ^pkr-jkek; .k} egkHkj r} vëkjg i jk. kka ea Hkh geabudk o.ku çktr gkrk gA bl h rjg dbZ egkdfo; k} dfo; ka us vi u&vi us xDfka ea Hkh i ; kbj.k dk mYyçk fd; k gA I kFk gh ukVdka ea Hkj i j ek=k ea i ; kbj.k ds çfr I ân; Hkoka dks dfo; ka us çdV fd; k gA

¼½ i ; kbj.k çnkk.k , oafodkl

þt; Þp I k ol q/kj I dy&ykd&l jf{krkø¹ I eLr thoka dh j{kk ea i jk; .k ; g i Foh fotf; uh cuþ bl h dkeuk I A vkt uhfr fuekz-kvka ds l e{k l cl s vge-erik ekuo dh çfu; knh t: jrkadls i jk djrsqg çkdfrd i ; kbj.k ds l j{kk o fodkl dh xfr earkyey cuk, j[kuk gA miHkæak oLrøka dh c<rh ekx vk/kfud vKs} kxhdj.k rFkk vfU; flU=r vkfFkZd of) nj ds dkj.k fodfl r nS kka ea i ; kbj.k dh flFkr fnuk&fnu [kjkc gkrh tk jgh gSvr% Hkjr tS s nS kka ea fodkl dh jkg ea l cl s cMh papksh ; g gS fd ; gk ds LoLFk vKs} cgfjo/k i ; kbj.k dks ; Fkkor-j[krs gq vkfFkZd fodkl dh jkg ij dS s vxsc<k tk, \

fodkl rFkk i ; kbj.k ds çp I æk^kz ugha gS çYd fodkl dsuke ij gþZml ek=kRed of) çfØ; k l s g tks i ; kbj.k i{k dh mi{k dkjrh gA vkt fodkl dh vo/kkj.kk ea/ke} vKfZ dke vKs} ekS dh mi{k dkj , d ek= vKfZ dks gh egUo nus dk ifj.kke g& i ; kbj.k çnkk.k} D; kfd I rryr i ; kbj.k ea gh vkfFkZd fodkl dh vo/kkj.kk fufgr gA

i ; kbj.k&çnkk.k dh l eL; k us fo'o ds vLrRo ds fy, u; k l dV iþk dj fn; k gS A viuh l çk&

I fjo/kkvka dks tVkus ea yxs eut; dks ^kk; n ; g vkHkl i gysughaFkk fd budk eV; bruk egxk i M+l drk gA çdfr dh I Ei wZ O; oLFkkvka dks udjus l s igysgh tc ml s viuh Hkko i h<h dk vLrRo [krjs ea fn[kkbZ nus yxk rks vkt ml s i ; kbj.k l j{kk ds fy, ç; Ru^khy gkuk ml dh etçjh gks xbz gS vr% okrkoj.k dks çn^kr djuk i M+dh ftl ^kk[kk ij cBs gS ml h dks dkVuk gA ¼½ çdfr , oa i ; kbj.k.k&

ekuo ds ifjo{k ea tyok; j} feêh} l wZ dk çdk^k} ou} i oZ} ok; j} çk.kh vKs} fofo/k ouLi fUk; ka dk l kehl; jgrk gA ekuo ds vkl & i kl ds bl h ifjo{k dks onka ea i ; kbj.k dgk x; k gA , rjs mifu^kn ea dgk x; k gS fd ; g l d kj i kþ rUoka i Foh} ty} l wZ} ok; j} vkdk^k l scuk gþk gS l f^V dh mri fUk çdfr&i^k ds; kx l s gþZ gA bu i ÷pegkHkurka ds e/; çkdfrd l rryu gkrk gS tks LoPN i ; kbj.k mri uu djrk gA i ; kbj.k ea fo |eku rUoka dh ek=k rFkk xqkoUk ea fuf^pr vuq kr ea vf/kd vLrj vkuk gh i ; kbj.k vl rryu ; k i ; kbj.k çnkk.k gA

¼½ i ; kbj.k ds çfr pruk&

; tþh ea i ; kbj.k çnkk.k ds çfr eut; dks l pr djrsqg dgk x; k gafd gseut; ka l ok; j} ty ouLi fr; ka vKs} çk.k; ka ea l rryu cus jgus l s l Ei wZ l f^V viuh l kE; voLFkk ea jgrh gA tc bu vo; oka dk l rryu fcxM+ tkrk gS rks bl ea jgus okys çR; d tho&tUr} i M&i kks vKs} eut; ij çfrdwy çHkko i M^k gS vr% i ; kbj.k ds bu rUoka dks er NMuek} budk l rryu cuk; s j [kuk] vU; Fkk rjk thou vl Hko gks tk; skA oSnd l kfgR; ea çkdfrd l rryu cuk; s j [kus ds fy, çkdfrd l k/kuka ds mPN[ky nkgu dh vuøfr ugha nh xbz gA çdfr viuh i) fr l s {kfr dh i frZ djrh jgrh gA onka ea çdfr ds çfr vxk/k J) k dk o.ku gA l Hkh çkdfrd ^kfä; ka dks nørk Lo: i ekuk x; k gA l ke} o#.k} vf^ouk\$ l jLorh} i Foh} xks vkfn ftudk l Ecl/k eut; ds vkfFkZd thou , oa i ; kbj.k l sjgk gA mlga nØ Lo: i ekuk x; k gS ty dks Hkh nørk ekuk x; k gA l jkøjka ea ugkus l sigys; g i jEijk Fkh fd , d dæM ekjdj l s jgh xak dks txk; k tkrk Fkk} fQj ml dk pj.k Li ^kz rRi ^pkr-xak dh vkKk l s ty&olnuk} ty ea Luku} tyiku vkfn fd; k tkrk FkA

* I gk; d vkpk; j} I ðdr&foHkx} ekguyky l çkfm+ k fo'ofolky;] mn; ij jkt-½&313001

¼½ ošnd l ðdfr ,oa i ; kbj .k

ou dsfcuk Hkkjrh;] l ðdfr dh dYiuk vl Hko l h yxrh gš D; kâd eut; dk rhu pkkkbz thou %câp;] okuçLFk] l U; kl vkJe½ ou ea gh 0; rhr gkrk FkA ošnd l ðdfr ea thou dk vFkz gS tho\$ou vFkz~tgk; ou gS ogh thou gâ vFkobn ea ouLiFr; ka ds l r mi; kx ds l kFk&l kFk mudh tM+ dks u dKVus dk vknšk gâ ouka dks tykus ,oa u"V djus okyla dks nf.Mr djus dk çko/kku fd; k x; k gâ eRL; ijk.k ea o{k dh efgek dk tks o.ku çkr gkrk gS 'kk; n o{kka ds çfr , d h vçfre vuçkx dh Nk; k fo'o dh fdl h Hkh l ðdfr ea ngyllk g&

n'k dñ l ekoki h] n'koki hl eks °n% n'k°nl e% i e% n'ki e l ekæp%AA vFkz~ykçl dY; k.k dh n"V l snl dñ/ka ds l eku , d ckoMh dk eglo gš nl ckoM+ ka ds l eku , d rkykçl ni rkykçka ds l eku , d i e dk vçš nl i e ka ds l eku , d o{k dk eglo gâ bl dk vFkçk; ; g gšfd nl i e vius thou dky ea fruk ykHk igpkrsgsmruk ykHk , d o{k nšk gâ bl çdkj ge dg l drs gš fd i ; kbj .k ds çfr l txrk dk 'kçkukn ošnd dky l s gh fd; k tk jgk gâ çkphu dfo; ka tš s dkfynkl] Hkk l] HkoHkñr] Hkëukj ; .k] g'kb/kz] 'kæd] fo'kk[knük vkfn us vius ukVdka ds ek/; e l si ; kbj .k ds çfr ekuoh; n"Vdksk dks l e>us ,oa l e>kus dk ç; kl fd; k gâ

