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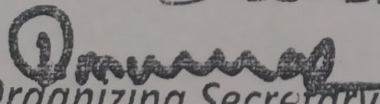
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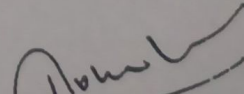
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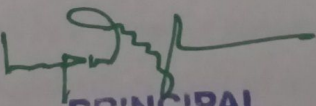
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Person/Presented a paper / Technical Session Chairperson / Rapporteur / Session Co-Ordinator/ Organizing
Committee member in one day Multi-Disciplinary National Level Seminar on "Issues and Challenges of
Social Sciences in the Present Scenario", organized by IQAC & Department of Sociology on 1ˢᵗ March 2018.

Title of the paper : _"Social Studies Education for Sustainable_
Development In the Globalized Era : A Conceptual
Discussion"

Organizing Secretary

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Dr. Harsha T.E[20]

104. SOCIAL STUDIES EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE GLOBALIZED ERA: A CONCEPTUAL DISCUSSION

Introduction:

Education takes place throughout life in many forms, none of which ought to be exclusive. We must start to think about education in a more all-encompassing fashion. Social studies education can play a major role in supporting national development and meeting the needs and aspirations of a society such as India. While the relationship between education and sustainable development is complex, education is the key to a nation's ability to develop and achieve sustainable development, especially when it is directed to improving agricultural productivity, providing skills for work in new industries, enhancing the status of women, promoting environmental protection, developing capacities for informed and ethical decision making, and improving the quality of life for all, as well as inculcating good moral values for sustainable national development. The focus on Social Studies education for sustainable development in this activity does not imply that these are a definitive set of objectives. Rather, it invites analysis of proposals from one country's education system in order to encourage reflection on what would be an appropriate set of objectives of education for sustainable development in other education systems.

In the introduction to *Learning: The Treasure Within*, Jacques Delors (2011), the Chairperson of the UNESCO Commission on Education in the 21st Century, identified many ways in which education and social studies education is contributing to the goals of national development. However, he also noted that economic and social progress has been uneven and often brought with it a widespread sense of disillusionment over the prospects for future generations. Delors described addressing the challenge of finding alternative pathways to social and economic development as 'one of the major intellectual and political challenges' of the new century and asked, 'How could these great challenges not be a cause for concern in educational policy-making?' He continues: It is essential that all people with a sense of responsibility turn their attention to both the aims and the means of education ... (to develop) ways in which educational policies can help to create a better world, by contributing to sustainable human development, mutual understanding among peoples and a renewal of practical democracy. As a result, Delors argued that the aim of education in which social studies is imbedded, need to balance and integrate several tensions which he describes as follows:

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- **The tension between the global and the local:** Education in which social studies education helps young people become world citizens as well as play an active part in the life of their own country and community.

- **The tension between the universe and the individual:** Education helps young people learn how to balance the promises of globalization and its risks, as well as choose their own future and achieve their full potential within their own cultures.

- **The tension between tradition and modernity:** Education helps young people appreciate and value history and cultural traditions, balancing these with the ethical discernment and cooperative skills to appreciate where change and innovation are necessary and worthwhile.

- **The tension between long-term and short-term considerations:** Education helps young people learn how to balance short- and long-term goals, in the full realization that the solutions too many problems call for patience and a consideration of the needs of future generations.

- **The tension between competition and cooperation:** Education helps young people strive for excellence in all they do whilst balancing the principles of 'competition, which provides incentives; co-operation, which gives strength; and solidarity, which unites'

- **The tension between the spiritual and the material:** Education helps young people act in accordance with their cultural traditions and convictions while paying full respect to pluralism and concern for the well-being of others.

- **The tension between the existing curriculum and important new areas of knowledge:** This means that the aims of education must balance the best of traditional curriculum content with important new areas of learning 'such as self-knowledge, ways to ensure physical and psychological well-being and ways to an improved understanding of the natural environment and to preserving it better'

The Delors Report argued that the aims of education need to respond to and accommodate these tensions – and if it does this successfully, then education will be central to personal, community and national development, enabling all young people to reach their potential, be responsible for our own lives, care for family, friends and neighbours, engage in productive and sustainable employment, contribute to social, cultural and community well-being, minimize the impacts of their lifestyle choices upon the natural world, and engage with others as informed and active citizens in local, national and global contexts.

As a result, *Learning the Treasure Within* proposed that the aims of social studies education be built on four pillars of learning:

- **Learning to know** – knowledge, values and skills for respecting and searching for knowledge and wisdom

- **Learning to live together** – knowledge, values and skills for international, intercultural and community cooperation and peace.

- **Learning to be** – knowledge, values and skills for personal and family well-being.

- **Learning to transform oneself and society** – knowledge, values and skills for self reflection and active citizenship.

These five pillars offer a foundation for education to provide both essential learning tools such as literacy, oral expression, numeracy, and problem solving and the basic learning content such as knowledge, skills, values, and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

The long term goal of education for sustainable development covers three objectives:

A. To promote understanding of the interdependence of natural, socio-economic and political systems at local, national and global levels.

B. To encourage critical reflection and decision making that is reflected in personal lifestyles.

C. To engage the active participation of the citizenry in building sustainable development. (Lopez, 1997)

In order to achieve these objectives, 'Education for Sustainable Development' … complements a number of other fields such as environmental education, global education, economics education, development education, multicultural education, conservation education, outdoor education, global change education and others. Education for sustainability is considerably broader and encompasses many aspects of these respected and established fields of study. It may embrace components from traditional disciplines such as civics, science, geography and others (UNESCO, 1996)

Conclusions:

- Social studies education prepares learners for effective citizenship through inculcation of the right culture and values requirements for sustainable development.

- Social studies is concerned with man's various interactions and interrelationships between man and other men, groups, peers, institutions, and with the physical environment. So in essence educates learners about the way of life and living with the requisite values in a society.

- Social studies education is conscious of human behaviours, both negative anti-social and positive civil behaviours; and that human relationships are not one type.
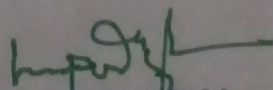
- It is through social studies education that learners learn direct about their varied environments in order to develop sound knowledge, skills, attitudes and values about the environment.

From the physical environment, man has contrived many fine products from the available resources to build his home and shelter, produce food and other economic goods to maintain and sustain his survival in the environment for his health that are perquisite for sustainable development. To this end, we recommend social studies education to be part and parcel of education curricula in general to bring about sustainable development in the present globalized era.

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Assistant Professor, Uma Pragathi College, Tumkur, Karnataka

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in Two Day International Conference on "Multi Disciplinary Researches in Empowerment of Women Water Resource Management, Culture, Tourism and Recent Emerging Trends in India" on 27th & 28th March 2018 at Jnanajyothi Auditorium, Bangalore and Dr. B.R. Ambedkar Bhavan, Chickballapur.

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International Conference, GFGC, Chickballapur

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Empowerment of Women through Self Help Groups – A Study

Dr.Harsha .T.E,
Assistant Professor,
Uma Pragathi College, Tumkur
Karnataka

Dr. Latha .B.R,
Assistant Professor,
Maharani Women's Arts, Commerce & Management College,
Bangalore: Karnataka

Introduction:

Empowerment of marginalized women in general and backward class women in particular has been most sought-after objective in most of the developing countries including India. Depending upon the conditions, various experiments have proved to be successful or failure in different countries. One thing that has come out most clearly is that economic growth is not only possible but also feasible without empowerment. However, empowerment of marginalized sections continues to be intangible. Self Help Groups have been one such means designed for the empowerment of women from hitherto excluded or devoid strata of the society. The SHGs comprise of very poor people who do not have access to formal financial institutions. They act as the forum for the members to provide space and support to each other. It also enables the members to learn to co-operate and work in a group environment. The SHGs provide savings mechanism, which suits the needs of the members. It also provides a cost effective delivery mechanism for small credit to its members. The SHGs significantly contribute to the empowerment of poor women in general and marginalized backward class women in particular.

Objectives:

- To examine the composition of women in SHGs
- To comprehend the role played by women in SHGs
- To elucidate the tangible benefits of women as members of SHGs

Methodology:

- Primary data - Interview Schedule, Case study and Observation method.
- Secondary data - Library and Reference material, News Papers, Journals etc.
- Data analysis and Interpretation based on the tables on different variables.

Findings: The issue of improved status is intimately linked with access to and control over local, social, and economic aspects. For women to be empowered, we need to ensure **equitable access and distribution** of resources like land, credit etc, Access to education, Access to health and nutrition and Access to water and sanitation. In this direction, **the findings of the study reveal the following.**

- The savings component in the programmes have created an opportunity for women from marginalized sections to have savings in their names which is not the case in the control group but there is no information on how these savings are used and whether women really can decide how they want to spend that money.

- Women have reported an increase in self-worth and self-esteem as a result of their involvement in money matters but this is not a universal feature because there is no evidence of an increase in the negotiating power by all members. Empowerment has taken place but only in the case of group leaders and office bearers whose mobility and skills are enhanced due to their roles and the capacity building training programmes of the SHGs.

- Women are still dictated to regarding how many children to have and what should be the sex of the children.

- There is no difference in the ownership pattern of assets within the family. Micro credit and micro enterprise has not made men change their minds about sharing the properties—whether acquired or inherited. Women stil

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Multi Disciplinary Researches in Empowerment of Women
Water Resource Management, Culture, Tourism and Recent Emerging Trends in Indi

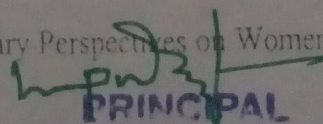feel hesitant to buy any asset in their own names.

- Gender roles continue to be the same. Women do most of the reproductive, community work and contribute actively to the productive work; yet their contribution remains largely unrecognized by family members.
- Most of the client families are still vulnerable financially.
- It is not clear how many women have been able to send their children, especially girls, to schools and higher education.
- Money taken for enterprise does not mean that the activity will be managed by women; nor do women have much control over the earnings made through the enterprise.
- Members of the SHG are definitely better placed as compared to the control group but the degree depends on the socio-economic and cultural conditions of that particular area.
- Political participation by women members has increased as compared to that of the others but it is not significant nor can it be attributed to their membership of the group.

Conclusion:

- From the study it is evident that no doubt SHGs are in the path of empowering women in general and marginalized backward class women in particular in social and economic aspects. There is still a long way to go in achieving the desired results.
- If properly guided and supported, SHGs can really become a boon for empowering the marginalized women of the community.
- Women in general and marginalized backward class women in particular need to be identified as a vulnerable group, for special developmental focus and there should be clear provision for women's involvement in all of developmental activities. Women should be equally the beneficiaries of community development programmes. The Government should recognize the gender characteristics of economic and social development and make policies and plans accordingly.
- There are numerous examples of women earning a substantial income out of the enterprises, women being local leaders, women heading households and having a major say in the family matters. Findings indicate a positive direction of change in terms of savings and access to loans. Conventional gender patterns continue to dominate the household scene in the areas of ownership of assets, enterprise management and dependence on men. Women have reported increase in self-esteem and self-confidence after being with the groups for quite some time.

