SADHU VASWANI MISSION'S
St. Mira's College for Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE, BSc (Computer Science), BBA, BBA(CA)]
6, Koregaon Road, Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: mira_college@yahoo.co.in

PU/PN/AC/015/ (1962)
College Code: - 013

3.4.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years (5)

3.4.3.1: Number of research papers in the Journals notified on UGC website during the last five years

YEAR- 2019

Sr. No	Title of paper	Name of the author/s	Name of journal	ISSN number
1	"Social Skill Assessment for College Students"	Hasina Shaikh	Scholarly Research Journal for Interdisciplinary Studies	2278-8808
2	"Policy of Solid Waste Management & Resource Sustainability: A Case of Thane Municipal Corporation (TMC)"	Arwah Madan	Research Journey	2348-7143
3	"RCH in Meghalaya: Policy Perspectives"	Arwah Madan	Research Journey	2348-7143
4	"RBI Autonomy and Monetary Policy since Liberalization"	Arwah Madan	Research Journey	2348-7143
5	"Towards Building a Resilient, Sustainable and Inclusive Development Model: Challenges & Opportunities" pp. 105-109	Arwah Madan	Research Journey	2348-7143
6	"Effect of Physical Education Program on Physical Fitness of First Year College Girls from Pratibha College, Chinchawad" '	Ekta Jadhav	Research Journey	2348-7143

ST. MIRA'S COLLEGE FOR GIRLS POONA-411001

Principal Incharge
St. Mira's College for Girls, Pune.

7	Stress Management among pratibha College girls- a current status.	Ekta Jadhav	Research Journey	2348-7143
8	Knowledge Management: A Toola which Puts People on The Driver's Seat, A Shift from Tangible to intangible journal paper	Elizabeth Kanade	International Journal OF Research And Analytical Reviews	2349-5138
9	Reform,Perform adn Transform: A mantra for imparting Accounting education through experiential learning journal paper	Elizabeth Kanade	International Journal OF Research And Analytical Reviews	2349-5138
10	Outcome Based Education: A Pathway for lifelong Learning, journal paper	Elizabeth Kanade	International Journal OF Research And Analytical Reviews	2349-5138
11	"Policy for Micro Enterprises: Paanwala as a budding Micro Enterprise"	Jyoti Chintan	Research Journey	2348-7143
12	" Maharashtratil Gharkamgar: Kayda va Sanghatana"(Marathi)	Manisha Pimpalkhare	Research Journey	2348-7143
13	" India's Emigration Policy- Migrant Domestic Workers"	Manisha Pimpalkhare	AJANTA	2277-5730
14	"National Policy on Domestic Work: The Way Forward"	Manisha Pimpalkhare	Research Journey	2348-7143
15	"The Policy of Financial Liberalization and Sustainable Economy: A Case Study of India"	Meenal Sumant	Research Journey	2348-7143
16	"British Policies durin transition: A study of the Social Policies in the 19th Century western India"	Sandhya Pandit	Research Journey	2348-7143
17	Punyatil Sthityantaracha Kaal – Pahila Collector mhanun Robertson yachi Karkeerd (1818-1829)	Sandhya Pandit	Traimasik	NA
18	"Classics Revisited: Shelley, Mary W., & Butler, M. (1994). Frankenstein: The 1818 text. Oxford: Oxford University Press."	Snober Sataravala	The Indian Journal of Gender Studies.	9715215
19	"Is Non- Violence Relevant in the Age of Violent Politics"	Veena Kenchi	Research Journey	2348-7143
20	Sustainbale Event Management	Rekha Kankariya	Research Journey	2348-7143

ST. MIRA'S COLLEGE FOR GIRLS POONA-411001

Principal Incharge
St. Mira's College for Girls, Pune.

Scholarly Res Journal for Interdisciplinary Studies,
Online ISSN 2... 8808, SJIF 2018 = 6.371, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, JULY-AUG, 2019, VOL- 7/52

SOCIAL SKILLS ASSESSMENT FOR COLLEGE STUDENTS

Prof. Hasina Shaikh[1] & Anita Belapurkar[2], Ph. D.