½ukVî l kgr; ea i ; kbj .k fpuru

½d½ egkdfo Hkkl & egkdfo Hkkl us vius ^vfhk"kdokVd* ea Qyka ,oa o{kka dk l ðnj o.ku fd; k gâ Jhguæku }kjk y³ek xeu ds i'pkr~ogk; i ði okfVdk ea l hrk ds n'ku u gksus ij mlgkaus dgk fd eus xg e/; orhç m| kulç xgka rFk foekuka e] Lulukxkj k] jko.k ds xgka rFk çl knka e] e l 'kryk rFk vU; kU; nška ea l o= l hrk ekkr dks [kkst fy; k] i jürq dgh Hkh jke dh i ruh l hrk dks ugha ik l dka ejk l kjk Je çdkj x; k rFk os çkl kn ij p<dj Hkh nçkrs gâ pv; s v; a çenou jk' kAB² bl ea çBdj nçkçk pvçks çenou l ef) %bgfg³ p; gk; blæuhy l s cuk gçk] cM+ o{kka dh drkj l sfop= ; g LoPN çenou LoxZeablæ dsfcgkj LFky ds l eku çrhr gkrk gAB² bl çdkj Jhguæku us Lo; a çdfr dh l ðnjrk dh ç'kd k dh rFk çdfr dh mi ek blæ ds fogkj LFky l s dhA

^voekjde² ukVd ds çFke v³d eam| ku dk o.ku gâ vad ds çkJEHk ea l ; kuh dU; k dj³xh m| ku l s oki l vk jgh FkA jkLrsea , d i xysgkFh usçMk mi æo epk; k dj³xh Hk; xLr gks xbz pbl ds ckn m| ku ea

tkdj rFk ; FkBN fogkj djds jkt dçkj yk/ jgh Fkh bl h l e; nkl &nkl h vkfn ds gâ u&cckys ds 'kknka dks l qdj erokyk gkFh gFkokg dks ekj dj] iFoh dh /kry /kñ j Hkñ.k.kdk; cu dj] jktHR; ka ea f'kd; r i šk djrk gçk ogk; vkdj mi fLFkr gçkAB² i pe v³d ds çkJEHk ea ufyfudk ds çfr dj³xh dk dFku i ; kbj .k dh fo'kšrk çdV djrk g& pl [kh] ræus gekjk ân; D; k l e>k gB⁶ ugha tkuus okys ifjtu }kjk eçs çl Uu djus ds fy, eškdÿ ea Hkys yxus okys ije l çkñ/kr çdy] l jy] vtñ] dnç] oxçg Qw yk; s tkrs gš muea ejk l UÜki c<rk gh gâ ; g e; ç gekjs dU; ki ç ea i hB ençdk dk; l djrs gâ eus blga i kyk gš tkurs ; g de gš i jürq viuh fo'kšrk çdV djrs gâ ; g l kçdk 0; kç; ku çkJEHk dj nšk gâ vür ea dj³xh dñ nj çkl kn ea çBus dk fu'p; djrh gâ

ñç'kVikçdp^ ukVd ea /kñk"V² cM+ d"V ds l kFk dgrs gš fd ; fn , d ckyd vFkell; q us bl çdkj ijkœe fn [kk; k rks i e ds 'kçd l s nçk] vtñ r e ykçka dk D; k djçks bl ij nç kku ,oa /kñk"V² dk l ðkn pyrç gâ vür ea /kñk"V² [kk.Moou dk o.ku djrs gç dgrsgšfd & pçsi e ! l ukç ml blæ l si iNks tks igysfuokrdop jkçkl ka ds thou ds mi gkj ds }kjk i fr r gçk] ml 'kçj l si iNkç ftl fdjkr ošk/kjh dks vtñ us vuçd 'kL=kL=ka l s l UrçV fd; k Fk] ml vçXu l si iNkç tks ukx; K ea çl Uu gksus okyh gš vçš ftl dk riçk [kk.Moou ea gçk ml xU/koç fp=k³xn l si iNkç ftl us rçgs ijkLr fd; k ij vtñ ds }kjk r e jçkr gç AB² bl çdkj [kk.Moou ds o.ku l s ; g Kkr gkrk gS fd i wç ea Hkh ou ,oa okrkj .k ds çfr eut; ka ea l txrk FkA

çfrekukVd⁸ ea Jhike l hrk dks <wçrs gç dgrs gš fd , d s 'kçd dks ni çdjus ds fy, l Hkh voLFkçvka ea l kFk nsus okyh l hrk dks nçkçk gç! dgk; xbz! vçks! vHkh&vHkh l hps x, i Mka ds eny l hçp djrs gšfd l hrk ni ugha xbz gš D; kâd bo{kka ds pDdjnkj Fkçys ea fo|eku Qçuy ty ?kæ jgk gS vçš l ; kl s i çk i kl vkdj Hkh bl ešy i kuh dks ugha i h jgs gâ ty l s Hkxçs dhM+ çyka l s çkçj Hkçxs tk jgs gâ vçš ty ds l ek tkus l s o{kka dh tM+ea pçkka vçš u; h oy; kdkj jçkk cu xbz gAB² ; gk; ešy i kuh dçkç; e l s ty çnkk.k dks l e>kus dk ç; kl fd; k x; k gS l kFk gh l hrk }kjk o{k l hpu dh fØ; k l s ouLiFr çæ dks n'kçz k x; k gS ,oa v'kç ty gksus l s ; kl s i çk ty i ku ugha dj jgs gâ vr% l eLr çkç.k; kagrççR; çd olrç'kç] gks bl çkr dks çrk; k x; k gS rFk ty l s Hkçxs gksus ds çk .k dhM+

fcyka l s ckgj Hkks tk jgsdvr% ; gk çR; d tho dks viuk fuokl LFkku cukus, oaml dh l j {kk dsçfr dfo us viuh dYiuk dks çLrç fd; k gA jke dk l hrk ds çfr dFku& bgs l hrk rç vius iç ds l eku ikys gq gfj. kç o{kk} fol/; ioz} ou viuh l f[k; ka vç yrkvka l s rç fonkbz ys yka eã vc pedrs gq l s vksf/k ouka l s çdkf'kr] fgeky; ioz} ds mu ouka eafuokl d: çkAB¹⁰

^Loluokl onÙke^ ukVd eacãpkjh tc yok. kdxte l s vkrk gS rc og ekxl ea vr; f/kd FkdkoV gks ds dkj.k , d 'kkur fpùk okroj.k pkgrk gS vius foJke ds fy, og ekxl ea fLfr , d 'kkur LFkku dks nçkdj o.ku djrk gçk dgrk gSfd pfu'p; gh ; g rikou gksuk pkfg; A D; kãd bl LFkku dsçfr fo'okl gks tkus ds dkj.k Hk; Hkhr u gks gq exka ds l eg brLrr% Hke.k dj jgs gA mlga ; g fo'okl gks x; k gSfd ; gk ij dkbz Hk mlga gfu igpkus okyk ugha gA f}rh; dkj.k ; g gSfd ri Loh ykxka us n; ki wãd ; gk ds o{kk} dk l onZku fd; k gãvr%osi ti & Qy vkfn l s l ef) 'kkyh gA , d s Qy&Qy ka dh l ef) okys o{kuxj ea nⁿVxr ugha gks gA rrih; dkj.k ; g gSfd dfiyk xk, j ; gk vr; f/kd l ç; k ea fn [kkbz ns jgh gS , d h rikou ea gh i k; h tkrh gãrFk çãpkjh prfçz dkj.k crkrs gq dgrs gSfd ; gk fn'kk, j [krkaokyh ugha gA [kr rks xte & çkùrka ds l fludV gks gS rikou xte l snij gçk djrs gãrFk i pe dkj.k crkrs gq dgrs gSfd ; gk /kçk; vusd LFkku l s Äij mB jgk gA vFkç~; gk; Kkfn gks jgs gA ; gk çãpkjh us rikou dk foLr o.ku fd; k gAB¹¹ bl çdkj çãpkjh }kjk rikou dks vkuln dk LFkku crkuk , oa 'kkur dk çhd ekuuk i; kbj.k dh egùkk dks n'kkz-k gA vkt l Ei wç fo'o ea 'kkur , oa 'kç i; kbj.k dh gh vko'; drk gSA