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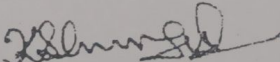Asst. Professor of History,
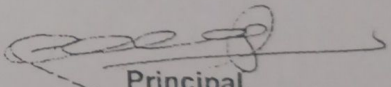Uma Pragathy College,
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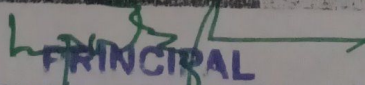
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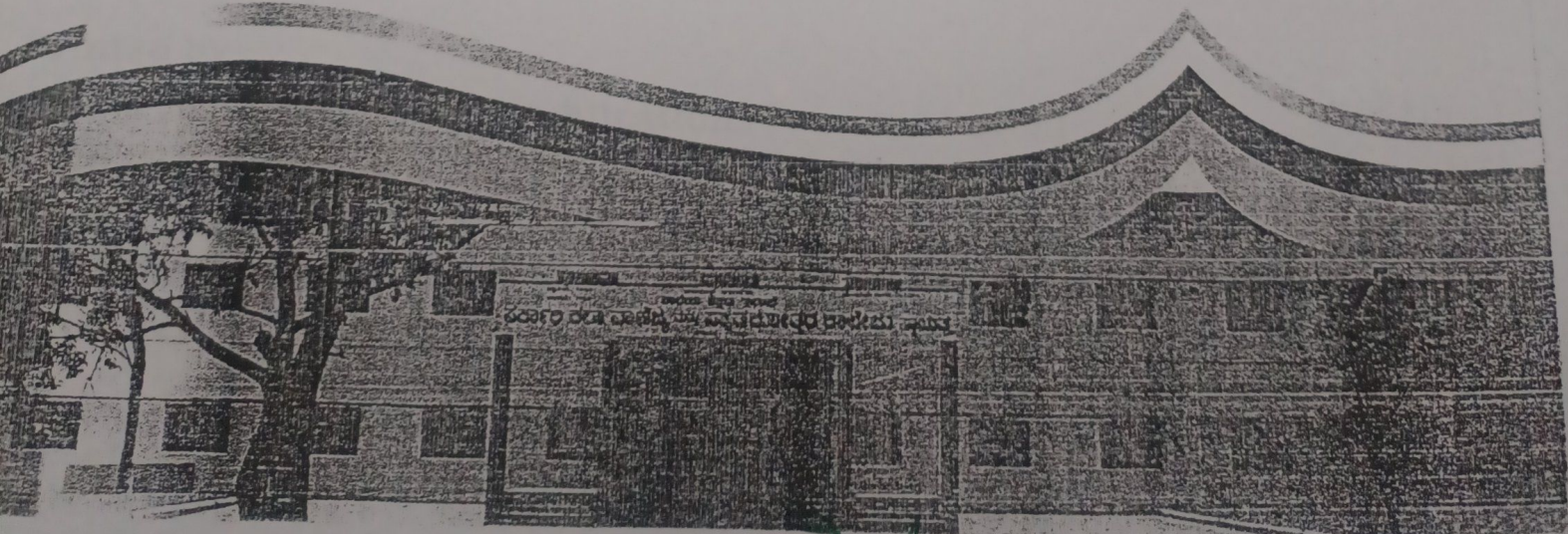
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IMPORTANCE OF RESEARCH IN SOCIAL SCIECNES

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INTRODUCTION TO SOCIAL SCIENCE RESEARCH:

Man has been making endless efforts to understand the happenings around him from time immemorial. Due to his ignorance, blind beliefs, irrational thinking and so on his life was miserable and to break through such problems, rational and scientific thinking was a must thus, emerged the concept of search and re-search in order to understand the situations and activities around him.

The 'Era of Research' began with the ideologies and thoughts of great social thinkers like; Socrates, Aristotle, Copernicus, Rousseau Newton, Darwin, Karl Marx, Max Weber and such others. The term RESEARCH is a combination of two words viz, Re+Search, Re means – again and again, Search means - to find out something and both put together implies again and again to find out something. Research is carried out with the question 'what'. It means to search the truth about a subject.

THE NEED FOR RESEARCH:

Why *Research* is necessary? The answer to this question may be given as, to get a degree, to get respectability, to face a challenge, to solve a problem, to get intellectual joy, to serve society by showing right path to society so on and so forth. To do this, we need to understand what is *Social Research?*

- It is research involving social scientific methods, theories and concepts, which can enhance our understanding of the social processes and problems encountered by individuals and groups in society.
- It is conducted by Social Scientists like Sociologists, Psychologists, Economists, Historians, Political Scientists and Anthropologists.
- It is **not** just common sense, based on facts without theory, using personal life experience or perpetuating media myths.

SOCIAL RESEARCH IS A SCIENTIFIC PROCESS:

There has been a great debate whether social research is a scientific process or not. In this regard, it can be argued that it is scientific in nature as;

- It involves the systematic collection of methods to produce knowledge.
- It is objective.
- It can tell you things you do not expect.
- It consists of theory and observation.
- Sometimes called 'soft science' because its subject matter (human beings) is fluid and hard to measure accurately.
- It is an empirical research – i.e. facts are assumed to exist prior to the theories that explain them.

BENEFITS OF SOCIAL SCIENCE RESEARCH:

Social science research is of great use and importance to the mankind for the reason that it provides and promotes;

➢ Advancement of wealth of human knowledge.
➢ Tools to carry out research enables to look at things in life objectively.
➢ Develops a critical and scientific attitude, disciplined thinking 'bent of mind' to observe objectively.
➢ Provides chance to study a subject in depth and best way to learn to read and think critically
➢ Enable us to make intelligent decisions.
➢ Helps to understand the 'researcher' as a user of library.
➢ Enables critical evaluation of literature.
➢ Facilitates reference and information service.
➢ Develops special interests and skills.

Proceedings of Intl. Conference held at GAC&PG(A)College, Hassan

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ADDITIONAL BENEFITS:

- Helps to understand the 'researcher' as a user of library
- Helps to learn how to use libraries & other information resources
- Enables critical evaluation of literature
- Develops special interests & skills
- Helps to understand attitude of others
- Creates awareness of special needs of research process
- Facilitates reference and information service

METHODOLOGY FOR CONDUCTING SOCIAL SCIENCE RESEARCH:

1. Selection and formulation of Research Problem - It is very important stage, as it forms the foundation for research. The researcher has to consider various aspects like feasible from time to time, resource point of view etc. Factors like availability data, suitable methodological techniques, etc. Researcher should be very much interested to take up the research and should be a first research.

2. Literature survey - A literature review is a necessity. Without this step, you won't know if your problem has been solved or what related research is already underway. When performing the review one should start searching professional journals. Begin with the most recent articles that can be found. Keep track of relevant articles in a bibliography. Don't be discouraged if work on the topic is already underway. Be very careful to check your sources when doing your literature review. The Internet can be a good source of information. It is also full of pseudo-science and poor research. Researcher should start to collect available direct or indirect, written or unwritten information concern to the topic.

Sources like journals, books, research reports, periodicals, publications, Office documents, Office files, Governments and NGO's reports, News papers and magazines etc should be looked into. Literature is to explain with the researcher with all the knowledge pertaining to the problem. It also helps to form of Hypothesis, prepare techniques and identify the work field.

CHARACTERISTICS OF SOCIAL SCIENCE RESEARCH:

Research originates with a question or problem- need not be earth shaking. It requires clear articulation of a goal. It follows a specific plan or procedure. It often divides main problem into sub problems. It is always guided by specific hypothesis or hypotheses. It accepts certain critical assumptions. It requires collection and interpretation of data. It is cyclical (helical) in nature.

WRITING A RESEARCH REPORT:

A research report can be based on practical work, research by reading or a study of an organization or industrial/workplace situation.

1. **Preparation:** Identify the purpose/the aims of the research/research question. Identify the audience - Lecturer/supervisor/company/organization management/staff. The amount of background included will vary depending on the knowledge of the 'audience'.

2. **Collecting and organizing information:** There are two main sources of information depending on the research task.

   - Reading — theory and other research
   - Research — experiments, data collection - questionnaires, surveys, observation, interviews.

   Organize and collate the information in a logical order. Make sure you record the bibliographic information of your reading as you go along. See Quick Tips on mind mapping techniques.
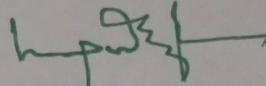
3. **Planning:** Before writing the report, prepare a detailed plan in outline form. Consider the following:

   - Logical organization - information in a report must be organized logically. Communicate the main ideas followed by supporting details and examples. Start with the more important or significant information and move on to the least important information.
   - Headings - Use headings and suitable sub headings to clearly show the different sections. In longer reports the sections should be numbered.

4. **Writing the report:** Draft the report from your detailed plan. Do not worry too much about the final form and language, but rather on presenting the ideas coherently and logically. Redraft and edit. Check that sections contain the required information and use suitable headings, check ideas flow in a logical order and remove any unnecessary information. Write in an academic style and tone.

- Use a formal objective style.
- Generally avoid personal pronouns, however, some reports based on your own field experience or work placement can be reflective the first person can be used. For example, 'I observed...' If in doubt about this, check with the lecturer.

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Principal

Quality Enhancement in Administrative sector of Higher Education in Karnataka through ICT

Harsha. T. E
Assistant Professor, Department of History,
Uma Pragathi College,
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Introduction

ICTs stand for Information and Communication Technologies that comprise of various technological tools, broadcast media, audio and video processing system and transmission. The advancement in ICT has brought enormous changes in the lives of people. Even in the field of education, ICT play a vital role in teaching learning process, research areas, administrative areas, financial administration etc. This paper deals with how quality has being maintained in the administrative sector of Higher Education in Karnataka through ICT. In this paper we focus on the role of Higher Education in Karnataka, and its focus about the quality enhancement measures taken by the higher education department in Karnataka in administrative sector through ICT

Higher Education Department in Karnataka

The higher education in Karnataka comprises of various administrative agencies like Department of Collegiate Education that manages 2477 non-professional colleges affiliated to different State Universities, 972 professional affiliated colleges established under Rajiv Gandhi University of Health, professional colleges coming under Visvesvaraya Technological University, Law colleges affiliated under Karnataka State Law University. Along with these institutions it also encompasses of the Agriculture, Horticulture and Veterinary Universities that have their own Constituent Colleges and off Campus Centres[1].

Quality in Education

Quality in Education comprises of Learners, healthy environment for Learners, Support for Learners in families and society, well planned, student-centred, non-discriminatory, standards-based curriculum structures, well trained teachers, infrastructure, skilful assessment to facilitate learning, training for faculties, administrative support, using technologies in teaching learning process, To maintain Quality in Higher Education various initiatives have being taken by Higher Education Council in Karnataka. Some of the measures taken for quality in Education are introducing e-Learning programmes, EduSat programmes for students, Virtual class room programmes, Wi-fi connection in institutions, Smart Board in class room to have effective teaching, e-Content, e-Library.

Quality Enhancement In Administrative Sector Through ICT

Apart from various initiatives taken by Higher Education in Karnataka for bring Quality in Teaching Learning process. It has taken various measures to improve quality in Administrative sector through ICT. Some of the Quality Improvement measures taken in administrative sector through ICT are Education Information System, Face-Metric Attendance, Online Teachers Database, Online Student admission, Online Examination Portal, HRMS, Smart KEY'- pilot project etc.,

A. Education Management Information System (EMIS): EMIS is online web portal formulated by Department of Collegiate Education, Karnataka. Every non-professional government colleges has to maintain the information about their college, staff detail, student strength, student result, guest faculty details, guest faculty selection process through this web portal.

Certificate of Publication

Dear Author(s)   DR. HARSHA T E

Greetings from IJMER

It is indeed our pleasure to inform you that your article titled "QUALITY MANAGEMENT IN HIGHER EDUCATION: PROBLEMS AND SUGGESTIONS" has been published in our Peer Reviewed and Referred International Journal of Multidisciplinary Educational Research IJMER) Volume (10), Issue (10)(8) October (Month) 2020(Year), with JISRAF Impact Factor 7.816, Index Copernicus Value 5.16 & International Scientific Indexing Value: 2.286, of IJMER Published by Sucharitha Publications, Visakhapatnam. On behalf of IJMER, we hope to build a life long association with you and expect your continuous support. We hope to receive your contribution in terms of paper submissions and subscriptions as well. It will be our pleasure to collaborate with you for future endeavors and promotion of the initiatives carried out by IJMER. UGC approved Journal: Serial No: 41602(2017) and registered in Publons Group (Web of Science) and Scopus Review ID: A2B96D3ACF3FEA2A (UP).