[1]*Assistant Professor, Education Dept., St. Miras College for Girls, Pune*

[2]*Principal, H.G.M Azam College of Education, Pune*

Introduction

People with better social skills are able to develop productive and long lasting personal and professional relationships. Social skills are specific behaviours which lead to assertive and positive interpersonal communications during social interactions. It is the ability of a person to generate actions in an interpersonal communication that showcases emotions, expectations, desires, beliefs or privileges in a satisfactory manner, values others and can fix issues quickly, which mitigate problems in the future (Gresham, 2016). Communication, cooperation and interpersonal skills are all part of social skills. When social demands are increasingly complex, individuals both personally and professionally must develop their social. This is because social competence is important and appreciated in the professional environment.

Social skills are linked to the well-being of students, as well as their academic progress and career success. For successful interactions, people need to expand their repertoire and recognize the abilities that are present and those that need to be developed, and determine action plans required for the improvement of these abilities to develop social competencies (Angélico, Crippa, & Loureiro, 2013). This assists in developing social skills in an assertive way helpful for professional growth.

Cooperation and development in all sorts of educational, labour and social institutions, where individuals are substituted as the key production entity by a broad variety of teams and groups of staff, are becoming more necessary, while gradually requiring expertise on the workforce (Mendo-Lázaro, León-del-Barco, Felipe-Castaño, Polo-del-Río, & Iglesias-Gallego, 2018). In reality, workers are becoming increasingly valued and respected for collective social skills. To meet these demands, educators are working together to allow group-based learning methods to encourage collaboration among students, to learn to collaborate in teams, to enhance results, and to learn and build interpersonal skills and competencies.

Table 1: Attributes of Social Competence

Social competence	Description
Self-awareness	The acceptance of one's feelings , beliefs and abilities and shortcomings
Self-management	Management of thoughts and actions to accomplish one 's goals
Social awareness	Express awareness and concern for others.
Relationship skills	Build healthy partnerships, operate in teams and resolve disputes directly.
Responsible decision making	Making positive and moral decisions.

Source: (Dymnicki, Sambolt, & Kidron, 2013)

Self-awareness ensures that one's emotions, desires, beliefs and abilities are correctly measured and a strong sense of self-confidence is retained. The capacity to control feelings and to follow methods to maintain a balance during overwhelming circumstances (Paolini, 2020).

Social awareness is characterized as the capacity to interact at and understand others; to identify and acknowledge differences and differences between individuals to groups; to identify and utilize social resources such as families, friends and educational institutions. The willingness to consider and value experiences of others in social encounters is a crucial element of social awareness. Such capacity influences both positive working interactions and spiritual and pro-social actions (Rizkiya, Hakam, & Agustin, 2020). The willingness to recognize circumstances in which social assistance can act as a tool to handle challenges is also a crucial component of this skill.

Relationship skills are the ability of an individual create and sustain relationships which are stable and satisfying, centred on trust, to avoid unsuitable social pressure and dispute prevention, management and resolution, and to pursue assistance where possible. For instance, students' fear of communicating with students from different backgrounds and teaching staff can interfere with their sense of belonging to college and hinder the process of adaptation (Dymnicki, Sambolt, & Kidron, 2013). Relationship capabilities make it easier for students to interact together in diverse cultures and experiences.

Responsible decision-making relates to decision focused on ethical principles, safety considerations, adhering to social values, conformity with certain criteria and possible implications of the various actions, the application, in the academics and society, and the commitment to the welfare of the society. Such abilities are becoming even more relevant as students enter different environments such as colleges and workplaces.

Educators can also include education in social skills. Training on social skills is a proactive, positive response that replaces more desirable negative behaviour and teaches students more constructive and socially rewarding behaviour methods (Gibbons, Fernando, & Spedding, 2016). In addition, studies have found that training in social skills for students is extremely beneficial as it is critical for to overcome both academic and behavioural difficulties.

Need for Social Skills among students:

The college students are from the age group where they become career oriented and want to focus on their upcoming job. In the absence of the basic social skills, it would severely limit the quality of work that they would produce in future. We can therefore also state that social skills may predict how well the students would perform at home, educational institution and in the future workplace. Promoting social skills also helps in promoting our happiness and satisfaction which in turn boosts our self-esteem and reduces our day-to-day life stress. Better social skills result in better communication which results in us relating efficiently to a larger group of people. A person with a well-developed social skill finds it very comfortable to communicate his outlook, thoughts or ideas to a larger group of people and even convey his negative thoughts or disagreements to people who may not agree to his / her point of view.