^vfk'kkdukd^ ds rrih; vud ds çkjEHk ea v'kkcd okfVdk dk o.ku djrs gq 'kkçp.kz dk çfrgkj ds çfr dFku-pfots] egkjkt y³edsoj l s fuonu dj nksfd v'kkcd ofudk Hkx çk; gks x; h gA e. Mu dks il Un djus okyh egkjkuh elnkjh Lug ds dkj.k ftl v'kkcd ofudk ds iÙka ugha rkmfç gS ftl v'kkcd ofudk ea gok djus okys ey; kfuy Mj ds ekjs gok ugha djrs gS ftl v'kkcd ofudk ds ckyi kni dks dkbz Hk gkFk l s Nqps dk l gçl ugha djrk gS blæfij qdh ogh v'kkcd ofudk Hkx gks xbz tkdj egkjkt dks l fpr dj nAB¹² Jhguçku ds }kjk tkudh dks <çrs l e; v'kkcd okfVdk dks mtkM+fn; k rc 'k³edl.kz ds }kjk bl h v'kkcd okfVdk dks elnkjh ds }kjk Lug djus okyh crk; k x; k ; gk ij , d m|ku ds çfr vkHk.k , oa vy³edj

vkfn ea mi ; kx fl) fd; k rFk iÙka ugha rkm/çk ; g dgdj elnkjh dk m|ku ds çfr l j {k.k Hkko , oa ouLifr çæ dks n'kkz k x; k gS rFk cky ikni dgdj NkV&NkV/s i kSka ds çfr Lug Hkko dks çdV fd; k x; k gA l kFk gh ; gk ij gok ugha djus dk rkr; l çdfr dks d"V ugha igpkuk gS rFk çdfr l j {k.k Hkko dks çdV djrk gA bl çdkj çdfr dsçfr ekuoh; nⁿVdks k dks crk; k x; k gA guçkuth }kjk tc l eLr ou l Ei fùk dks u"V HkzV dj fn; k x; k rc egkjkt jko.k ds çfr 'kkçp.kz dh mfä bt; gks egkjkt dh! egkjkt] og okuj çMk cyoku gA ml us dey dh rjg l kyo{kk} dks m [kM+Mkyk gS nk# ioz} dks eçV çgkj l s rkm+fn; k gS yrk&xgka dks gkFk l sel y fn; k gS xtZ l s gh ou ds j {kka dks çgk k dj fn; k] ml dks idM+dj ykusa l eFz l sudka dks egkjkt vkKk çnku djaB¹³ 'kkçp.kz dh bl mfä l s ; g Li"V gkrk gSfd oñd dky ea Hk ou dh j {kk , oa l j {kk gçq j {kka dh fu; çä dh tkrh FkA ouka ds j [k j {kko l j {k.k dk nkf; Ro ; kç; O; fä; ka ds gkFka ea l kS k tkrk Fk os i wç dFvc) rk ds l kFk vius drç0; dk fuoçu djrs Fks, oa ouka dks u"V djus okys dks n.M fn; k tkrk FkA

^kçz egkdfo dkfynkl & vfkKku'kkçp.kz eadfo us 'kkçp.kz ds ifrxg xeu ds l e; ij o{kk} , oa yrkvka }kjk nh xbz fonkbz dk ekuoh; nⁿVdks k çLrç fd; k "gedka fdl h o{k us plæ ds l eku /koy , oa ek³xyd jS keh ol= çdV djds fn; kA fdl h us pj. kka ds jakus ds ; kç; egkoj çkçkçl ½ çdV fd; kA vl; o{kk} us dykbz rd mBs gq l çnj uru fdl y; ka dh dkfùr l s çrLi/kz djus okys ounçrk ds djryka l s vkHk.k k fn, AB¹⁴ bl çdkj o{k , oa i ti gekjs l kbn; l ds çhd gA buds vHkko ea l çnjrk dh dYiuk ugha dh tk l drh 'kk; n dkfynkl dk ; gh oä0; jgk gksçk& ; gk dkfynkl us ounçrk 'kçn dgdj o{kk} dks nç Lo: i ekuk gS rFk orçku l e; ds l kFk&l kFk i wç oñd dky l s gh gekjs ; gk ihi y] 'keho{k] [kç: Mh] iyk'k] oVo{k vkfn o{kk} dh i wç dh tkrh gS vusd 'kkç o{kk} dks dbz ykç vius?kj vçku ea ykçrs gS ftl l s ; s 'kkç o{k edku ea /kukRed Ätkz nçj __.kkRed ; k udkjRed Ätkz dks?kj l s ckgj fudkyrs gS ftl l s?kj dk okroj.k 'kç , oa 'kkç gkrk gA

½½ ukVî l kfgR; ea ok; q, oa /ofu çnkk.k&

l çdr : i dkaea Hk dh dfo; ka us i ; kbj.k 'kç] dj.k ds vlurç /ofu çnkk.k dks bl çdkj crk; k gS vfk'kkdukd^ ea çosk djrs gq ikfji kf'kãd dk dFku "egk'k; A dkuka dks QkMçk gçk l k ; g egku 'kçn dgk l s vk

jgk gS ; g , d k yxrk gS ekus çcy vkaKh I s çfjr
 gkdj vkd'k ea nksMys okys eška dk xtZu gkAB¹⁵ i q%
 y{e.k dsçfr I qcho dk dFku fdf"du/kk uxjh dk irk
 yxkrs I e; & "i wZ ea ckyh ds çkq/ka }kjk i kfyrr] vc
 vki ds v/khu] fdf"du/kk vk xbA vki Bgfj; seā vius
 xtZu I s i o r dks d f e i r r F k k e u t j ; y k s d d k s x r p k s U ;
 fd ; s n s j g k g A B ¹⁶ ; g k j i j I q c h o } k j k v i u s x t Z u I s
 i o r k a d k s d f e i r d j u k , o a e u t j ; y k s d d k s x r p k s U ;
 d j u k , o a i k f j i k f k o d d k ' k c n d k u k a d k s O k M e s o k y k
 ' k c n d g d j ; g k j / o f u ç n l k . k d k s n ' k k z ' k g A f t l e a o k ; q
 e a / o f u } k j k ç n l k ' k r d j u k ? k k s ' k r g k r k g A

¼½ukVîl kgr; ea tyçnlk.k&

I l d r : i d k a e a t y ç n l k . k I s l E c f u / k r d b z ' y k s d
 , o a r f ; g s f t l g a b l ç d j I s n f " V x r f d ; k t k I d r k
 g A ^ v o e k j d e ^ u k V d d s ç F k e v a d e a n o h d s ç f r j k t k
 d k c k + o k y h u n h d s f o " k ; e a d F k u t y ç n l k . k d k s
 n ' k k z ' k g A ^ n s o f o o k g c g r I k p d j d j u k g k r k g s
 D ; k i d t k e r k d h I a f u k d k f o p k j f d ; s f c u k ; f n
 v i u h : f p I s d l u ; k f d l h d k s n s n h x b z r l s o g d l u ; k
 v i u s n k s k I s ' o ' k j d y r F k k f i r d y b u n k u k a d y k a d k
 u k ' k d j M k y r h g s t s s c k + o k y h u n h v i u s n k u k a r v k a
 d k s f x j k n r h g A B ¹⁷ i q % ' k k s d s l k F k d j ^ x h d s ç f r
 v f o e k j d d k d F k u I w Z , o a r i r h H k i e d s ç f r t y r Y o
 d h d e h d k s n ' k k z ' k g A ^ I w Z f d j . k k a u s f t l d k j l
 [k h p f y ; k g S , d h ; g i F o h T o f j r k d h r j g r i j g h g s
 n k o k f x u y x u s I s o { k k a d h N k ; k I e k r g k s x b z g s x g k
 : i e g Q S y k ; s ; g i o r c a l h e a f p Y y k j g s g A ; g
 I a k j I w Z d h f d j . k k a I s n X / k a n ; g k d j e t i p A r I k g k s
 j g k g A B ¹⁸ B c k y p k : i v f x u p w k Z I s ; g : { k o k ; q l a k j
 d k s 0 ; k l r d j j g h g s d d z k i U l u k a I s ; g o { k y k s k a d k s
 L o f n r d j j g s g s n k o k f x u I s f i ? k y d j I w Z p w k z g k s j g k
 g s v l s I w Z d s r k i I s ; g I a k j n X / k g k s j g k g A B ¹⁹
 ^ e k y f o d k f x u f e = e ^ e a n o h d s ç f r x . k n k l d k d F k u t y
 d h L o P N r k , o a v ' k o r k d s f o " k ; e a c r k r k g A x . k n k l
 d k d F k u & n f o A , d k u g h I e > A j k t k d s l k F k j g u s I s
 x l s e H k h I q e n ' k k z g k s x ; k g A n s [k , & B p r j e u t j ; k a d s
 I g o k l I s e f k z e u t j ; H k h p r j g k s t k r s g A ; F k k f u e z y h
 d s I a x l I s n l ' k r t y H k h L o P N g k s t k r k g A B ²⁰