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Number of Distance Education Universities approved in India	210
TOTAL	950

Most of these universities in India have affiliated colleges where undergraduate courses are being taught. Apart from these higher education institutes there are several private institutes in India that offer various professional courses. Distance learning is also a feature of the Indian higher education system.

Some institutions of India, such as the Indian Institute of technology (IIT), have been globally acclaimed for their standard of education. The IITs enrol about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard and Cambridge. According to the London Times Higher Education (2009) - Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 100. It is very disappointing to mention that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291.

Today, Knowledge is power. The more knowledge one has, the more empowered one is. According to the University Grants Commission (UGC), India needs 1500 more universities with adequate research facilities to compete in the global market. The country lacks the critical mass in higher education. Our gross enrolment ratio (GER) is a mere 18 per cent. This not only necessitates increasing the number of institutions but also requires adequate number of teachers for imparting education. Failure to redress the faculty shortage is hampering the achievement of the targets for increase in GER set out by the Government.

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. Traditionally, Indian institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates.

Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: 'increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' While the policy makers

have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism.

At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in 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.

The University Grant Commission of India is not only the financial grant giving agency in the country, but it is also responsible for coordinating, determining and maintaining the standards in institutions of higher education. The emergence of a worldwide economic order has immense consequences for higher education more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement. Its impact on education has aided the policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education. It is time for all those who are concerned with policymaking, planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track.

Keeping this in view, the Government has constituted a Knowledge Commission to suggest measures to alleviate the problems that higher education sector is afflicted with and make India a Knowledge super power in the global economy. But the government is at a crossroad. While there is a need for an expansion of the higher education sector, resource constraint for both the Centre and the states poses challenge to ensure quality education even in the existing institutions.

Critical issues in Indian higher education

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems.

- Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the country immediately upon graduation to pursue advanced studies abroad, and most do not return.

- The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country.

- Quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs, we do not have enough of them.

- There is clearly a lack of educated educators. Number of PhD's produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction.

Challenges of present higher educational system in India

- We are facing challenges to establish a great and strong education system.
- The new global scenario poses unprecedented challenges for the higher education system.
- India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.
- Concepts of access, equity, relevance and quality can be operationalised only if the system is both effective and efficient.
- There are many other basic problems that India faces today - inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances.
- Reported exploitation of students by many private providers. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching.
- Research in higher education institutions is at its lowest ebb.
- There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers.

- There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realties based on competition and increased mobility of students and workforce.
- Some of the leading challenges before the higher education system are continuous up gradation of curriculum to keep in pace with rapid growth of science and technology; globalisation and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society. etc. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing.
- There are so many people in various parts of country which are still out of reach.
- The quality of education is absent in higher education.

Suggestions for improving quality of higher education
  - Towards a Learning Society
  - Industry and Academia Connection
  - Incentives to Teachers and Researchers
  - Innovative Practices
  - To mobilize resources
  - To prepare ourselves to the coming Information Age
  - Student-Centred Education and Dynamic Methods
  - Public Private Partnership
  - To Provide Need Based Job-Oriented Courses
  - International Cooperation
  - Cross Culture Programmes
  - To develop New Vision
  - High-tech Libraries
  - Develop Individuality among students
  - Privatization of Higher Education
  - Quality development
  - Personality Development
  - Stipends to Research Fellows
  - To increase Quantity of Universities
  - Examination Reform

India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future

requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

Quality Dimensions in Higher Education

Dimensions	Characteristics
Tangibles	Sufficient equipment / facilities
	Ease of Access
	Visually appealing environment
	Support services (accommodation, sports etc)
Competence	Sufficient Staff (Academic)
	Theoretical and Practical knowledge
	Qualifications
	Teaching experience, Communication
Attitude	Understanding students needs
	Willingness to help
	Availability for guidance and advice
	Giving personal attention
Content	Relevance of curriculum to the future jobs of students
	Communication skills and Team work
	Flexibility of knowledge, being cross-disciplinary
	Containing primary knowledge / skills
Delivery	Effective presentation
	Sequencing, Timeliness
	Consistency, Fairness of examinations
	Feedback from students
Reliability	Trustworthiness
	Giving valid award
	Handling complaints, solving problems
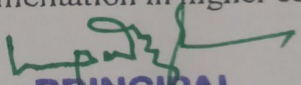
Source: Owlia and Aspinwall (1997).

To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts.

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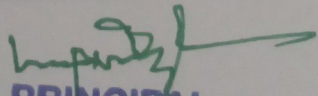
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A STUDY ON IMPACT OF COVID-19, DIGITALISATION ON E-COMMERCE GROWTH IN INDIA

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ABSTRACT:

E-commerce involves online transaction, as it provides benefits for the consumers by saving time, Availability in lower cost and reduces transportation cost, India is one of the largest growing developing economy in the world after China, with an average GDP (Gross Domestic Product) of 7 percent from 2015-2019, India's internet economy is expected to improve and double from US$ 125 billion as of April 2017, to 250 billion by 2020. India's E-commerce revenue is expected to jump from US$ 39 billion to US$ 120 billion in 2020, growing an annual rate at 51 percent, due to Covid-19 most of the states in India is in Lock down situation, there is a need for all the sectors in the economy for Digital inclusion. Most of the growth contributing sectors are in slowdown position, because of unavailability of labour, imbalance of demand and supply along with lack of technological tools or applications in unorganised sectors in India is the main reason for decrease in the contribution for the growth of the economy, India can try to improve to make payments and receipts in unorganised sectors through Digital Mode, online shopping by promoting central governments schemes like Digital India, Make in India, export promotion trade schemes. India can use this global pandemic situation by making flexible investment destination in the globe, As most of the global gaits are spacing away from China to invest, the purpose of this study is to Make India self-reliant by implementing various schemes, E-commerce promotion during COVID-19 epidemic situation.

Key Words:
E-Commerce, Trade And Growth, Self Reliant Indian Economy, COVID-19, GDP.

INTRODUCTION:

COVID-19 is one of the global pandemic disease, was detected first time in Wuhan city Hubei province of china on 31.12.2019, from December to end to one month only few cases infected with pneumonia of unknown cause was found, these made china to declare National emergency, by intimating to WHO (World Health Organisation), WHO named Corona virus as COVID-19, which is the global pandemic and declared as public health emergency on 30th January 2020. From February 2020 COVID-19 spread drastically to most of the countries. Almost mo 44, 42,414 cases were conformed, with 2, 98,322 conformed death cases of COVID-19 around the world, it affected India from 24th 2020 of Indian Government lockdown, most of the commercial sectors, firms and Industries, seaports and service sectors were

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closed in India due to Central government and state governments lockdown, some organised companies provided work from home option, but in India more than 75 percent of the working population works in unorganised sectors, deficiency in technological equipments or technological knowledge made unorganised sectors workers to decrease in the standard of living, with increase in unemployment ratio, and unavailability of proper trade facilities increased the burden of farmers to transport crops to the Markets or mandi's. According to the report of centre of monitoring Indian Economy (CMIE), unemployment rate shot up significantly from 7.87 percent in June 2020 to 23.48 percent in may 2020, due to effect of COVID-19.

India's E-Commerce is gaining its significance during COVID-19, as most of the shops, malls, theatres and educational institutions are closed, COVID-19 has caused an inflexion in ecommerce penetration in the globally driven by the consumers need for consumer need, convenience and safety, even in India online is gaining salience. due to consumers unwillingness to step out to buy commodities in shops, malls and restaurants, India has a greater challenge during and post COVID-19 situation, first one is to cope up in COVID-19 situation, second one is to improvement in technical inclusion in all public sector, private sector, in all Commerce sectors, third one digital inclusion in making nation into-self reliant India during and post COVID-19 situation. For Indian economic growth point of view e-commerce is one of the positive factors, but lockdown situation has increased the unemployment percentage above 10 percent, after March 2020.

REVIEW OF LITERATURE:

WTO: The term "electronic commerce" is understood to mean the production, distribution, marketing, sale or delivery of goods and services by electronic means.

J.M. Keynes: Unemployment due to lack of effective demand for goods and services which people could have been employed to produce. Keynesian unemployment can be reduced by the use of monetary or fiscal policy to increase effective demand.

NICHE BUSINESS: A Study conducted Deloitte, "Future of E- commerce Uncovering innovation" notes the raising culture of start-ups focusing on niche areas that tend to serve everyday purposes of the customers

NEED OF THE STUDY:

1. The emergence of COVID-19 is posing challenge to the Indian Economy to resume economic activities like trade, business and growth, internally and externally, which is possessing threat to the GDP (Gross Domestic Product of the country).

2. Ecommerce is a positive factor for sustainable development of the Indian Economy, with greater accountability and convenience during corona virus or COVID-19 lockdown situation.

3. India has to implement properly government schemes like Make in India and Digital India, technology in financial inclusion in all the public and private sectors because India still use most of the foreign developed technology in some sensitive fields.

STATEMENT OF PROBLEM:

Overall COVID-19 has brought uncertainty in resuming demand and supply in Economic activities in India, most of the developed economies use online transaction or E-transactions in all economic and business activities. But in Indians is slowly gaining the importance of E-commerce, from March 2020, the government of India has
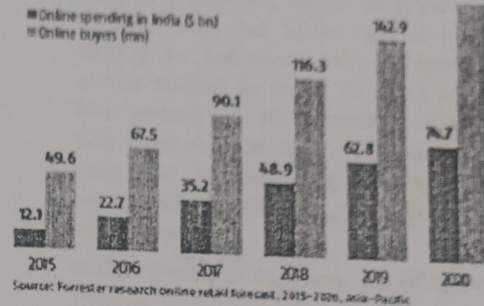
to offer more sops and opportunities for the manufacturers to innovate, produce globally efficient products of global standard, to increase the potential demand for self reliant India scheme through usage of E-commerce, flexible trade and transportation policies and technology. The problem of slowdown in the economy, inflation in various products in India, ex: onion and vegetables.
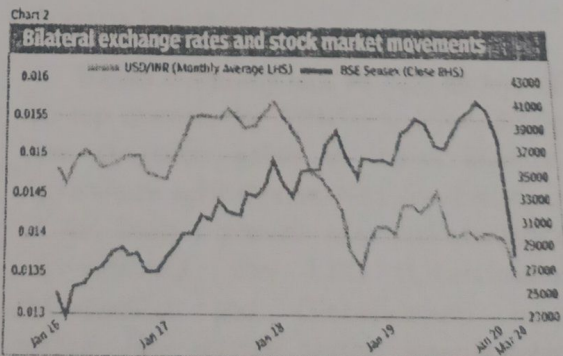
OBJECTIVES OF THE STUDY:

1. To enables sustainable growth of GDP or NI (National Income), Ecommerce, production and promotion of domestic goods internally and externally during COVID-19 and post COVID-19 by Indian Economy.

2. To understand the importance of growth of the economy through E-commerce, transport sector, trade and government economic policies to promote India into Self reliant Economy.

3. Indian Economy can Make use of COVID-19 situation, by using the present pandemic situation, where most of the developed Economies, MNC`s (Multi National companies) are moving away from China, or they are not interested in investing in China. India can try to allow red carpet to developed nations like US, Japan, England and France etc.

RESEARCH METHODOLOGY:

This research output is the outcome of an overview conducted on COVID-19 and its impact in India, opportunities to promote E-commerce, trade, growth of GDP by decreasing unemployment and making India self reliant Economy in the Indian context experimental approach, during pandemic situation, it uses secondary data for analysis, discussion with expert part of research work.

DATA AND STATISTICS:

❑ **ONLINE SPENDING IN INDIA**

ONLINE RETAIL SPENDING IN INDIA: 2015-2020
- Online spending in India ($ bn)
- Online buyers (mn)

Source: Forrester research online retail forecast, 2015-2020, Asia-Pacific

The graph the increase in the number of internet users in Indian Economy, by the report of Asian pacific, in the recent trend the shopping of all consumer goods are purchased in E-transactions, which indicates the growth of E-commerce sector in India, but in 2020 the statistics indicates the greatest increase in online shopping due to the fear of COVID-19, majority of consumers are not interested in offline shopping. India has comparative advantage in growth of E-commerce due to free service and multi-polarisim in trade by online MNC`S (Multi National Companies) and e-commerce entrepreneurs in India which is ahead to reach self-reliant India, with growth in Indian Economy.