Research Question:

What is the existing social skill status of the F.Y.B.A. students?

Statement of the Problem:

To find the social skill status among the F.Y.B.A. students studying in colleges in Pune.

Objective:

1. To assess the social skill of the F.Y.B.A. students in Pune.

Conceptual Definitions:

Social Skill: Socially acceptable learned behaviours that an enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990).

Operational Definition:

Social Skill: For the present study social skills refers to assessment of the five skills such as Empathy, Interpersonal Relationships, Effective Communication, Coping with Emotions and Decision Making among the F.Y.B.A. students.

Theoretical Foundation:

Daniel Goleman puts it as "We are wired to connect".

Erikson's Psychosocial Theory of personality development emphasizes the interrelationship between social and emotional domains. He emphasized the role of interpersonal relationships in solving a series of conflicts in a person.

Vygotsky (1978) highlighted that cognitive functions are connected to the external or social world. Vygotsky explained that children learn in a systematic and logical way as a result of dialogue and interaction with a skilled helper within a zone of proximal development (ZPD). The lower boundary of the ZPD are activities the learner can do on his or her own without the assistance of a teacher or mentor.

Bandura (1965, 1977, 1986), in his theories of social learning and social cognition, theorized three categories of influences on developing social competence: (1) behaviors children and adolescents observe within their home or culture, (2) cognitive factors such as a student's own expectations of success, and (3) social factors such as classroom and school climate.

Theory of Social Isolation: Wilson (1987) defined social isolation as "the lack of contact or of sustained interaction with individuals or institutions that represent mainstream society."

Review of Related Literature:

Researchers across the globe have time and again proved that apart from the importance of daily interaction, social skills have a big impact on the child's ability to succeed in an academic setting. The classroom acts both as a training ground for social skills development as well as an arena in which these skills are put to use.

Scope:

1. This study focuses on the F.Y.B.A. students studying in the under-graduation colleges in Pune.
2. This study is related to the assessment of five parameters of social skills –Empathy, Interpersonal Relationships, Effective Communication, Coping with Emotions and Decision- Making skills.

Delimitations:

1. This study was delimited to the F.Y.B.A. students studying in six under graduation college of Pune.
2. The data collection for the study has been done using the standardized test (Life Skill Assessment Scale).
3. Only five selective parameters of social skills have been considered in this study.

Limitations:

1. The assessment of Social Skills is dependent on the truthfulness of the responses given by the F.Y.B.A. students during the study.
2. The researchers had no control over factors like stress, fatigue, family background, socio-economic background, span of attention, interest, etc.

Research Method: Survey Method

Population: All the F.Y.B.A. students studying in the under-graduation colleges in Pune.