¼½ukVîl kgr; ea vU; çnlk.k

I e l r ' k o k r k o j . k d k s v ' k o d j u s o k y s d b z , d s
 ? k V d g S t k s i ; k b j . k d k s v ' k o d j u s , o a ç n l k ' k r d j u s
 d k d k ; Z d j r s g s / o f u ç n l k . k j v k d k ' k ç n l k . k v k f n
 o r z e k u e a f u r u ; s v k f o ' d k j k a I s , o a ; k r k ; k r d s l k / k u k a
 d h c < f h I a ; k I s i ; k b j . k e a v ' k o v . k q / k a d h I a ; k
 c < e j ' k o r k d k s ? k V k r s g A ç k p h u I e ; e a ; k r k ; k r

I k / k u k a d k v H k k o F k k I a ; k R e d n f " V d k s k I s b u d h
 I a ; k u g h a d s ç j k c j F k h i w Z e a H k h d f o ; k a d s } k j k v i u s
 x b F k k a u k V d k a e a b l d k o . k Z u ç k l r g k r k g A ; F k k
 * n r ? k V k k d p ^ u k V d e a n q k k z u d k d F k u & v j s ! ^ ; g
 I g l k H k o d E i d s l k F k ' k c n d g k j I s m B k \ v k d k ' k I s
 , d k m Y d k i k r g k s j g k g S e k u k a v k d k ' k g h t y j g k
 g A B ²¹ ; g k j i j n q k k z u } k j k v k d k ' k h ; ç n l k . k d k s n ' k k z ' k
 x ; k g A

^ e g k o h j p f j r ^ e a t c c k f y d s l k F k j k e d k ; q g k r k
 g S r c ; q / k e z t k f r 0 ; o f L F k r g k r s g S b l ç e k . k d k s
 ç L r r d j r s g q c k f y r F k k j k e , d n i j s l s d g r s g s f d
 r i g k j s I k F k y M e k ç ' k a u h ; g s i j l u r q v c r i g k j s f e V
 t k u s i j i F o h o h j ' k k ; k g k s t k ; s c h A b l v o l j i j
 y { e . k d k d F k u v k d k ' k ç n l k . k d k s n ' k k z ' s g q d g r k g S
 f d ^ e s k d s x t Z u d h r j g ' k c n g k s j g k g S t k s c g r
 x E h k j g s ²² t V k ; q u s t c I h r k d s f o " k ; e a j k e v l s
 y { e . k d k s c r k ; k , o a j k o . k d s d i V d k s I e > k ; k r c
 j k e d g r s g s f d D ; k f d ; k t k ; t k s b l v i e k u d s
 ç j k c j c n y k g k s I d A b l i j y { e . k ç r ; q k j n r s g q
 d g r s g s f d ^ H k k b z ç p . M r F k k , d = H k o r H k h r j g h H k h r j
 I y x u s o k y k x i + ; g d k i e p s f u x y r k t k j g k g s m l s
 t y k u s d k s v l s d q u g h a f e y r k g S v r % o g e p s g h
 t y k r k g s t s s o M o k u y I k x j d k s b l I s e p s c p k v k A B
 y { e . k d h b l m f ä e a o M o k u y ' k c n v k ; k g S ; g I e p
 d s ç n l k . k d k s n ' k k z ' k g A f t l ç d j o M o k u y I k x j d k s
 { k r i g p k r k g S m l h ç d j k Ø k k ' k j h j d k s { k r i g p k r k
 g A i q % y { e . k d s } k j k I ? k u o u d k s n [k d j j k e d s ç f r
 m f ä & ^ m l I e ; t V k ; q d k v f x u I a d k j d j d s i p o v h
 v k J e I s g e y k s p y s m l s c g r I e ; g r k j o u d h
 I h e k c g r i g y s N l / p o p h j v k x s d s o u H k ; k o u s ç r h r g k s
 j g s g s b l I s e k y e g k r k g S o u d s i f ' p e H k k x d k
 d e t j o u u k e d ; g H k k x g A

¼½ouLifr çel thon; k , oaouLifr I j {k.k

b l ç d j o u L i f r ç e l t h o n ; k v k f n I s l E c f u / k r
 d b z m n k g j . k ç k p h u x b F k k a e a H k h ç k l r g k r s g A o n k a e a H k h
 o { k k a d k s i i r ; e k u d j m u d h i v t k d j u s g r q ç s j r f d ; k
 x ; k g A ^ k o y ; t o p ^ e e . ^ A j u e k s o { k s H ; k s g f j
 d s k s H ; % i ' k u k a i r ; s u e k s u e % ' k f " l i a t j k ; f l o " k h e r s
 i F k h u k a i r ; s u e k s u e k s g f j d s k k ; k i o h f r u s i q v k u k a i r ; s
 u e % ²³ m ä e l = } k j k o { k k a d k s i ' k q / k a d k s u e l d k j d j
 m l g a n o L o : i e k u k g A ç k p h u o n f o | k i ; k b j . k d h
 I j { k d F k h o { k k a e a d q n o { k t s s c j x n j i h i y j [k s t M h j
 v i k e l x & [k k d j k v k f n d k s i i r ; e k u d j f o ' k s k o r R ; k s j k j k a
 i j b u d h i v t k d h t k r h g A i h i y d k s f o " . k q d k L o : i
 e k u d j i v t k d h t k r h g A e f g y k , a v i u s I g k x d h j { k k

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^vfhk'kcdukVd^ ea tc guæku y³edk Hkæ.k djrs gA
rFkk l hrk dksu nqk ikrs gArc l Ei wLz y³edk dk o.ku
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e/; orhZ m | kuk; xgka rFkk foekuka e; Lukukxkj; jko.k
ds xgka rFkk çkl knka e; e?k'kkyk rFkk vU; kU; nskka e;
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dks dkbz Hkh gFk l s Npsdk l kgl ugha djrk gS blæfji q
dh ogh v'kcd ofudk HkXU gks xbz tkdj egkjkt dks
l fpr dj nA²⁵ vy³edkj fç; k egjkkuh elUnknjh dk
o{kka l svR; f/kd Lusg Fkk og i Uka dks rkm/rh rd ugha
Fkh rFkk çkyi kni ka 1/4 Nks/s o{kka ds çfr ml dk okRl Y;
Hkko FkA ml l e; i kni ka dks Nus rd dk l kgl ugha
FkA bl çdkj ge dg l drsgSfd ukVdka ea Hkh dfo; ka
us o{kka ds çfr ekuoh; n³Vdksk dks vi uk; k gS , oa
ouLifr ds çfr l txrk , oa Lusg grq çs jr fd; k gA
vkt Hkh gekjh Hkjr rh; efgyk, a i ði ka dks vi uk vya kj
cukdj gFkka ea fl j ij xys dku vkfn ij l tkrs gA
ouLifr gekjh l ðnjrk ea of) djrh gA