Chart 2
Bilateral exchange rates and stock market movements
— USD/INR (Monthly Average LHS) — BSE Sensex (Close RHS)

Source: Authors based on Pacific Exchange Rate Database and Bombay Stock Exchange
Note: A rise (fall) implies an appreciation (depreciation) of USD vis-a-vis INR

The graph indicates the decrease in bilateral exchange rates and stock market movements during COVID-19 situation, where BSE (Bombay Stock Exchange) stock markets downfall is more during pandemic time.

RESULTS AND DISCUSSION:

The result signifies the effect of COVID-19 on growth of National Income, E-commerce, trade, unemployment, its impact on growth sectors of the Indian Economy, and various measures to overcome epidemic crises in India and the world by various fiscal and monetary plans. to overcome various constraints like unemployment, health emergency and decrease in sources of income from primary sector, secondary sector and tertiary sectors of the economy.

FINDINGS:

1. According to reports published by International Monetary Fund (IMF) and Central Statistics Office (CSO), India is among the fastest growing economies in the world. Among several factors, a conscious patronization of online commerce, and an emergence of retail as a dominant market segment have contributed to the unprecedented growth of ecommerce in India.

2. For the financial year 2016-17, ecommerce sales reached the US $16 billion with a projection of a seven fold growth within the next two fiscals as estimated by Morgan Stanley. By 2020 online commerce sales is expected to cross $120 billion. is one of the positive factor by increase in employment opportunities for Indian population, and to reach India's goal Atmanirbhar Bharat.

3. India can emerge as major producer of medical, pharmaceutical, technology based innovative products in primary, secondary and tertiary products in global standards.

RECOMMENDATIONS:

1. Uniform GST (Goods and Services Tax) is a positive factor to growth of E-commerce, but India has to invest largely in infrastructure. declines for online trading to reach facilities to the last person in the country, villages, and rural remote areas. like in online education. sales promotion, and commercial companies, to increase in efficiency.

2. Relief packages to promotion of MSME (Micro, Small and Medium Enterprises), which contributes around 30 percent of Indian GDP (Gross Domestic Product) and start ups to overcome e=Economic crisis in Indian Economy, which is caused due to epidemic disease.

3. COVID-19 has its impact in India, global world causing economic and business crisis, due to imbalances in demand and supply of various products. India has absolute advantage in production of Agricultural, pharmaceutical industries, small scale industries, MSMSs and some other sectors. India can turn the tide by producing and exporting these absolute advantage sectors for the global need and achieving make in India aim to be successful.

CONCLUSION:

Indian Economy can be said as one of the top markets for MNC`s and for selling their consumer goods in Indian markets. Agriculture contribution was the backbone of the India`s growth after independence. till 1991AD, after LPG (Liberalisation Privatisation and Globalisation) many sectors like service sector, manufacturing and some sectors contributed to growth of

the Indian economy. But India still depend more on imports of oil, petroleum products from OPEC countries, technology from developed nations, defence equipments from USA, Russia and Israel, and elite and educated people moving abroad for increase in standard of living. That to COVID-19 emergence has made Indian economy has aim to self reliant India form of Atmanirbhar Bharat Abhiyan, which was announced by PM Modi on policy announcements in June 2020 to reduce imports, increase in Exports and increase in Employment opportunities for over 1.3 billion population, which consists more working age population.

Indian government has announced some essential schemes like Make in India, self reliant India, and Start up India in recent years to increase in production, efficiency, output in domestic industries and other sectors, but COVID-19 has made Indian government to announce 20.97 lakh core's economic stimulus package between March 26 and May 17, balancing demand and supply of oil, food grains, packages for unorganised sector workers has made Indian economy's growth to slow down, India has to rethink in investment and need innovative fiscal, monetary measures to overcome three challenges India is facing. First one is to control or to overcome COVID-19, which is health emergency. Second one is to increase in quality, quantity of output that is export value with promotion of E-commerce for achieving digital India, Self reliant India. Third one is India to become global power in production in all the sectors that is primary, secondary and tertiary sectors to overall increase in National Income.

LIMITATION:

1. Indian government preference to health emergency due to pandemic has made India's GDP growth rate prediction to below 4%, according to the report of ADB (Asian Development Bank)

2. International trades are useful in growth of the economy with respect to E-commerce; increase in exchange value during trade.

3. E-commerce sector of India has to be promoted in global level, to increase the potential of India's exports, India's trade policy has to liberalised according to the need of present development during COVID-19 and post pandemic period.

SCOPE/SUGGESTION:

COVID-19 has made Economic crisis worldwide, affecting billions of people around the globe including India, Economists and business analysts are not sure about the end of pandemic or when the specific medicine to be available, but the scope of the research has wide areas for Indian Economy to bounce back as one of the fastest growing Economy (fastest developing country) in the world. The E-commerce is expected to significant growth in the next 5 years according to the recent reports of WTO. The availability of 3G/4G to the users in India has increased 10 percent annually in 2018, and expected to increase in year 2020 E-commerce has led to innovations on deliver time and hassle free functioning and digital transactions, may increase the potentiality of employment opportunities in the country. Indian Economy with implementation of GST has led to rise in E-commerce transactions; India can be self reliant within some sort of years by flexible fiscal and monetary policies to boost the growth supporting sectors by the use of technology in the Indian Economy.

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CERTIFICATE OF PUBLICATION

This is to certify that Prof. / Dr.   DR. T E Harsha

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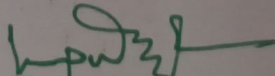Title: LIVING CONDITIONS IN SLUMS – A CASE STUDY OF BANGALORE CITY

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LIVING CONDITIONS IN SLUMS – A CASE STUDY OF BANGALORE CITY

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Abstract:

In the process of Urbanization due to unplanned growth, cities overtime have become centres of squalor, squatter settlements, slums and irregular and haphazard human settlements. It is a known fact that as a part of Urbanization, the peri-urban slums of the developing world are characterized by inadequate shelter, overcrowding, lack of potable drinking water and sanitation, contaminated food, and indoor pollution are by far the greatest environmental threats to human population. The quality of life has deteriorated which is reflected in unhygienic living conditions and inadequate economic resources. The rapid growth of population has accentuated poverty and uneven distribution of natural and environmental resources

Key words: Slums, living conditions, growth of slums in cities,

Objectives:

- To study the growth of slums in urban environment.
- To study the living conditions of people in slums in urban area.

Methodology:

- Primary data - Interview Schedule and observation method.
- Secondary data - Library and reference material, News Papers, Journals etc.

Introduction:

Bhuvaneshwari Nagar is one such slum situated on the Bangalore-Mysore highway very next to the Vrushabhavathi valley, having a population of about 3,000. An attempt has been made here to study the growth of slums in urban environment, to study the composition of marginalized groups in urban areas and also to study the living conditions of minority groups in slums. Based on the primary and secondary

data, tables on different variables are drawn, analyzed and interpreted. Major findings and conclusions drawn from the study are cited below.

Findings:

A slum is isolated from mainstream of the society and is regarded as inferior and looked at by the outside world suspiciously. The growth of slums has been increasing rapidly putting tremendous pressure on the existing urban basic services and infrastructure. The existence of slums in urban areas is one of the major problems faced by almost all the metropolitan cities throughout the world and Indian cities are no exception. One of the causes of growth of slums as has been noted rather repeatedly is the rural-urban migration. Lack of employment opportunities, crop failures, famines, floods and other natural calamities associated with farming and allied occupations in rural areas have forced rural population to move over to towns and cities. Without necessary skills, knowledge and training required to carry out highly specialized technical jobs that are available in cities most rural migrants tend to find wide-variety of casual jobs in the informal and unorganized sectors like building construction, petty-trade and business, domestic service, vendors, hawkers and a host of other low-paid menial and manual activities. Inevitably these people find shelter wherever they find vacant unclaimed lands however inhospitable and unhygienic they may be for a stable and sustainable living.

Living environment means the actual concrete living conditions which among other things, includes the materials used for construction of houses, type of houses, living space, house hold hygiene, personal hygiene, sexual life, use and storage of water and a host or other material conditions of existence not to speak of the type of food slum dwellers consume and other eating habits which, needless to add, have a direct beaming on health.

Forced to eke out their bread the slum people engage themselves in a wide-variety of activities which directly impinge on the environment ultimately rapidly leading to the degradation, demoralization, and disempowerment. Pushed to hand–to-mouth existence, they seem neither have any knowledge, awareness of the wide range of adverse implications that their lifestyles and the living conditions have for the welfare, well being of not only themselves but also of other people who might live in the vicinity of slums. Given the physical proximity of the slums with main stream urban settlement, the grave-health –

risks which urban people might get exposed to and become increasingly vulnerable cannot however be ignored.

The data collected about living space from the sample population of the study area reveal that 56 per cent of the population lives in space of about 10X10, while 38 per cent of them have a space of about 10X15 and only 6 per cent of them have a space of about 20X10 which shows that they have very nominal space for living. When it comes to ownership of the house, more than half of the sample owns the houses they are living in i.e. 51.6 per cent and the remaining sample i.e. 48.4 per cent are in rented houses.

Housing conditions constitute another important variable. Inadequate housing stock and poor housing conditions create lot of hazards. Poor families often lack the resources because of which they are unable to avoid situations which might be degrading their living environment. Poor people in crowded squatter settlements frequently endure inadequate access to safe drinking water. Lack of potable safe drinking water forces them to depend upon and overdraw by over-pumping resulting in depletion of ground water. In the present sample 26 per cent reside in kutcha houses only 6 per cent reside in pucca houses and majority of them i.e., 68 per cent are in huts. This implies that the living conditions in Bangalore slums are very degradable indeed.

Slum people have been known for engaging themselves almost out of necessity in certain economic activities which are predominantly menial, manual, unskilled, and semi-skilled. These activities however useful for them to earn the livelihood will produce certain consequence which if unchecked would adversely affect environment. For example: Tanning activities have exposed people working there in to grave health risks like wide variety of allergic skin complications. Beedi workers' children contract bronchi disease due to their constant exposure to tobacco, to mention a few. Given these possibilities the data analysis regarding occupational composition of the sample acquires a special importance. Unskilled manual wage labourers (construction, domestic worker, toilet cleaning, drainage cleaning, road cleaning, loading and unloading, agriculture and gardening etc.), skilled manual labourers (painter, mason, electrician, mechanic, carpenter, leather worker, beedi, agarabathi making, plumber, doll making and zary work etc), semi-skilled manual workers, garment workers, service workers and petty business men (vegetable vendor, ice candy vendor, balloon vendor and paper vendors, etc), business men (Tailoring/Ration/Electric/STD shop, Chicken/Mutton centre, etc), teachers, sales men, house wives, government employees and host of other lower level and subordinate services.

It is indeed surprising to note that slum population in Bangalore city continues to depend upon and actually find employment only in primary activities. This reflects the social character of urbanization in India. Given the phenomenal increase in the size of urban poor and the inability of the Government and municipal administration to meet their basic needs the unprecedented pressure on urban infrastructure is inevitable and the environmental degradation that follows has disastrous consequences.

Conclusions:

Poor housing, sanitation and drinking water availability are leading to health hazards. The study unveils the complex and multidimensional relationship across the slums, urbanization and poverty. In spite of numerous of attempts from government and NGOs, their level of awareness on social issues like literacy, hygiene etc are very low. However, it is interesting to note that low caste people alone need not necessarily live in slums as it has hitherto been believed. It means that over a period of time there have been some changes in the social composition of slum population. The living conditions in slums of Bangalore are very degradable.