Sampling Technique: Purposive Sample

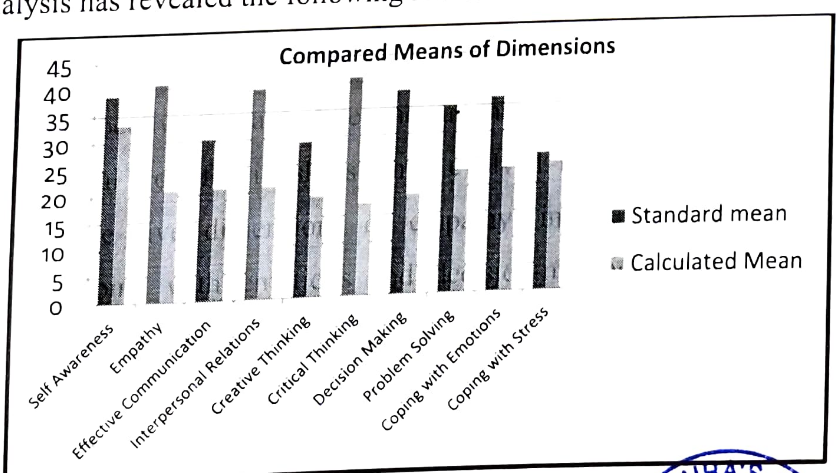
Sample Size: 600 F.Y.B.A. students

Data Collection Tool: Standardised Test – **Life Skills Assessment Scale (LSAS)** developed by Radhakrishnan Nair, B. Subasree and Sunitha Ranjan. This scale consisted of measuring 10 dimensions of life skills and the scores obtained under each life skill represented the level of life skills in the respective domain. After the summation of all the scores under each of the dimensions the global score for life skills can be evolved. For the present study, the researcher considered only the five dimensions of empathy, interpersonal relationship, effective communication, coping with emotions and decision-making had been considered. The interpretation of raw scores was done on the basis of the Table No. 7 given in the manual of the standardised test.

Data Analysis Tool: Mean

Data Representation: Graph

The data analysis has revealed the following results:



Dimensions	Standard Mean	Calculated Mean
Self-Awareness	38.84	33.31
Empathy	40.77	24.96
Effective Communication	30.21	21
Interpersonal Relations	39.43	21.06
Creative Thinking	29.22	18.98
Critical Thinking	40.99	17.3
Decision Making	38.34	18.82
Problem Solving	35.04	23.07
Coping with Emotions	36.51	23.25
Coping with Stress	25.74	24.1

Observation:

The result from the survey data reveals that, the 10 dimensions of F.Y.B.A. students have difference in the standard mean and calculated mean. Out of the 10 dimensions of FYBA students have low calculated mean in the areas of empathy 24.96, interpersonal relationships 21.06, effective communication 21, coping with emotions 23.43 and decision-making 18.82 from the social skills competencies. It has been observed that the F.Y.B.A students have low or very low scores in the social skill competencies.

Interpretation:

From the above data analysis of the 10 dimensions of social skills, the FYBA students social skills are low compared to standard mean of the five social skills such as empathy, effective communication, interpersonal relationships, coping with emotions and decision making are low and needs to be developed.

Conclusion:

The areas of social skills such as empathy, effective communication, interpersonal relationships, coping with emotions and decision making can be developed through training program for FYBA students. The program will definitely help FYBA students to develop social skills effectively. Educators need to take initiatives to design effective need based social skill programs and also evaluate the progress of the students so that we may help them to succeed in their academics as well as life.

Selected References:

Anderman, L. H., & Kaplan, A. (2008). The role of interpersonal relationships in student motivation: Introduction to the special issue. The Journal of Experimental Education, 76(2), 115-119.

Çimen, N., & Koçyiğit, S. (2010). A study on the achievement level of social skills objectives and outcomes in the preschool curriculum for six-year-olds. Procedia-Social and Behavioral Sciences, 2(2), 5612-5618.

Ganesh, A., & Mogappagowda, S. H. (2017). Bridging the Skills vs. Employability gap for a SMART INDIA. In Project management national conference, India, September 2017, Chennai, www. pmi. org. in/events/pmnc17.

Hamann, D. L., Lineburgh, N., & Paul, S. (1998). Teaching effectiveness and social skill development. Journal of Research in Music Education, 46(1), 87-101.

Inderbitzen, H. M., & Garbin, C. P. (1992). An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.

Kathlyn, M., Schwartz, A, Levin, M. & Luke, S. (2008). Evidence for Education. National Dissemination Center for Children with Disabilities. Vol. 3(2).

Leffert, J. S., Brady, M. E., & Siperstein, G. N. (2009). A" Tools for Teachers" approach for infusing social skills instruction into daily teaching activities. Teaching Exceptional Children Plus, 6(2), 1-25.

Mittal, P. (2016). A Study of Interpersonal Relationship Decision Making and Quality of Work Life QWL in Relation to Self- Construal of University Teachers.

Subasree, R. & Nair, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. IOSR Journal of Humanities and Social Science. Vol. 19 (1). PP 50-58.