^vfoekjde^ ea fo | k/kj }kjk l kñkeuh ds çfr dFku
vfrffk 1/2 ouLifr 1/2 dks ekudj fd; k x; k 0; ogkj fu'pr
gh vyx gA ^l kñkeuh& nqk k; nqk k; l eæ l sf?kjH gLz
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vkrh tk jgh gS vk; çdV gks tkus okys; g o{k
cjl kr ds eSk dh rjg ekye i m+ jgs gB²⁶ Hkæ; ; g
ioR dN dky rd gekj vkfrF; djus ea l eFkz gS
vr%foJke djds pyæA çkphu l e; l sgh ouLifr dk
vi uk eglo jgk gA ouLifr , oa ml dh vk; pnd
vksf/k; k; 0; fä; ka dks LokLF; dk ykHk çnku djrh gA
tgk; vksf/k; k; LokLF; dks ykHkFlor djrh gA ogha
ouLifr geavkulln , oa l pnu çnku djrh gA ^jRukoyh
eao.ku fd ^l æke ea Hkxoku fo". kqdsxys i Mh dka rHk ef.k
dks nqk dj 'k=q Hkxodj xk; c gks x; A l i z x#M vkfn
el= ds çHkko l svkgr gkdj i Foh ds uhps jgrs gA rFkk
çkphu dky ea tks eSkukn l sohj y(e.k , oa l çkholfn
okuj ; k) k vkgr gq Fks os Hkh xqkka ds dkj.k egku-

vksf/k ds xU/k dks l pkdj i p% thfor gks x; s FkA²⁷ bl
çdkj çkphu dky ea vksf/k; k; ekuo dks çk.k 'kfa
çnku dj i p% thfor djrh Fkh ; g l c dN ouLifr
dh nsa Fkh l Fk gh ouLifr dks l j {k.k çnku fd; k
tkrk Fk , oa intk dh tkrh FkA dkpuetyk dk dFku
^gs Lokfeuh ! fudV gh gA vki nqk D; ka u yA ; gh
og fujUrj Qy f[kyus l s 'kdkr egjkkuh 1/4 ki 1/2 ds
}kjk vi ukbz xbz ek/kohyrk gS vk; ; g nL jh uofydk
gS ftl ds vl e; ij Qyka ds f[kyus dh J) kokys
egkjkt fur; &fur; fpflrr jgrs gA vr% bl s yk?k
1/4 kj 1/2 dj og jæk'kcd o{k gh fn [kykz l m+ jgk gS tgk;
vki intk djæhA²⁸

jktk mRl o fç; gks gA os uohu i Vyoka ds vkus ij
mRl o eukrs gS jktk mn; u us 'kdttryk ds vHkko ea
ol Urk l o dks jkd fn; k FkA dppdh dk dFku Bvk; Z
; fn l p l drh gks rks di; k crk nhft , fd egkjkt us
; g ol Urk l o jkd D; ka fn; kS²⁹ çdfr ds çfr çæ
vkn'kz çkj Fkhd l e; l sgh jgk gA 0; fä vi uh fpUr
l seæ gks grq, dkur , oa 'kUr LFku <ærk FkA jktk
mn; u bl h grq l scenou ea x; s FkA muds çfr dppdh
ds l dnu Hkjs oä 0; ^egkjkt eUs scenou dh l c txg
nqk yH gA vc vki bPNkuq kj tgk; vki ds fpUk dks
vkuUn feys ogk; çBAP³⁰

'kdttryk ds ifrxg xeu ds l e; egkjkt d.o
tc ouLifr] o{kka , oa i 'kæ; i f{k; ka l s 'kdttryk dks fonk
djus grq fuonu djrs gA rc dks y vi us 'kCnka }kjk
'kdttryk dks fonk djus dh vuæfr çnku djrh gA
vuærxek 'kdttryk r: fhkfj; a ouokl cu/kqHk%
ij Hkrfo#ra dy ; r% çfropuhdreHk kReu%AA³¹ vFkz~
vjs! bl 'kdttryk dks bl ds ouokl ds cu/kq o{kka us
tkus dh vuæfr ns nhA D; kcd l ðnj dks y ds 'kCn
1/2 dN 1/2 dks bl gkaus bl çdkj vi uk çR; ðkj cuk; k gA bl
l e; doy 'kdttryk gh nqk kh ugha gks jgh vfi rq
l elr rikou nqk kh gks jgk gA mnxh.kh Hkz doyk exh
ifjR; äurZk e; jhA vil r ik. Mq =k epflur vJq bo
yrkAA³² gjf.f.k; ka us vi useg l s dQkka ds xkl 1/2 doj 1/2
mxy fn; s gS ekjuh us ukpuk NkM+fn; k gS vk; yrk,
i hys i Uka dks fxkdj ekus vki pka dks cgk jgh gA

^idfr & oBko egkdK; e^ ea ikdfrd l s rka dh
egUk dks n'kz sokD; gS tS spi ukrq; ; kbj.kafi ukD; l kS³³
vFkz~Hkxoku f'koth i; kbj.k dh j {k djrs gSo b/; s a
fgjRdudflr oup o{k³⁴ vFkz~ou , oa o{k dks gh
gjk l ksk dgk gA bl çdkj dfo; ka us vi u&vi us
ukVl xHkka ea çkdfrd l ðnjrk dk o.ku djrs gq çkr%
dkyhu o.ku l U/; kdkyhu o.ku i 'kæ; i f{k; ka o{kka , oa

ouka dk o.ku fd; k gS rFk mlgkaus çdfr ds çfr ekuoh; n"Vdksk , oa çdfr l s çktr gkaus okys vkuln dks vius 'kcnka eafy [kk gA ogh o{ka , oa ouka l s çktr gkaus okys ykHka dks n'kz k gA dfo dkfynkl us vius vfhkKku'kkdtjry ukVd eaçdfr çæ dkscrijd ekuoh; Hkkoukvka dks crk; k gA 'kdtjryk dk ukedj.k Hkh "kkdtjry ykfyrk bfrB vFkkz~ 'kdtjryk if{k; ka }kjk ikfyr 'kdtjryk bl çdkj dfo useutj; , oa if{k; ka ds e/; rknkRE; l Ecu/k dks LFkfr fd; k gA çphu l e; ea vkJeka ea o{ka dks yxkdj mlga cMk fd; k tkrk Fkk , oa vf/kdre l ç; kvka ea o{ka dks yxk; k tkrk Fkk l kfk gh l e; & l e; ij gou deZ vkfn djds okroj.k dks 'kq , oa ifjekftz fd; k tkrk Fkk ftl l s çR; d 0; fä dk LokLF; vPNk jgrk FkkA

fu"d"z %

orëku l e; ea eutj; vius Lokfkz ds dkj.k fuR; & çfrnu vusd o{ka dks dkVrk jgrk gS ftl l s Hkkjh ek=k ea o{ka dh deh vutko gks jgh gA l fgr; ea fo|keku i; kbj.k f'k{k dk ykHk mBkdj LoPN o l jf{kr okroj.k cuk; k tk l drk gA yfdu eutj; vkt vR; f/kd ek=k ea çdfr dks {kfr igpk jgk gA ftl l sorëku ea eutj; dk LokLF; mruk vPNk ughaGS ftruk igys gqvk djrk FkkA l jdkj vius fur&dkuu fu; eka dsek; e l sbl ij vadqk yxkus dk ç; kl dj jgh gS fdUr qfQj Hkh dñ gn rd bl ea vktj Hkh igy djus dh vko'; drk gA tc rd eutj; dk i; kbj.k ds çfr vkn'iz Hko LFkfr ugha gksk rc rd bl l eL; k dk l ek/kku l Etko ugha gA çfro"iz 5 tu dks i; kbj.k fnol gekjs nsk ea euk; k tkrk gA ml dk mıs; i; kbj.k dks thfor j[krs gq ml dk l j{k.k djuk gh eç; /; s gA

l UnHkz xlfk l ph&

- 1- : æk"Vk/; k; h & ipels; k; A
- 2- çdfr&oBkoa egkd0; e- &2@2
- 3- vfhk"kdukVd &2@4 dk 1/2 | 1/2
- 4- vfhk"kdukVd &2@4 dk 1/2 | 1/2
- 5- vfhk"kdukVd &'ykd&2@5
- 6- vfoekjde~&1@5 dk 1/2 | 1/2
- 7- vfoekjde~&5@1 dk 1/2 | 1/2
- 8- nq?kVkdpe~&1@22
- 9- çfrekuVde~&5@2
- 10- çfrekuVde~&5@11
- 11- Loluokl onlke~&1@12
- 12- vfhk"kdukVd &3@1
- 13- vfhk"kdukVd &3@4 dk 1/2 | 1/2
- 14- vfhkKku'kkdtjrye~ &4@47
- 15- vfhk"kdukVd &1@2
- 16- vfhk"kdukVd &1@7
- 17- vfoekjde~&1@3
- 18- vfoekjde~&1@3
- 19- vfoekjde~&4@5
- 20- ekyfodkfxufe=e- &2@7
- 21- nq?kVkdpe~&1@25
- 22- egkohjpfjre~&5@26 dk 1/2 | 1/2
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- 24- vfhk"kdukVde~ &2@4
- 25- vfhk"kdukVde~ &3@1
- 26- vfoekjde~&4@12
- 27- jRukoyh &2@5
- 28- jRukoyh &1@18 dk 1/2 | 1/2
- 29- vfhkKku'kkdtjrye~&6@3 dk 1/2 | 1/2
- 30- vfhkKku'kkdtjrye~&6@6 dk 1/2 | 1/2
- 31- vfhkKku'kkdtjrye~ &4@13
- 32- vfhkKku'kkdtjrye~ &4@14
- 33- çdfr&oBkoa egkd0; e- &1@1
- 34- çdfr&oBkoa egkd0; e- &4@37

"We want deeper sincerity of motive, a greater courage, in speech and earnestness in action".