The data also shows that low caste people alone need not necessarily live in slums as it has hitherto been believed. It means that over a period of time there have been some changes in the social composition of slum population. This also shows that people struggle hard to have a place to live and for having roof over their head. Irrespective of level of development people belonging to all castes are found in the sample. It is no longer true to believe that only low caste and backward castes alone live in slums.

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SOCIO-HISTORICAL ANALYSIS ON HIGHER EDUCATION IN INDIA CHALLENGES AND OPPORTUNITIES

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ABSTRACT:

The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important.

India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.

I. INTRODUCTION:

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field.

Growth of Higher Education Sector in India As higher education systems grow and diversify society is increasingly concerned about the quality of programmes, public assessments and international rankings of higher education institutions. However these comparisons tend to overemphasise research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008) India has been always been a land of scholars and learners.

II. CHALLENGES IN HIGHER EDUCATION IN INDIA:

It is our 69th year of independence still our education system has not been

developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector.

Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below: Enrolment: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country. Equity: There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.

III. POLITICAL INTERFERENCE:

Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organise campaigns, forget their own objectives and begin to develop their careers in politics.

Faculty: Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

Accreditation: As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level."

Research and Innovation: there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research.

Structure of higher education: Management of the Indian education faces challenges of over centralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

IV. OPPORTUNITIES IN HIGHER EDUCATION:

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now

boasts of having more than 33, 000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21. 4 million enrolments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments.

There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that 'the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top.

V. SUGGESTIONS IMPROVING THE SYSTEM OF HIGHER EDUCATION:

There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research canters of top institutions for better quality and collaborative research.

There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. Universities and colleges in both public private must be away from the political affiliations, Favouritism; money making process should be out of education system etc. There should be a multidisciplinary approach in higher education so that student's knowledge may not be restricted only up to his own subjects.

After more than 70 years of independence, India's higher education system has still not been developed fully. It is evidenced by its poor performance in institutional rankings (not a single Indian university in top 100 universities of the world), the poor employment status of its students, poor track record in receiving national awards and recognition, poor share in research funding and so on.

Moreover, the status of state public universities that produce over 90% of the graduates in India is more dismal.

Commonly stated reasons for these observations are

Enrollment:

*   According to the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26. 3%, which is quite low as compared to the developed as well as, other developing countries.

* With the increase of enrollments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Quality:

* Ensuring quality in higher education is amongst the foremost challenges being faced in India today.

* However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world.

Political Interference:

* Increasing interference of politicians in the management of higher education jeopardises the autonomy of HEIs.

* Also, students organise campaigns, forget their own objectives and begin to develop their careers in politics.

Poor Infrastructure and Facilities:

* Poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.

* Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years.

* Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.

Inadequate Research:

* There is inadequate focus on research in higher education institutes.

* There are insufficient resources and facilities, as well as limited numbers of quality faculty to advice students.

* Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres and to industries.

Poor Governance Structure:

* Management of Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism.

* As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted.

Reason for a more dismal performance in state-level universities:

* The above-stated issues are faced by both central and state's higher education institutions (HEIs), but the state is handicapped at one more front.

* Central government HEIs are hardly ever short of funding and patronage has been ensured by the Central government and its arms; national-level parties, industries and businesses; and the national elite and the intelligentsia. This appears to be the key factor for the better performance of Central government HEIs.

* However, similar arrangements have never been built between the State universities and State governments, State-level political parties and organisations, industry and businesses;

and the elite and the intelligentsia. This may be because:

* The aims, goals, methods and priorities of these institutions are pretty much the same as those of the Central institutions.

* The only real value adds that the State universities are doing for the State and its people seems to be that of enabling a few lakhs to become graduates every year.
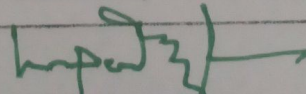
VI. CONCLUSION:

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large

number of children's do not get even primary education.

This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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NATURE OF INDIAN FEDERALISM: AN ANALYSIS OF HISTORICAL BASIS AND PROBLEMS

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ABSTRACT:

Federalism constitutes a complex governmental mechanism for the governance of a country. It binds into one political union several autonomous, distinct, separate and disparate entities or administrative units. It seeks to draw a balance between the forces working in favour of concentration of power at a central point and the forces which favour a dispersal of the power in a number of units. Federalism thus seeks to reconcile unity with multiplicity, centralisation with decentralization and nationalism with localism. The originality of the federal system which lies in that power is, at one and the same time, concentrated as well as divided. There is centralisation of administration and legislation in certain areas along with decentralisation in other areas. A federal constitution establishes a dual polity, comprising two levels of government—a central government having jurisdiction over the entire country in some areas, and state governments, each of which exercises jurisdiction within defined regional boundaries.

A citizen in a federal country is subject to the decrees of two governments. The totality of governmental powers and functions are divided between the Centre and the states. Each level of government thus functions within its assigned field. The several governments do not, however, function in watertight compartments. They come in contact with each other at several points, and thus a host of inter-governmental relations arise in a federal country. The pattern of these relations is not static; it is dynamic and is constantly finding a new balance in response to the centripetal and centrifugal forces operating in the country, and, that is why the subject of inter-governmental relations is of much significance to a student of any federal constitution. The same is true of the Constitution of India which establishes a dual polity comprising a Central Government and several state governments.

Introduction

India have been governed by the foreign rulers since thousands of years i.e. French, Portuguese, Duchs, Shaka, Hunas, Kushanas, Mughalas and Britishers . Therefore, the type and legacy of Government and administration was definitely influenced by the working and theories of above said rulers. After Independence the Indian Parliamentary Democracy was established by the constituent making assembly. This assembly was influenced by the various Acts of British Government ever passed to rule India and the act of 1935 became the most influencing act for the constituent making assembly of India, and this was quoted by W.S.Mauris Jhons in his various research and findings. i 15th August 1947, India's struggle for freedom came to end and the Constituent Assembly was responsible for drafting a new constitution which came into effect on January 26, 1950. One of the important

features of the Indian Constitution included the distribution of powers between Parliament and the state's legislative assemblies.

The federal features which influenced the founding fathers of the Indian Constitution were mainly from American, Canadian and Australian Federations. The framers of the Constitution were influenced by the federal principles. with exceptions and modifications of the US and Canadian constitutions. On the other hand, Indian Leaders like Jawaharlal Nehru who was a staunch supporter of liberal democracy, was committed to democratic socialism and agrarian redistribution. For their policies to be successful, they believed that there should be a centralized direction for the establishment of federal system in India.

Defining Federalism

Federalism constitutes a complex governmental mechanism for the governance of a country. It binds into one political union several autonomous, distinct, separate and disparate entities or administrative units. It seeks to draw a balance between the forces working in favour of concentration of power at a central point and the forces which favour a dispersal of the power in a number of units.

Federalism thus seeks to reconcile unity with multiplicity, centralisation with decentralization and nationalism with localism. The originality of the federal system which lies in that power is, at one and the same time, concentrated as well as divided. There is centralisation of administration and legislation in certain areas along with decentralisation in other areas. A federal constitution establishes a dual polity, comprising two levels of government—a central government having jurisdiction over the entire country in some areas, and state governments, each of which exercises jurisdiction within defined regional boundaries. A citizen in a federal country is subject to the decrees of two governments.

The totality of governmental powers and functions are divided between the Centre and the states. Each level of government thus functions within its assigned field. The several governments do not, however, function in watertight compartments. They come in contact with each other at several points, and thus a host of intergovernmental relations arise in a federal country. The pattern of these relations is not static; it is dynamic and is constantly finding a new balance in response to the centripetal and centrifugal forces operating in the country, and, that is why the subject of inter-governmental relations is of much significance to a scholar of any federal constitution. The same is true of the Constitution of India which establishes a dual polity comprising a Central Government and twenty nine state governments.

Safeguards of Indian Federation

1 Indian Constitution is written and relatively rigid. 2. Provision of amendment that can be done with the consent of a majority of the state legislatures. 3. The Supreme Court of India has original jurisdiction to decide disputes between Union and state or a group of states. State to another state or a group of states. Our group of states to another group of states.

Nature of indian federation in the context of art. 356 There are provisions which don't make Indian Constitution to be a federal in the sense of American Constitution. Though, it is said that within India, neither the Union nor the states enjoys [absolute] internal sovereignty due to the division of powers between the Union and the States in which both the Governments have plenary power within their assigned sphere, there exist certain provisions in the Constitution which areConsidered to be going against the principle of federalism. For example, article 200 of the constitution in which it is said that certain bills passed by state legislatures

may be reserved by the governors for the consideration of the president of India. The another article which is considered to be a deviation from the principle of federalism is Articles 356, 352 and 360 which gives the power to the president to declare emergency. which can transform federal system into a unitary system; however the provision is meant for temporary and can be used only under certain exceptional situations under certain restrictions created through judicial intervention, there are many circumstances in which the central government has used this power to dissolve the state governments of the opposite parties and to remain in power.

But this was never the case the Presidents power to issue the proclamation under Article 356 has been abused most of the time. So far the power under the provision has been used on more than 90 occasions and in almost all cases against governments run by political parties in opposition. This makes S. R. Bommai v. Union of India a Land Mark Judgment in which Supreme Court had discussed at length the provision of Article 356 and various issues associated with the said provisions. The next another landmark case where the nature of the Indian Constitution questioned was State of Rajasthan V. Union of India. In this case, Chief Justice Hon'ble Court, while interpreting Article 356, observed "Our difficulty is that the language of Article 356 is so wide and loose that to circumscribe and confine it within a strait-jacket will not be just interpreting or construing it but will be Constitution-making legislation which, again, does not, strictly speaking, lie in our domain." The debate whether India has a _Federal Constitution' and _Federal Government' has been grappling the Apex court in India because of the theoretical label given to the Constitution of India, namely, federal, quasi-federal, unitary. The first significant case where this issue was discussed at length by the apex Court was State of West Bengal V. Union of India . The main issue involved in this case was the exercise of sovereign powers by the Indian states

Challenges for Indian Federation

- Centralised Planning

  Although economic and social planning is found in the Concurrent List of the Seventh Schedule to the Constitution, the Union Government enjoys unbridled authority over national and regional planning in India. Centralised planning, through the Planning Commission, now NITI Aayog appointed by the Centre, considerable preponderance in legislative power for the Union, the financial dependency of the states on the Centre's mercy, the administrative inferiority of the states make the states meek and weak. The States only fill the blank spaces meant for in the text for planning. There is no special planning commission for the states in India. It also adds to misery of states and pose smooth functioning of federal spirit across the country.

- Language Conflicts

  Diversity in languages in India sometimes causes a blow the federal sprit of the Constitution. There are 22 languages constitutionally approved in India. Besides, there hundreds of dialects are spoken across the country. Trouble arises when the strongest unit of the federation attempts to force a particular language on others. The tussle for official language in India is still a burning issue. The southern states' opposition to Hindi as the official language of India has led to deep-seated language crisis in India. It throws dirt on the federal character of the Union of India.

- **Issue of Religion**

India is a fine example of religious heterogeneity that sometimes gives rise to turmoil to weaken the federation. But the religious process need not be always divisive. So long as there is a reasonable tolerance on the part of the people and a genuine secular policy on the part of the government, religion may not cause imbalances in a federation.

- **Relative Economic and Fiscal Incompatibilities among the Units**

Differences economic standards and relative economic and fiscal incompatibilities among the constituent states also pose a threat to a federation. The forces of imbalances in the field are demands for economic planning and development and for regional economic equality and financial autonomy of states. Demand for a financial equality of a region creates problems in a federation. In India some states are declared as poor and on the principle of equalization, are getting grants-in-aid. But the dilemma in a federation emerges that if the principle of equalization is adhered to, the national income and the total income growth will suffer. Again, if much attention is paid to economic development, equalization of all units cannot be attained.