Importance of Social Interactions. (n.d.). Retrieved April 13, 2016 from http://www.stancoe.org/cfs/handouts/specialnds/pdf/importanceofsocialinteractions.pdf

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr. Arwah Madan
Associate Professor
Dept. of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

This Journal is indexed in :
- University Grants Commission (UGC)
- Scientific Journal Impact Factor (SJIF)
- Cosmoc Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

For Details Visit To : www.researchjourney.net

SWATIDHAN PUBLICATIONS

ISSN : 2348-7143
May-2019

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr.Arwah Madan
Associate Professor
Dept.of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

SWATIDHAN INTERNATIONAL PUBLICATIONS
For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

ISSN : 2348-7143
May-2019

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

'RESEARCH JOURNEY' *International E- Research Journal* | ISSN : 2348-7143
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013) | May-2019
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal

INDEX

Our Editors have reviewed papers with experts' committee, and they have checked the papers on their level best to stop furtive literature. Except it, the respective authors of the papers are responsible for originality of the papers and intensive thoughts in the papers. Nobody can republish these papers without pre-permission of the publisher.

- Chief & Executive Editor

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal

ISSN : 2348-7143
May-2019

Policy of Solid Waste Management & Resource Sustainability : A Case of Thane Municipal Corporation (TMC)

Dr. Karbhari Bhalchandra K
Assistant Professor, Department of Economics
Akbar Peerbhoy College of Commerce and Economics, Mumbai
E-mail- bk5682@gmail.com

Dr (Mrs) Arwah Madan
Associate Professor, Department of Economics,
St. Miras College for Girls, Pune
dr.arwahmadan@gmail.com

Abstract :

Municipal corporations are wasting their financial resources on SWM. Also disposal of solid waste involves degradation of natural resources i.e. land, water and air. Financially weak municipalities are in search of new methods which would preserve their financial and natural resources. TMC adopted Resource, Recovery, Reuse (RRR) model in their SWM operation for resources sustainability. To make it functional and effective the participation of all stakeholders is needed. It is important for urban local bodies to preserve and conserve the environment, at the same time, be resourceful in its functioning. The paper makes an attempt to understand the efforts made by the TMC to manage solid waste in a more resourceful manner. The key to better solid waste management is to collaborate with other stakeholders such as private sector, communities and in some cases with the informal sector, for expansion of waste management services, improving efficiency and effectiveness as well as attain resources sustainability

Key Words: Municipal Solid Waste, Environment, RRR, Resources Sustainability

Introduction

By producing complex and increasing quantity of solid waste, municipal corporations are trapped in the threat of degradation of natural recourses. According to UNEP, 2010, the estimated quantity of Municipal Solid Waste (MSW) generated worldwide is 1.7 – 1.9 billion metric tons. It is found that municipal waste is not well managed in developing countries. The municipalities are unable to cope up with the accelerated rate of waste generation. It leads to several environmental and health problems and consequently wastage of natural and financial resources of municipal corporations.

Cosmopolitan cities of developing countries are facing challenge of waste management policy, which requires attention and issues of planning and implementation. Establishing and improving facilities for collection, recycling, treatment and disposal for MSW management can be very costly. For example, building and operating sanitary landfills and incineration plants require huge investments and incur substantial operation and maintenance costs. Furthermore, it is becoming increasingly difficult to find suitable locations for waste treatment facilities due to the approach of 'Not in My Backyard' (NIMBY) of local residents. Urban governments are therefore trying the paths of Reduce, Reuse and Recycle (RRR) that place highest priority on waste prevention, waste reduction, and waste recycling instead of just trying to deal with rising amounts of waste through treatment and disposal.

ST. MIRA'S COLLEGE FOR GIRLS POONA-411001

Jayat
Principal Incharge
St. Mira's College for Girls, Pune.

ISSN : 2348-7143
May-2019

Such efforts will help cities to reduce the financial burden on urban government for waste management, as well as reduce the pressure on landfill requirements. Natural resources are limited, financial resources are often inadequate, and securing land for final disposal is getting more difficult. Therefore urban governments are set policy directions aiming for resource efficiency, recycle-based society to provide a clean, healthy and pleasant living environment to its citizens for current and future generations.

Research Objectives and Methodology

This research paper tries to evaluate the efforts taken by TMC in SWM for environment sustainability through RRR. The objectives of the Study are: (i) To analyze the RRR (Resource, Recovery, Reuse) Model used by TMC in solid waste management and (ii) To find out link between RRR model in SWM and resource sustainability.