- Sarojini Naidu

Reflections

Orientation for Shedding One's Idiosyncrasies

Er. Ajay Lotheta*

I have been teaching in HPU since quite long but had little idea about the orientation program being conducted by UGC-HRDC. On the first day, I found myself among 30 participants from across the country from various disciplines that had come to attend the program (OP-124). Soon we became friends and started interacting with each other. Every day the program started with prayer and discussion on some thought that was an ice breaking session. Then followed lectures by resource persons drawn from different disciplines. These lectures help in developing a holistic and eclectic approach where teachers are trained to form an overall perspective on different issues pertaining to society. This also helps in developing a broader outlook making teachers more aware of current issues of national importance and areas of concern in various disciplines so that they become better professionals and responsible citizens. The program also included social interaction among

participants involving group activities. These were useful in developing the qualities of social cohesion and team playing. These exercises also help in shedding ones idiosyncrasies and enrich our personalities.

The Director of HRDC Prof. Kiran Rekha managed the overall program quite well and Deputy Director Dr. Anita Sharma ensured that the program was well organised. The participants were encouraged to join the discussion during the lectures. These interactions develop an ability to think for themselves. At the end of the program we found ourselves more enriched, better informed, filled with new insight and capable of playing our role as better teachers and professionals which is testimony to the fact that this program has been greatly successful.

Woods are lovely dark and deep, but I have promises to keep;

Miles to go before I sleep and Miles to go before I sleep.

An Eye – Opener Course

Mrs. Megha Agarwal**

In the words of Denis Waitley, an American writer, "Never become so much of an expert that you stop gaining expertise. View life as a continuous learning experience." This quote being particularly applicable to the teaching fraternity is what brings many teachers together on a common platform – UGC-HRDC for their Orientation or Refresher Courses. In the quest of updating their knowledge, 37 academicians from 11 states participated in the 3-week long Refresher Course in Business Studies (RC-299) at UGC-HRDC, HP University that started off on 5th December 2016. Coming from diverse cultures and backgrounds, the

take-aways for each participant from the course must be equally diverse as well.

Before taking the course, and after getting to know the experience of some of my colleagues who had attended the Refresher Course here, I assumed it was going to be an all work and no play. We, the participants were supposed to act as Reporters and Chairpersons of the sessions by rotation, make an individual presentation, prepare a project and make presentation on the same, apart from being involved in several committees. However, over the course of time, all this, which initially seemed to be a Herculean task, given the short

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time span, paved way for Group Cohesion, team spirit, friendships and of course learning in a fun way. It also improved the confidence level of the participants.

Every single day of the course started with a prayer, meditation and 'thought of the day', which together created an aura of positivity all around. Participants were given an opportunity to widen their horizon of thinking, through the lectures of learned scholars, professors and dignitaries of varied organizations. The learned Resource Persons shared their views not only on contemporary issues like Demonetization but also on versatile topics like Business Ethics, Leaders and Leadership, Stress Management etc. Some sessions included talks on teaching profession centric topics like Participant Centred Learning Process and Case Studies. Participants were given an equal chance to improvise their communication skills through the interactive sessions.

On behalf of all the participants, I thank Prof. (Mrs) Kiran Rekha, Director, UGC-HRDC, HPU and Prof. Chaman Chandan, Course Coordinator for their consistent support effective management, subject interactions and guidance throughout the course. The participants are also grateful to Dr Anita Sharma, Deputy Director, UGC-HRDC, HPU for enlightening them with some valuable words of wisdom on a daily basis with a lot of energy and positivity throughout the course. RC-299 has been a great learning experience. It was fun to see our colleagues pretend as students and re-live their school/college days and these memories would be cherished forever. The best part was that additional an eye opener during learning was the process of these week discussions and interactions on the theme topics of technical sessions.

A Delightful Experience

Dr. Shukla Rani*

Orientation Programme (OP-121) of UGC-Human Resource Development Centre commenced on 21.09.2015 and concluded on 17.10.2015 successfully. 32 participants from 14 states and 17 disciplines graced the programme. HRDC Shimla invited about 48 resource persons from different disciplines to deal with different areas of subjects and courses. All the resource persons delivered comprehensive talks on their respective fields and subjects of their expertise. Participants were assigned different responsibilities under various committees namely, Editorial Committee, Academic Committee, Brain Trust Committee, Culture Committee, Discipline Committee, Evaluation Committee, Food & Refreshment Committee and Gems Committee.

The resource persons dealt the contents ranging from quality in Higher Education, Power of Motivation, Guidelines for Effective Individual Presentation, Library Information System, Leadership Styles, Teaching Technology, Himachal Insight, Active Learning, Guidance and

Counselling, Micro-teaching, Scientific Temper, Human Rights, Stock-market, CBCS, Disaster Management, HIV-Aids, Nano-technology and Harmful Effects of Mobile Power Radiations, Good Governance, Self-Introspection, Time Management and many more. All the highly learned resource persons were effective planners, communicators and presenters having sound command over their content and language. The lectures were participatory and highly interactive leading to healthy discussion. Prof. (Mrs.) Kiran Rekha, the Director of UGC-HRDC Shimla was highly supportive, interactive and resourceful throughout the programme. Dr. Anita Sharma, Deputy Director, UGC-HRDC, Shimla who is a very dynamic and versatile personality was the co-ordinator of the programme. She managed all the activities effectively and smoothly. In nutshell, it could be stated that it is an intellectuals' delight to attend an Orientation Programme at UGC-Human Resource Development Centre, Himachal Pradesh University, Shimla.

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Refresher Course Speaks: A Rejuvenation

Dr. Shivani Kundi*

It's my full pride privilege to report RC-293 in English comprehensively on behalf of all the participants. At the outset I would like to mention our deep gratitude towards the dignified team HRDC Prof. Kiran Rekha, Director, HRDC & Deputy Director Dr. Anita Sharma for conducting meaningful Refresher course in UGC-Human Resource Development Centre, H.P. University Shimla. All the days beguiled with a devotional mood tinged with Prayer followed with debate, discussions and sharing emotions on the wonderful quotes by the concerned Chair-persons, Vibrating technical session by prominent dignitaries, kept us genuinely refreshed, energetic & enlightened throughout the course.

On the very first day during setting the tone session, Prof. Kiran Rekha, Director HRDC announced to set a goal, set a deadline, make a plan, take an action and success will be yours. During the inaugural session in the esteemed presence of Prof. A. D. N. Bajpai, Hon'ble Vice-Chancellor, Himachal Pradesh University, Shimla, Dr. Sanjana Shamsheri Course Coordinator announced the theme of the Refresher Course entitled "New Trends in Theories and Literature" Prof. Neena Arora, co-coordinator proposed vote of thanks to dignitaries. 35 participants from 15 different states were throbbing with these emotions mentioned like this in my own poetic lines:

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i kj [kh ut+j ka ds fo | kFkhz vkſ Hkfo"; gſ moſj

Divided into eight committees the house started blossoming under the expert supervision of the Director Prof. Kiran Rekha and Deputy Director, Dr. Anita Sharma and in a wonderful Co-ordination of Dr. Sanjana Shamsheri and Prof. Neena Arora and last but not the least along with the team spirit of participants. In all near about 42 lectureer by competent resource persons were delivered in technical sessions

with fruitful practical sessions, concerning library, IT Lab, IIAS visit etc. the range of high scores are shown in the graphs on behalf of participants upto 100% for daily programmes and 95% for resource person, proves the successful organisation of the course. The lectures touched all the dimensions of the theme like partitions literature (Prof. Neena Arora), studies by Prof. Minakshi F. Paul, Resistance in Indian literature (Prof. Ram Wagh Mehta), Subalton theory (Prof. Jaiwanti Dimri), Rethinking Rasa and Auchiya (Prof. Sudhir K) Feminist Literary Criticism (Prof. Pankaj K. Singh) and so on.