- **Physical Environment**

Physical environment may also create hurdles for a federation by affecting communication. A federation in which the lines of communication are long and difficult has to face the difficulty of keeping in touch with all the units. It is easy for creating misunderstanding and conflict and perhaps this was one of the important causes for the separation of the east wing from Pakistan. Moreover, in the absence of good communication, the poorer units tend to develop a complex of neglect and feel that they are receiving less than their fair share of resources for development. In India, the North- Eastern states are having similar feelings and creating problems for the federation.

- **External Forces**

External forces also create hindrances for a federation. The tension in North Eastern States in India is due to interference of neighboring countries. China's claim on some portion of the territory of Arunachal Pradesh on LAC threats the territorial integrity of India. The Tamil issue in Sri Lanka creates disruptive forces in India. The alleged Pak hand in Khalistan movement in the past also has a say in weakening the Indian federation.

Conclusion

As conclusion, federalism or federal form of government is the most suitable form for a vast and pluralistic country like India. It tries to facilitate the socio-political cooperation between two sets of identities through various structural mechanisms of shared rule'. However, the because of above factors center-state relations and the state autonomy have become the cardinal issues of the Indian federalism. The Sarkaria Commission in 1983 appointed by the Government of India to examine and review the working of the Indian Federalism, did not make any useful recommendations for structuring the Indian federalism in a proper manner. This reveals the fact that even though our constitution is said to be a federal, but this overemphasis on the power of the federal government makes unable to deal effectively with socioeconomic challenges and strengthening national unity.

There is need for restructuring Indian Federalism to make it more viable and

resilient in paving the way for promoting effective centre-state relation and perpetuating a federal tradition across the country. Though India was to be a federation, the federation was not the result of an agreement by the States to join in a federation, and that the federation not being the result of an agreement, no State has the right to secede from it. The Federation is a Union because it is indestructible. Though the country and the people may be divided into different States for convenience of administration, the country is one integral whole, its people a single people living under a single emporium derived from a single source. Today, India's political institutions are widely recognized as federal species. Self-rule and shared ruled have been linked in unorthodox ways which have enabled the union of India to not only survive, but also flourish and enhance in all its diversity.

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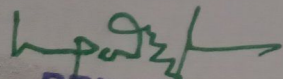
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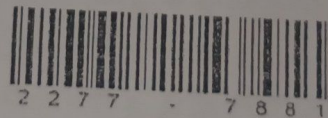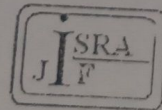
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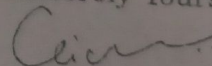
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FARMERS MOVEMENT FOR COMPREHENSIVE AND INCLUSIVE DEVELOPMENT OF INDIA: A HISTORICAL PERSPECTIVE

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INTRODUCTION:

The New Farmers' movement emerged at a time when agriculture was undergoing tremendous crisis. It emerged when terms of trade were going against agriculture. income from agriculture was dwindling. input prices were going beyond the reach of farmers etc.

It started in Maharashtra under Shetkari Sanghatana when it demanded remunerative prices to onion. It was later on followed by Karnataka under the Karnataka Rajya Raitha Sangha, Bharatiya Kisan Union in Uttar Pradesh etc. Although they started almost simultaneously, the differences among the farmers' organisations checkmated the movements in to becoming a big force in Indian politics. Despite differences the new farmers' movement did bring about a paradigm shift in the discourse, analysis and perception about farmers in India.

It made the policy makers to address the deep rooted crisis of agriculture as well as agrarian classes in India. It has also helped the farmers to be a part of international movement against such issues as globalisation. imperialism and capitalism. Nonetheless they have not been effective in bringing radical transformation in the country side. This is because of the fact that the movements, from the very beginning. were unable to overcome the internal conflicts as well as contradictions.

Secondly. they did not carry any radical agenda from within- for example they never bothered to demand radical land reforms. nor were they concerned about the atrocities perpetrated on marginal classes including the Dalits in the country side. Since the movements, from the very beginning, were identified with rich or market-oriented farmers, the other categories received scant focus in their politics. This is the reason why they have been losing their social bases. Further, their operational areas are confined to those localities wherein the classes of rich or market-oriented farmers have come to stay. This has further reduced their areas of operation. Whatever may be the weakness, one should not overlook the fact that the New Farmers' Movement has given new meaning to the study of farmers' movement in India. Despite the differences. one can say that they reflect Gandhism although not all the organisations vouch for Gandhism.

GANDHISM IN FARMERS' MOVEMENT

There has been a debate whether to analyse these movements as Gandhian or not. In other words, to what extent the New Farmers' Movement may be treated as Gandhian Movement? What are the characteristics that make them to vouch for Gandhism? In fact, the Karnataka movement. under Raitha Sangha. is very vehement in advocating that it is a Gandhian movement despite the fact that in its analysis. the arguments of and about Third World or the arguments of Marx. Lenin. Rosa Luxemburg's internal colonialism are apparent. Hence it argues that its final objective is the realisation of "village republic". This is nothing but a "form of social. political and economic organisation based on direct democracy". In this democracy "affairs affecting several communities are decided upon through process of consultation involving all affected" (Nanjundaswamy. 1998). This is apparent in its organisational level or from the grass roots level to the top level.

These principles are apparent in different struggles. During the time of destroying Cargill seeds as part of global resistance and also as part of People's Global Action, it advocated the Gandhian principle of non-violence as the strategy or action. It looked at the issues of non-violence as respecting all the living-beings including police, the people who work for Multinationals and also non-genetically modified living beings. Interestingly it viewed the destruction of the property of MNCs, godowns etc as part of non-violence.

Nonetheless, the Gandhian approach is further apparent in its decentralised campaign against globalisation, and reclaiming the natural resources etc. Interestingly, while arguing for alternatives, the Karnataka farmers' movement advocated "Khadi Curtain" which means "Establishing equal relationship between India and western capitalism that would replace current – and unequal- forms of exploitation" (Muzaffar Assadi, 1994, p.321).

Nonetheless, Gandhism is also apparent in the adoption of different strategies that the Raitha Sangha adopted over the years. These are evident in such struggles as long marches, bandh, hartal, fasting, withholding taxes etc. Incidentally, it also added some new techniques- these can be called the post-Gandhian techniques- adopted to bring the system to listen to the farmers. These techniques are: "Continuous Laughing" before the Vidhan Soudha, "Prohibiting the entry of bureaucracy" to the village at all times. In the latter case, the farmers themselves decided the timing of the entry of the bureaucrat in to villages. In fact this tactics was later adopted in Maharashtra too.

SOCIAL BASES OF THE FARMERS' MOVEMENT:

The Farmers' movements are often criticised for their class bias. It is often argued that the New Farmers' movement is highly biased towards market-oriented farmers than those who are living in the subsistence economy. All through their struggles, these movements have raised such issues which have helped either the rich farmers or the middle farmers.

For example, their argument in favour of writing off loans, remunerative prices, declaring agriculture as an industry, abolition of tractor loans etc ultimately helped the big or the rich/middle peasantry or the farmers. Even the movements have not addressed the issues beyond irrigated areas. The issues of non-irrigated areas have received scant focus in their discourse. This is the reason why the farmers' movement began to lose its appeal in the years to come.

The movement encompassing different categories of farmers, however, lost its vitality or appeal in due course. This is the reason why it is stated that its social bases are confined to rich and middle peasants including the farmers of commercial cropping and also market-oriented farmers. Secondly, there are criticisms that movements never become the movements of or for all caste groups. In Karnataka, the Raitha Sangha largely became the movement of two dominant castes- the Lingayats and Vokkaligas. In Maharashtra, movement of Maratha Kunbis. However, it tried to encompass Dalits, Other Backward Castes, artisan castes, and others. However, their proportion was less when compared to Kunbi Marathas. On the contrary, Punjab and Uttar Pradesh movements became movement of Jats. In Tamil Nadu, it is argued that its membership derived from such castes as Naidus, Goundars, Tewars, Vanniyars and Nadaars. However, the representation from dalits, Muslims, etc. is minimal. In Gujarat, under Khedut Samaj, the movement was largely dominated by Pattidars, although others such as OBCs are also its support bases but in less number. This wide range of social bases has literally made the farmers' movement confine to their agitational politics or to their locality. Therefore it has become difficult to organise the farmers' movement at an all India level.

MOVEMENTS BEYOND LOCAL TO GLOBAL:

One of the unique features of farmers' movements is that they moved from local to global. When globalisation was making serious inroads, some of the organisations went to support or oppose globalisation for various reasons those who opposed globalization, particularly. Karnataka Rajya Raitha Sangha, Bharatiya Kisan Union of Uttar Pradesh and Punjab, argued that globalisation would destroy the identities of peasantry, introduce western hegemony, destroy cultural
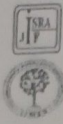
life style, take away the right to produce, distribute and exchange agricultural commodities etc. On the contrary those who supported globalisation saw in globalisation an answer to rural backwardness, agricultural prosperity, and capitalist development.

Incidentally, the differences among different organisations emerged much before the decade of 1990s when globalisation was making serious inroads. The differences are much to do with the issues of approaching liberalisation and also globalisation. The Maharashtra movement, led by Sharad Joshi, in fact, was the one who supported liberalisation. On the contrary, the farmers' organisations of Karnataka, Uttar Pradesh and Punjab have been vehemently opposing the globalisation. The Raitha Sangha of Karnataka and BKU of Uttar Pradesh took out Caravan in European Continent during 1999.

They protested in front of biotech company Cargill in Netherlands. During the same decade, the Karnataka movement burnt genetically modified BT cotton crops. This was part of what is called "Cremate Monsanto" campaign by the KRRS. The campaign used the following slogan, "Stop Genetic Engineering," "No Patents on Life", "Cremate Monsanto", "Bury the WTO", etc. It is here that its attacks centred on three principles: principle of opposing neo-liberal globalisation as a whole, World Trade Organisation regime and the principle of opposing global power structure embedded in G8 and NATO. The Raitha Sangha of Karnataka also attacked an outlet of Kentucky Fried Chickens in Bangalore and destroyed the godown of Cargill Company in Bellary.

Even though these attacks were symbolic, they conveyed the larger message of opposing globalisation. This does not mean that each and every farmer's movement opposing globalisation joined every anti-globalisation forum at the global level. In fact, they do differ in this matter too. This became apparent many a time. Karnataka, as well as BKU of Uttar Pradesh, never became a part of World Social Forum- a conglomeration of thousands of civil society groups consistently opposing and critiquing the globalisation. During 2004, when the World Social Forum was organised in Mumbai, the Karnataka and Uttar Pradesh movement formed what is called Mumbai Resistance -2004 on the ground that the World Social Forum was not representing the "genuine anti-globalisation or anti-imperialist resistance". They were joined by other BKU units of Rajasthan, Gujarat, Himachal Pradesh, Madhya Pradesh and others. This sustained anti-imperialist opposition reflected in the continued association with La via Campensina and Peoples' Global Action at the global level.

CONCLUSION:

In ancient period farmers were dependent on agriculture and it was considered the lifeline of farmers and the economy too. With the advent of British, the farmers' condition deteriorated and they were stuck in the vicious circle of rural Indebtedness. After independence, the Government took initiative to improve the condition of the farmers by introducing many programmes to improve agriculture and Indian economy. In spite of the efforts, even today, the farmers are facing many problems like lack of quality seeds, pesticides, fertilizers, irrigation facilities, labour and the like and are struggling hard to solve their problems by introducing so many reforms.