And noteworthy is the point that some of the lectures viberat the house to this much extent that poesis or creation also took place. For example Prof. Neena Arora delivered a lecture on partition which was poeticized by the participant Dr. Bharati Sharma. All the participants delivered individual presentations on very important related topics.

During other assignment scheduled by HRDC, 13 participants opted for book reviews and the remaining 22 did projects on the selected topics moreover, there was a thought provoking brain trust exercise conducted by prof. Kiran Rekha. At the moment the house also pay a vote of thanks to all dignitaries of HRDC, English Dept., library staff who provided the suitable atmosphere to the participants.

Before a relaxing cultural event, last of all academic activities on 30.09.2016 there was MCQ test on three week's interactions and discussions. On 1.10.2016 the house celebrated valedictory programme with the dignitaries: Chief Guest: Prof. R. S. Chauhan Pro-Vice Chancellor, H. P. University, Shimla, Director Prof. Kiran Rekha, Deputy Director Dr. Anita Sharma, Course Co-ordinators Dr. Sanjana Shamsheri and Dr. Neena Arora. With lot of rejuvenating unforgettable experiences the house said good bye to UGC-HRDC, H.P. University with the hope to meet again.

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Reverberation of a Special Course

Dr. Digvijay Pal Singh*

After the inaugural day (March, 06, 2017) of Special Winter School, the entire course of 21 days saw the daily sessions beginning with prayer, silence, report readings, reflections as 'thought for the day' so as to set the tone of the day. The Hon'ble, Vice-Chancellor Prof. A. D. N. Bajpai was the chief guest along with the Hon'ble Vice-Chancellor, Prof. S.C. Raina, NLU-HP, the keynote speaker. During the informative Special Winter School on 'Value Education', 30-Resource Persons interacted on different topics related to moral education and discussed the relevance of human values in Indian context and the changing world technocratic society. Last but in no way the least Prof. Kiran Rekha, the Director of HRDC, Shimla and the head of this family not only taught us ways to introspect ourselves for self development, but she herself epitomized qualities of regality in her humility, dynamism in her poise and serenity in her candour. She manifested true human values of forbearance, patience and equanimity amidst moments when situations had to be controlled through prompt decision making. She has shown how human grace, charm and acute intellect can supplant the exercise of iron fist.

The participants displayed immense maturity and bonhomie and I am sure many have not just made friends for a lifetime (as I myself have received many friend requests on

facebook), but have equally improved on older ones. We all have learnt a trick or two from life on how to win hearts and I am more than sure we all believe that this chain of hearts will not break, as the song goes: "Zindagi ki na tootey ladi, Pyar kar le gharhi do gharhi".

The kindness offered by our Director Ma'am, the persistent motivation offered by the Deputy Director Ma'am and never the say die attitude of the Coordinator led us by example. His gentleness and the way he introduced the Resource persons to us was appreciated by all and sundry. We will all miss his warmth and the way he greeted us whenever he came across us. Deputy Director Ma'am turned out to be a live wire, and a lady who gradually shed off her apparent sternness and basked with us in the sunshine after a snow blanching late spring that surprised and flattered many of us. Finally Prof. Girija Sharma, Dean of Studies, joined the group as Chief Guest on valedictory day. In her address she actually completed the entire curriculum on values by adding that centuries old morals and Ethics can be applied in modern era also with certain important modifications to suit the present times. All the participants bid farewell to the triumvir of third special winter school of HRDC, HPU, Shimla, with the hope to meet again in the serene environment of Himachal Pradesh a Devbhoomi.

Orientation Induces: A Learning Forever

Dr. Vijeta S. Singh*

HRDC, HPU Shimla is one of the best Human Resource Development Centre in India. I am very fortunate to have opportunity to do my orientation programme (OP-122) in Shimla. I find very good cooperation from the entire staff. No matter if there are many positive things we find one necessity i.e.

accommodation, but that can be ignored with the hope that it will soon be maintained by HRDC Shimla.

Director and Deputy Director generate great enthusiasm amongst the participants and create healthy academic environment throughout the 4-week programme. The thing

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which I like the most, is resource persons from all disciplines who cover all essential topics viz. Pedagogy Psychology, Disaster Management, Good Governance, Health and Administrative attitude, Human rights, Self Development etc. which are excellent for orientation and quite useful in every one's life.

I have learnt many things from this OP-122 which I will follow in my life forever such

as positive thinking, cooperation and coordination with all in positive sense. I find very good friends and positive energy in this group. I wish to come again if I get opportunity to participate in Refresher Course here in the natural beauty of Summerhill, Shimla. My kind and best wishes to the HRDC, HP University for the ever successful future.

Value Education: A Retrospect

Ms. Priti Singh *

In the serene sylvan surrounding of Summer Hill, Shimla, commenced the Special Winter School dwelling on the theme of Value Education, saw eager enthusiasts, teacher – participants from across 7 states and 13 disciplines in active participation. It was hosted ably and gracefully by dynamic ladies, dedicated Director Prof. Kiran Rekha, devoted Deputy Dr. Anita sharma with a committed and dutiful staff in cohesive co-operation. The Special Winter School solemnly inaugurated in full ceremony by twin VC's Honourable Dr. A.D.N. Bajpai and Prof. S.C. Raina. Course Co-ordinator Dr. Nain Singh set the tone of three week's Schedule various guidelines, formation of committees, breaking the ice were concepts with which we soon became familiar and well known, that helped us to carry on different assignments thoroughly. I summarise the 21 days interactions with Resource persons, participations by the teachers group, activities and presentations projects and field visits, evaluation and find test etc. as follows.

The great Indian Epics, the Ramayana and the Mahabharata as consortiums of value mentioned in the following lecture was inspiring, Whilst the former upheld values in the highest esteem; the latter saw the same deteriorating to the lowest. A talk on Higher Education in Contemporary Times and an

exercise on I, You and Law was simply gratifying. A workshop on Value Conflict in Decision Making was equally productive and thought provoking. Mars is too cold, Venus is too hot, Earth is just right...signals to make the optimum use of resources, sustaining it for posterity. A thing of beauty is a joy forever aptly sums up the idea that imbibing the art of appreciation surely is a wonderful quality. 'Values are not taught but they are caught' formed the essence of Literature and Human Values in entirety. Knowledge about Mushroom and its cultivation beneficial, cited how nutritive and important is its calorific value towards promoting better health.

The benefits of yoga, pranayam and meditation when practised relentlessly, make one realise that LIFE certainly is the most precious wealth. It is not the man that matters but the man behind the machine that matters; Heights and distinctions are not achieved by attaining a certain height but by burning the midnight oil beautifully sums up the talk of the chief of SSB. Glimpsing the world of Urdu sharing similarities with Hindi was a revelation and spontaneous was the applause to melodious Urdu Shayari. Informative was the talk on the changing computer world and cloud computing. Whilst the inaugural address on Integral Humanism of Deendayal Upadhyaya was

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equally inspiring. Rightly pointed out that the world is indeed driven by values and lauded for her virtues India has been hailed the world over, but sad to say, collective values are deteriorating. The role of research projects in Value Education and its financial management was also very enlightening. Channelizing youth power is the need of the hour was in a nutshell the content of moral value and ethics among youth. In all, earnestness discover and develop the leader in you, for without values one is a flower without fragrance akin to an uncouth.

Introspect thyself for self development and related exercises taught us in interesting manner how to identify and boost the latent talent. Citing that values are directly related with emotions and spirituality, the teacher as the carrier of value orientation, most certainly is an ideal role model for the students. Education today is producing consumers, making man a machine sadly reflects its state, in contradiction that once upon a time education was said to empower. Discussion on Human values and gender sensitization revealed how low in esteem women's status does society render. Where bereft of ethics and values is governance

but replete galore with rules and regulations. Educate, because education is not the goal but a tool and interest is the mother of concentration. Love is God, God is Love, Peace, Purity, Patience, Persistence and Perseverance are the enternal values. Knowledge, Skill and Attitude, the right combination of this awesome threesome can work wonders good and real. Reading as a source of quality teaching and it increases efficiency when done dutifully with proper zeal.

Enchanting, exhilarating was the excursion to Narkanda, amidst the verdant venerable deodars shone the scintillating sheet of snow; Fanning us on the way to Hatu peak was the chilly winter breeze, somewhat severe in its blow. Exquisite, enticing and mesmerising nature's radiant beauty outshone, the beautiful sky above and the loveliness below. Prayers, Presentations, brain Storming, Quiz, Brains Trust, MCQ, Hidden talent and thoughtful discussions also added to the values. We are grateful for the power packed days as well as moderate days. All's well that ends well and now from all of us – a Big Thank you.

Law and Social Transformation (RC-294) , d utj ea

Ms Anjali Prasad*

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Take-aways from Business Studies

Dr. Ashish Mathur*

On behalf of Evaluation Committee, Dr presented the report of three week course in Business Studies starting from 5th Dec. to 24th Dec. 2016. The inauguration of this Refresher Course-299 was done by Prof. Rajender Singh Chauhan, Hon'ble Pro Vice-Chancellor, HPU Shimla on 5th Dec. in the august presence of Prof. Kiran Rekha, Director, HRDC, Prof. Chaman Chandan, Coordinator of RC-299, Prof. Shyam Kaushal, Director, Business School, Prof. Yashwant Gupta, Former Director, Business School, and Dr. Anita Sharma, Deputy Director, HRDC.

The afternoon session started with the "Setting the Tone" of proceedings details for convenience of participants and "Breaking the Ice" exercise when every teacher was to introduce each other and share their strengths, likings, description of teaching profession etc. The individual views had been depicted through the charts on the notice boards. After that various committees were formulated and all were assigned the related task.

The resource person for the second day was Prof. Chaman Chandan who deliberated a very informative and educational lecture on very contemporary topic i.e. 'Demonetisation and its Effect on Indian Economy' that enlightened the participants about the nitty and gritty of a transformational decision taken by the government. The next resource person was Prof J. B. Nadda from HP Business School who spoke very effectively on the topic 'Politics in Decision Making' in the first session and 'Effectiveness in Behaviour' in the second session with the help of small 'case studies. In the afternoon session on the same day Prof. Kiran Rekha briefed us in a very elaborative way about the 'Effective Individual Presentation'.

The resource person for the fourth day was Prof Kapil Kumar from IGNOU, Delhi who

spoke fearlessly on the issue of 'Business Ethics' and advocated that business and ethics are contradictory to each other. On 5th day, resource person was Prof Manjit Singh from Panjabi University-Patiala who deliberated on the issue of "Participant Centred Learning Process" and emphasized on the importance of this process on the learning of the students. The same day in the afternoon session, Prof. Kiran Rekha briefed us about the "Necessary Steps for Project Work" in a detailed and interactive manner with the help of examples and ppts. Dr. B.S Ranjan from Dept. of Yoga also delivered a lecture on the importance of Yoga and gave demonstrated various asana with their relevance.

For second week, on 12-13th Dec. Two resource persons were from Kurukshetra University, Kurukshetra, Prof. B.S. Bodla from KUK who spoke on "Indian Banking: Performance and Issues in Global Era" and Prof Anil Mittal who demonstrated the "Use of Quantitative Methods using SPSS" in a very simple way. During mid of week, Prof Pramod Sharma spared his time to be resource person and delivered a very detailed talk on the topic "Leaders and Leadership" and advocated that everyone has a leader but need to know that. Dr Management" and gave very invaluable inputs about various techniques to de-stress ourselves.

Dr Sunita Bharthwal from TITS-Bhiwani also delivered a lecture on "Brand Management and Personal Branding" and educated how we can develop our own brand on Friday. Dr Ashish Saijhpal from Punjab University-Ludhiana spoke on the topic "Retail is all about Detail" with lots of facts and figures locally and globally on last day of this week. Prof Pankaj Madan from Gurukul Kangri University, Haridwar taught us "How to Prepare and Use the Case" in the class room teaching in the beginning of last week..

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Prof A.K. Vashisth from PU Chandigarh gave a very valuable talk on the topic “Globalization of Financial Markets” and apprised us of many financial terminology which most of us were unaware on Dec. 20, 2016. Then next day, Prof AS Chawla from Panjabi University, Patiala also taught the “Use of Case Studies in Class Room Teaching” with the help of some real time example. Once again Prof Chaman Chandan was amongst us who also educated us about the “Use of Case Studies in the Teaching Learning Process . The last lecture of the course was delivered by Dr Meghna Sharma from Amity International Business School, NOIDA on the topic “Corporate Warfare: Red & Blue Ocean Strategy” which was also very strategic and unique. The course concluded by Brain Trust and MCQ Test organized by Prof. Kiran Rekha and finally there was Hidden Talent Activity. Prof. A.D.N. Bajpai, Hon’ble Vice-Chancellor, H.P. University was chief guest of valedictory.

As per the instructions and guidance by the Director, HRDC on the daily basis, every

resource person and overall day was evaluated by the participants on the basis of pre-assigned criterion by UGC-HRDC. I would like to inform the house that the average rating of the Resource Person has been 81.6% ranging from 70% to 93% and the average rating of the overall day has come out to be 80.6% ranging from 71% to 90%. This little difference is obvious as the participants have different areas of their likings and level of understanding. On behalf of all the participants of RC-299 I would like to acknowledge that this course was very fruitful and full of knowledge and we are sure that the takeaways from this course would prove to be very instrumental in the career progression of one and all. At the end on behalf of all the participants and especially on my own behalf, I would like to extend my heartiest gratitude to Hon’ble Vice Chancellor, Director-HRDC, Coordinator of this course, Deputy Director-HRDC and every staff member of HRDC and the University for extending their support in our all endeavours.

Impressions of OP-124

Ms. Bala Devi *

I enlist in this impact study report, the feedbacks given by 31 participants of orientation programme taken on ‘Programme Evaluation Forms’ during the concluding day (03.12.2016). In the programme evaluation form the participants were asked questions like; what are the strong points of the programme? the resource persons whom you would recommend highly for the future, suggestions for improvement of the programme and describe the programme in one sentence etc. The answers given by the participants of these questions have been concisely compiled in this report.

According to the participants, the strongest points of this programme were the resource persons and the core-staff, according to them they were highly qualified and interactive. The second important to mention

was the sincere dedication of the Director and Deputy Director of the programme, who were very disciplined, punctual but also very friendly at the same time. They conducted all activities very effectively and programme was well managed throughout the entire course. Next important points were the Morning Prayer, thought of the day and the warming up session. Self evaluation done through micro-teaching were worth mentioning. Some other points like yoga, knowledge enrichment, all round development etc. were highlighted. Overall the resource persons were the strongest point of this orientation programme. The most liked were Prof. D. D. Sharma, Prof. Mahavir, Prof. Pathania, Prof. Ahluwalia, Prof. Kiran Rekha, Prof. Girija Sharma, Dr. Gopal Krishan etc.

According to the participants the messages which they were carrying from this

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programme viz. discipline, hardwork, multidisciplinary approach, self-development, co-operation, co-ordination, team spirit, positive attitude, to be role model for society.

When asked to describe the programme in one sentence the participants described the programme as inspiring for them and helpful in the personality development as well as in their professional development. Some participants described the programme within alternate view points for example an participant described the programme as extremely effective

and successful in fulfilling its aim. Another participant described the programme as “To serve all and be nothing”. Next participant considered himself to be very lucky to be able to come here and utilized one month for the best. Few of the participants described the programme as “Amrit swaroop karyakaram” and “Gagar mein Sagar”, while other participants described this HRDC as the best of all in India and considered themselves to be very lucky to come and attend the OP-124 programme in H.P. University Shimla.

Human & Nature

Dr. Rajesh Kumar Sharma*

Violence and Human –Greed
Manifests violence & devastation
In Non-Human World,
We are cutting trees – fastly
Overgrazing by animals
Converted – Deserts
Over pumping – Aquifers
Draining – River dry
Taking fish from ocean,
Faster than Nature can

Absorb it.
Habitual –destruction
Consequences – climate change,
Destroying plants
My beautiful planet “Earth”
This is the violent nature of Man
This is not “Human Nature”
Made by ‘God’
This is not you my lord
But me this is selfish me– – .

“politics without principles is one of the seven social sins. The other six include wealth without work; Commerce without morality; education without character building; pleasure without conscience; science without humanity; and worship without sacrifice.”

-Mahatma Gandhi

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