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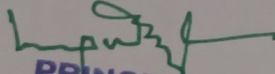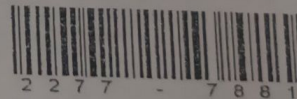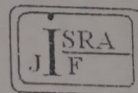
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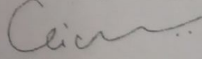Dear Author(s) Dr. Harsha .T. E

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OBSTACLES FOR DEVELOPMENT OF EDUCATION IN INDIA – A HISTORICAL REVIEW

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INTRODUCTION:

Education is the fast growing service industry exposed to the 'liberalization, privatization and globalization' processes in recent times. In order to attract students and to cater to their needs and aspirations education providers have been actively involved in the process of understanding students' expectations and their perceptions about development in the system. They are expected to adopt techniques of measuring development of the inputs and process of education just like any other business sector. It is also argued that the concept of development in education requires the organization to 'take customer as the centre of attention'. Development has certain expression and is related with the evaluation of the development of education, more precisely-its perception – is determined by various factors: 'the changing perception of society towards teaching and learning, the social expectations towards the development of educational institution, balance between teaching and studies in the educational institutions, activities and management of institution, structure and content of study programmes, implementation of the study process, teaching–learning environment and satisfying the needs of students'. Development assurance, also termed as development monitoring, has become the buzz word of schools, colleges and educational institutions now, as they are responsible to the society for the products, they produce i.e. ultimately, the graduates. The concept of accountability emphasized as the university has the main responsibility to justify to society how the finances provided by government are used in the teaching-learning process of students. The concept of consumerism has also emerged, whereby the students, taken as consumers of the service of education have the right to obtain the best of education that is possible'.

OBSTACLES FOR DEVELOPMENT OF EDUCATION:

Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organizations, developing sophisticated financial methods to siphon off the 'profits'. Regulatory authorities like NCERT, CBSE, DSERT, UGC and AICTE along with NAAC have been trying to extirpate private educational institutions that run courses with no affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes. One the fundamental weakness of the system is lack of transparency and recommendations have been made to mandate high standards of data disclosures by institutions on performance.

1. Much time in assessing the problems, rather than finding tangible solutions:

Let's look at the service and solution providers as an example. Attend any educational conference frequented by them and it's like listening to a broken record player. You have hour long speeches, expert panel discussions and solutions from experts in the industry. And these solutions are more or less the same – 'Attitude needs to change', 'We need to get back to the basics', 'Funding needs to increase', 'Structural and design changes', 'Awareness needs to increase' and my personal favorite, 'we need more data and analysis'. All good points no doubt, but these conferences are mostly for networking purposes where individuals want to establish themselves as thought leaders in order to impress the right people and move up in their careers. In the end the sponsors get their second vote of thanks, visiting cards are exchanged and everybody leaves with some souvenirs to carry home.

2. Rapid increasing of low development, money making Institutes:

As a result of that huge gap, people who have no reason to be in the field of education want to capitalize on the shortage of supply. It's no secret that the education industry has long lost its noble cause and is more of a business. Politicians, realtors, businessmen/women - basically anybody who wants to mint some serious cash, start to open educational institutions. In Bangalore for example, by the time you travel from one part to the other, you will notice schools and colleges at every nook and corner, housed in what probably looks like a 3 storied apartment complex. It's hard to even imagine development of infrastructure and facilities inside these institutions. And a glimpse of the teaching staff shows you how poor they are in development. This farce exists not only in a large city like Bangalore, but in smaller areas as well. While some are headed by passionate people with a clear vision, most are obsessing over donations and admissions. And if you interact with the management of these institutions, you can see they have zero intentions of churning out educated graduates. The moment we revealed to them that we did not have siblings who wanted to enroll in their 'prestigious' institutions, and that we were in fact there to boost students' awareness and empowerment, we got shooed away in a hurry.

## 3. Lack of relevant opportunities and project based learning:

Most of us in the cities have had the privilege of studying in some of the better institutions. But the way they function is not a far cry from their more superior counterparts across the globe, nor are they that much better than their inferior counterparts locally. There is a reason not a single Indian educational Institution that ranks in the world top educational institutions. Even at top institutes, students are force fed a few kilos of textbooks, spend a relatively short time on hands-on project based learning and are absorbed into fields irrelevant to their subjects.

To put things into perspective, engineering graduates have to study about 40 subjects - that's close to 250,000 pages worth of information, spend an average of 6000 hours attending classes out of which only 500 hours are spent interacting in 'Labs' across 4 years, have to write 120 internal assessment papers and 50 main exams, undertake a couple of 'projects' which was probably stolen from their seniors and let's not even get into the amount of time and resources spent on travelling and studying. And then after all that effort, most of them get jobs in the I.T service industry which has absolutely nothing to do with what they learnt. Only 15 % are lucky enough to get into relevant industries.

SUGGESTIONS FOR IMPROVEMENT:

1. A number of studies conducted by different organizations in recent past have highlighted that the development of schooling in terms of desirable levels of learning among students has remained low despite the interventions by the programmes like Sarva Shiksha Abhiyaan.

2. Besides, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) based on the proclaimed success of Sarva Shiksha Abhiyaan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) should not remain an attempt merely to enhance enrolment at development of education level keeping in view the demands of the knowledge economy.

3. Rather development dimension must be given due significance in the implementation of this programme.

4. In a democratic society, education at all levels must be inclusive, to take care of students from diverse socio-economic backgrounds. Such inclusiveness should constitute an important parameter of development in such a society, as talented people from diverse socially disadvantageous groups would be available for their contribution to equitable development of the society. In this regard, the government has to ensure equitable distribution of educational opportunities, participation of students from different socio-economic backgrounds by checking gross
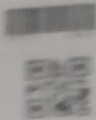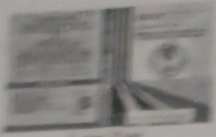
commercialization of development of education on the one hand and by effectively implementing the programmes of affirmative action.

5. Besides, the government must establish educational institutions and colleges in public sector, especially in educationally backward areas with development infrastructure, faculty and other facilities for improving accessibility to development of education.

CONCLUSIONS:

There can be so much said about the tall hill that we as a nation have to climb if we need to step up our education system. Even the problems mentioned above just scratch the surface of all things wrong, and are probably only few of the many reasons, but are enough to make a few initiatives with those who shared a similar passion. All of them are presented in a superficial perspective, one really needs to dig deep to understand the complexities. The government alone can't make improvements as much as it is their job. Reforms that are not name sake, heavy involvement from the private sector and more youngsters venturing into the field of education are few of the things that could help alleviate the problem. But we need to start somewhere.

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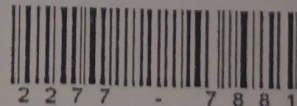
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BUDDHISM AND ITS IMPACT ON ANCIENT INDIA- A STUDY

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ABSTACT

In India during the time of Buddha, there was a racial discrimination in the society. This discrimination was according to profession of man and according to birth. In the society there were four divisions of whom Brahman was superior. They enjoyed rights for religious training and education. But other category of people deprived of their religious and educational rights. It should be observed that it is "the life of holiness" which Buddhism emphasizes much more than the philosophy of life, speculations concerning the mysteries of life and death and such ultimate truths. The entire system of Buddhist education must be rooted in faith (saddhā)— faith in the Triple Gem, and above all in the Buddha as the fully enlightened One, the peerless teacher and supreme guide to right living and right understanding. Based on this faith, the students must be inspired to become accomplished in virtue (sīla) by following the moral guidelines spelled out by the Five Precepts. Students should come to appreciate the positive virtues these precepts represent: kindness, honesty, purity, truthfulness, and mental sobriety. They must also acquire the spirit of generosity and self-sacrifice (cāga), so essential for overcoming selfishness, greed, and the narrow focus on self-advancement that dominates in present-day society. In the early period Buddhist Education was limited within the monasteries and only for the members of the monastery. But later on, it was open to the mass, even lay people got scope to have education in those institutions. In modern days Buddhist Education became wide open and embraced people of all walks of life. The aim of Buddhist Education is to change an unwise to wise, beast hood to Buddha hood.

Keywords: Triple Gem, Five Precepts, Monasteries, Enlightened, Buddha Hood.

Introduction

Religion is a matter of faith. It is a faith in supernatural or superhuman forces. It considers some acts as righteous and sacred and endorses such acts. It deems other acts as impious and profane and condemns such acts. Behaving in accordance with the religious laws is virtuous; going against them is sacrilegious. The virtuous acts are believed to bring man good results, on the other hand the profane acts result in calamity. The concept of heaven and hell are intertwined around the sacred and profane acts.Man, the social animal, is also a religious or spiritual being. Religion is a major concern of man. It is one of the earliest and the profoundest interests of the human beings. It is universal, permanent, pervasive and perpetual interests of man. We as human beings not have only biological, economic and social needs, but also, what is termed as a religious need. Therefore, the Biblical saying—"Man cannot live by bread alone." Religion is not a phenomenon of recent origin. Its beginning is mysterious. It is timeless. But it is found in all the societies, primitive and modern. Religion is not only the most persuasive force of social control, but also the most productive guide of human behavior. It has influenced and conditioned economic endeavors, political movements, property dealings, educational tasks, ideological fervors, scientific inventions and artistic developments. It is closely affiliated with morality and has detailed rules of conduct. Furthermore, the world religions—Buddhism, Confucianism, Christianity, Hinduism, Judaism and Islam—are truly centers of elaborate culturalsystems that have influenced all societies/nations for centuries.

India occupies a distinctive place in the world community. It is the country of the followers of all the major religious ideologies of the world viz; Hinduism, Buddhism, Jainism, Christianity, Judaism, Islam and Zoroastrianism. All of these influence India society in varying degrees. This paper shall, however, be confined to the impact of Buddhism in various spheres of life of Indian society. It is commonly acknowledged that Buddhism is essentially an offshoot from ancient Hinduism. In terms of historical antiquity Buddhism is a little later development than Jainism for Mahavira, the founder of Jainism, was an older contemporary of Buddha. Mahavira's period is generally accepted to be between 599-527 BC and Buddha's is 560-480. Buddhism is one of the most important religions in the world. It originated in India during 6th century BC. Buddhism emerged as a challenge to the Brahmanical supremacy and the caste inequality. It declared that caste or Varna should not come into the way of person's seeking to attain 'Nirvana'. In Buddhism all the monks are equal and they have simple philosophy. As a result, many Hindus accepted Buddhism. It has spread its influence both inside and outside the borders of India. Buddhism introduced organization by accepting one founder or one leader. This influenced the Hindu thinkers and they started establishing organizations. In contemporary India we can see a number of organizations. Buddhism has invariably been a very simple and basic religion. There were no complicated rituals like Hinduism. Therefore, the Indian society embraced this type of simple religion and transmitted it to their liking.

Gautama Buddha—Founder of Buddhism

Buddhism was founded by Gautama Buddha (563-483 B.C.). He was born in Lumbini, now in modern day Nepal. His original name was Siddhartha. His father was Suddhodana, the ruler of Kapilavastu. His mother was Mahamaya of the Kosalan dynasty. Mahamaya died at child birth and Siddhartha was brought up by his st -mother Prajapati Gautami. He married his cousin Yashodhara and had a son Rahul. Siddhartha was provided with a comfortable and happy life. Yet the royal splendors did not make him content; he was moved by human miseries in the form of old age, sickness, death and disillusionment. The misery of the human life cast a deep spell on Gautama. After seeing an old man, a sick man, a corpse and an ascetic, he decided to become a wanderer. In order to find a solution to the miseries of mankind he left his wife Yashodhara and son Rahul at the age of twenty-nine and wandered from to place in ascetic garb. This event is known as the 'Great Renunciation.' Gautama spent six years as a wandering ascetic and had discussions with sages and Brahmins. Their teachings did not help him to find a solution. In order to find the truth, he resorted to rigid austerities of various kinds of self-torture. Eventually, he abandoned everything and went to Uruvela on the banks of Niranjana River and sat under a pipal tree (Bodhi Tree) and mediated. He attained the 'supreme knowledge' (Enlightenment) on the forty-ninth day of his continuous meditation. The place where he got enlightenment is known as Bodh Gaya. From there on he came to be known as the Buddha (the enlightened one). He gave his first sermon at Sarnath (deer park) where his five former disciples had settled. To these five ascetics he preached his first sermon and called it 'Dharma Chakra Pravartana' (setting in motion the wheel of Dharma). He died at the age of eighty (483 B.C.). His last words were "all composite things decay, strive diligently."

Teachings of Buddha

Buddha did not accept the God as creator or destiny maker. He preached Anatmavada (No Athma) and AnityaVadha (nothing is eternal and everything undergoes transformation. He did not acknowledge the sanctity and supremacy of Vedas and Yagnas and repudiated the caste system. He emphasized that 'man is the maker of his own destiny.' The first sermon preached by Buddha at Sarnath contains his philosophy. His teachings were simple and conveyed to the masses in their languages i.e. Prakrit (Pali) and not in Sanskrit. The essence of his teachings are contained in the 'Four Noble Truths' and the 'Eightfold Path.

Four Noble Truths

i.   Dukkha—world is full of sorrow/sufferings.
ii. DukkhaSanudaya—the cause of sorrow is craving/desire.
iii. DukhhaNirodha—the suffering can be removed by destroying its cause i.e. by curbing thedesire.
iv. In order to remove suffering, one must peruse the right path. This path is the eightfold path (AshtangikaMarga) which leads to salvation (since this path avoided ritualism and self-mortification, it is also known as golden path or middle path). In order to end our sufferings Gautama Buddha advocated the Eightfold Path (Eight codes of conduct).

The Noble Eight-fold Path

i.   Right Understanding (Sammaditthi)
ii.   Right Thought (Sammasankappa)
iii. Right Speech (Sammavaca)
iv.   Right Action (Sammakammanta)
v.   Right Livelihood (Sammaajiva)
vi.   Right Effort (Sammavayama)
vii. Right Mindfulness (Samma sati)
viii. Right Concentration (Sammasamadhi)

This eightfold path is considered as the middle path between extreme asceticism and self- indulgence. Buddha preached 'Nirvana,' the ultimate goal in the life of a man. By a process of elimination of desire, one can attain 'Nirvana.' He laid stress on the moral life of an individual. According to his Karma theory, the present is determined by the actions of past. The condition of man in this life depends upon his own actions. As his actions or karma are responsible for his sufferings, he can secure salvation by perfecting his own deeds. No eternal force, either God or rituals can give him salvation. Thus, man becomes the maker of his own destiny.

Buddha neither accepted nor rejected the existence of God (agnosticism). He was more concerned about the individual and his action. Buddhism also did not believe in the existence of spirit. Buddha stressed the spirit of love. Love could be expressed on living beings by following 'Ahimsa' (non-violence). Buddha preached the basic equality of all men. He had no faith in caste system. His egalitarian principles attracted deprived masses towards Buddhism. He also disapproved the supremacy of Brahmans and he laid down the concept of universal brotherhood. He condemned the practice of rituals and sacrifices, especially animal sacrifice.

rejected the authority of the Vedas and insisted that everything must be subjected to scrutiny or reason. He laid emphasis on morality. He preached his followers to lead an upright and disciplined life. He also advised them to practice Ahimsa—non-violence and not indulge in vice practices. During his life time Buddhism made rapid progress. In the fourth council conveyed during Kanishka's reign, the Sangha (established by Buddha to propagate his principles and to render services to people), separated into two; Mahayana and Hinayana sects.

Growth of Buddhism

Buddhism made phenomenal progress as a popular relig_n not only in India but outside India as well. There are number of factors which helped in this progress and growth. Appeal to all sections of people was one of the most important factors. Kshatriyas admired it for it challenged the Brahmanical supremacy. Traders welcomed it for non-violence and coming out in support of money lending. Shudras were attracted by its propagation of racial equality and justice. A life of moderation based on moral values and no ritualism, attracted the common people who were fed up with complex rituals of Brahmanism. Personality and character of Buddha was a key factor in making Buddhism popular. His rational attitude towards objects appealed the mind of intellectuals. His morals and simple living touched the heart and imagination of common folk. The commitment and devotion of Buddhist missioners was a key factor in rapid rise of Buddhism. They took the message of Buddhism to other parts of the world. It was their devotion, sacrifice and labor which made Buddhism a dominating religion in South, East and Central Asia. Buddha gave his preaching/sermons in "Pali", the language of the common people. This came as a great relief to common man who could not follow Sanskrit. The literature was written and sermons were delivered in people's language. Buddhist Councils were held from time to time which attempted to settle down the discords among the scholars and this helped to strengthen the unity. Patronage of rulers was yet another factor in the rise of Buddhism. A galaxy of kings like Kanishka, Harsha, Ashoka etc. adapted and supported the religion. They provided material resources, protection and help to monks, built Stupas and encouraged missionary works.

Decline of Buddhism

There are several factors which led to the decline of Buddhism. Some of them are as follows

1. With the passage of time, the Buddhist 'Sangha' became corrupt. The monks/nuns and followers came to be drawn towards luxury and amusement. Receiving and saving valuable gifts like ornaments like gold and silver made them avaricious and acquisitive. They came to lead a life of indiscipline. Their example and perverted life-style could not but bring disharmony. No more the people were inclined towards Buddhism.
2. The revival of Hinduism was yet another factor which paved the way for the decline of Buddhism. Hinduism Attempted to give up the complex system of rites and rituals and make Hinduism simple and attractive. The Hindus even came to acknowledge the Buddha as a Hindu incarnation and accepted the principle of non-violence. This helped revive Hinduism and made it popular again. This took away the charm out of the flowerof Buddhism. The decline of Buddhism became unavoidable.
3. Buddhism faced divisions from time to time. Division into various sects like 'Hinayana', 'Mahayana', 'Vajrayana', 'Tantrayana' and 'Sahajayana' led Buddhism to lose its originality.
4. Pali and Prakrit, the spoken language of most people of India, was the medium for the spread of the message of Buddhism. But Sanskrit replaced these at the Fourth Buddhist Council during the reign of Kaniska. When Buddhism adopted that language, few people were able to comprehend it. People refused what they could not grasp.
5. . Image worship was started in Buddhism by the Mahayana followers. They started worshipping the image of the Buddha. This type of worship was a transgression of the Buddhist credo of opposing complex rites and rituals of Brahminical worship.
6. With the passage of time Buddhism came to lose royal patronage. No king, worthy of note, came forward to sponsor Buddhism after Asoka, Kaniska and Harsavardhan.
7. Emergence of the Rajputs became an important reason for the decline of Buddhism. Kings of such dynasties as Bundela, Chahamana, Chauhan, Rathore etc. were militant rulers and loved warfare. They could not tolerate the Buddhists for their message of non- violence. The Buddhists feared persecution from these Rajput rulers and fled from India. Buddhism became weaker and faced decline.

Contribution and Impact of Buddhism to Indian Culture

Buddhism has made a remarkable contribution to the political, social, religious and a cultural life of India. In social life Buddhism contributed egalitarianism. It raised voice against caste discrimination and social oppression. It helped in upliftment of women by making religion and education accessible to them. The doctrine of 'Ahimsa' (non-violence) encouraged virtues like kindness and considerations among the people. In the sphere of religion, it was against ritualism, superstitions and sacrifices. Further, it popularized idol worship. It was Mahayana followers who worshipped images of Buddha. The Hindus took over from them the idol worship. In cultural field, Buddhism enriched the architectural heritage of India through Stupas of Sanchi, Gaya, Amravati etc.

Buddhist scholars made a significant contribution to the promotion of new literature in the language of the common people. Several genres like drama and poetry were enriched. Tripitakas occupy the same position as the Vedas for Hindus. The Buddhist contribution in the field of education is immense. They universalized it and opened schools for even Shudras as well as women. In addition to this, the Buddhist missionaries o went outside India carried with them Indian language, literature and culture.

Buddhism exercised great influence in shaping the various aspects of Indian society. Its impact in socio-cultural, religious and political spheres cannot be overlooked. Buddhism developed a popular religion, without any complicated, elaborate and unintelligible rituals requiring necessarily a priestly class. This was one of the reasons for its mass appeal. The ethical code of Buddhism is also relatively simple based on charity, purity, self-sacrifice, truthfulness and control over passions. It laid great stress on love, equality and non-violence. It is an acknowledged fact that the Upanishads, too, had illustrated these virtues before the advent of Buddhism but credit goes to Buddhism for raising public morality to those heights never witnessed before. It became an article of faith for the followers of Buddhism. But more importantly Buddhism laid stress on the value that man is the architect of his own destiny, not any God or gods. There is a great element of individuality in Buddhism and it sans any elaborate idea of God.

Notwithstanding Buddhism could never dislodge Brahmanism from its high pedestal it unquestionably jolted it exhilarated institutional changes in Indian society. Rejecting the caste system and its concomitant evils, violent rituals based on animal sacrifices, pilgrimage, fasting and conservation, it propagated total equality. In the Buddhist system gods and goddesses, fatalism, previous birth and movements of planets are not believed to be accountable for man's present plight. It exhorts people to seek answers from this world. Therefore 'this worldliness' rather 'that worldliness' should be the basis of man's quest for seeking answers of the unknown. Compassion, equality between all human beings including gender equality, protection of all life forms and welfare of all tried to bind the entire society into one. Promotion of social equality and social justice helped Buddhism cross the frontiers of Indian sub-continent and become a world religion. The impact of Buddhist thought may be seen in our foreign policy, national integration, mutual cooperation, peace efforts, Mahatma Gandhi's philosophy of non-violence, upliftment of weaker sections and welfare of SCs, STs and depressed classers. Since Buddhism identified ignorance as the root cause of sufferings, it laid great stress on acquisition of knowledge. Promotion of democracy and democratic values is yet another contribution of Buddhism to Indian society. Buddhist 'sanghs' and 'maths' promoted democratic conduct and in the course of time its impact was felt in many Hindu 'maths' and religious institutions.

In the field of education Buddhism tried to make education practical, action oriented and geared towards social welfare. Most of the ancient India's varsities for instance, Taxila, Vikrampur, Nalanda, Vikramshila and others are product of Buddhism. A free search for the acquisition of knowledge in Buddhism produced such eminent scholars as Dignang, Charak, Nagarjun, Vasumitra and similar ones of highest order. The flag of independent India carries the picture of Ashoka's wheel and the national emblem has been adopted from Buddhism. Buddhism also familiarized the Indian vernaculars and thus promoted respect for different languages and dialects. Indisputably, Buddhism has exercised a profound humanizing and philanthropic influence on Indian society. Buddhism preached universal brotherhood. Asoka took deep interest to promote universal brotherhood through the propagation of Buddhism. Even he sent his own son Mahendra and daughter Sanghamitra to distant Ceylon for the spread of Buddhism. In due course of time Buddhism spread to Burma, Japan, China, Tibet, Java, Sumatra, Bali, Borneo, Champa and so on. Thus, Buddhism spread a unique feature of Indian culture abroad that is universal brotherhood. Buddhism spread in the nook and corner of India It encouraged the concept of national unity and integrity. Asoka, Kanishka and Harshavardhan became the ardent champion of nationalism and they tried to unite India under one umbrella. This was followed by the Mughals, the British and later on freedom struggle nationalists. Thus, Buddhism undoubtedly brought national unity.Last but not the least, Mahatma Gandhi also learnt the lesson of Ahimsa from Buddhism and started the struggle for freedom against the British rule by following thepath of non-violence.

Conclusion

Buddhism originated in Ancient India sometime between the 6th and 4th centuries BC from where it spread into foreign countries like China, Japan, Mongolia, Burma, Tibet, Sri Lanka, and Nepal and exercised substantial impact on the culture and civilization of those countries. It made valuable and lasting contributions in the field of religion, philosophy, literature and art. Its contribution was not confined to architecture and sculpture alone. It also made valuable contribution to the art of painting. It gave us a simple, intelligible and popular religion. It immensely appealed to the people on account of its simplicity; emotional element, easy ethical code, the use of vernacular language and the methods of teaching. One of the greatest contributions of Buddhism to India was that it promoted a sense of national feeling amongst the Indians. It laid great stress on the principle of Ahimsa which immensely affected the character of the people. It insisted on virtues like charity, purity, compassion, self-sacrifice, truthfulness, control over passions, non-injury to living creatures in thought and action etc.

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