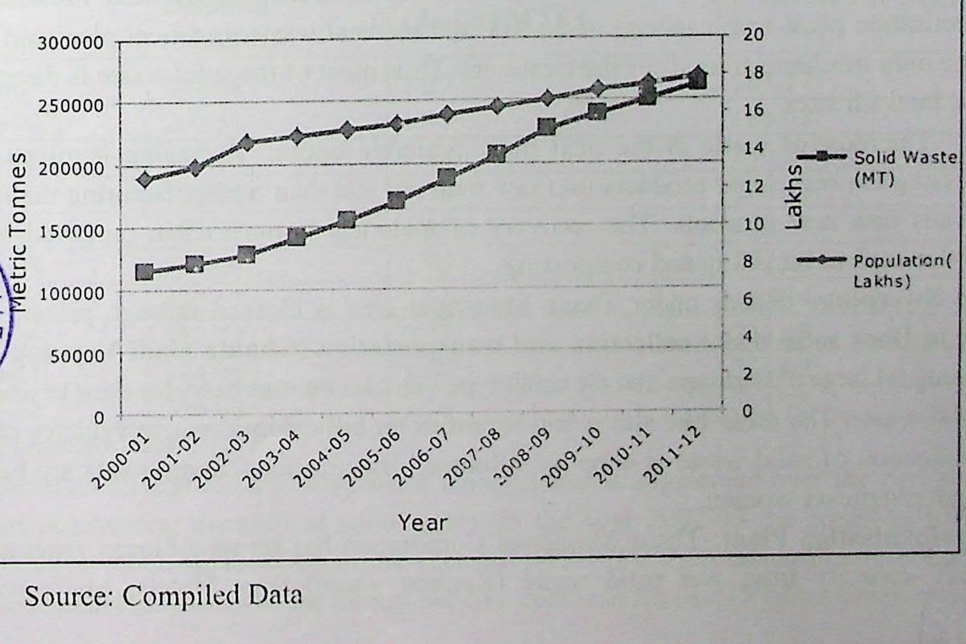
Hypothesis: RRR model in SWM helps to sustain and preserve the natural and financial resources.

The research in its nature is interrogative. Secondary data has been obtained from the websites of TMC, Annual Budget and Environmental reports of TMC, DPR Report of TMC, environmental report of MPCB, etc.

The city of Thane is situated on the western banks of Thane creek with Parsik hills on the east. The creek not only provides a natural protection to the place but has also facilitated transport of big and small ships since ancient times. This has also acted as an impetus for the development of local and international trade since the pre-historic times. The Thane Municipal Corporation was established on 1st October, 1982. Thane city is India's one of the rapidly growing cities. As per the census of 2011 the city population is 20 Lakh and expected to be 31 Lakh by 2030. The population density of the city is 24218 persons per sq.km. The total slum population is 7.56 Lakh.

The Graph 3.1 explains the relationship growth of population and solid waste in TMC from 2000 to 2012. Population and solid waste growth is having almost same trend over the selected period. Population growth contributes to growth in solid waste.

Graph 3.1
Trends In Population Growth And Solid Waste In TMC



Source: Compiled Data

ISSN : 2348-7143
May-2019

With growth in population and urbanization the per capita income of residents of Thane Municipal Corporation has increased. It leads to consumerism. The vast growth in residential area has increased quantity of solid waste in TMC which requires large resources of TMC to manage it.

The Thane Municipal Corporation has undertaken many developmental projects and schemes since 1982 to preserve its natural resources. One of major projects is the Integrated Road Development Project. Taking in view the all-round infrastructural development which has recently taken place in Thane, the Govt. of India conferred the prestigious 'Clean City Award' to Thane in the year 2000. Before that in the year 1880 the Thane Borough Municipality spent Rs.12,960 on construction of the Pokharan Lake, to make use of the lake water for drinking purpose. It shows the efforts of TMC towards conserving it's the available natural recourses.

Solid Waste Management with RRR Model

Solid Waste Management Division of TMC looks after the sweeping, cleaning and disposal of solid waste within the TMC area. Taking actions on Plastic carry bag users, eradication of rats, clean up of public toilets is also done by Solid Waste Management department.

Thane city generates about 500 Metric Tonnes (MT) of solid waste daily. The classification of the solid waste reveals that 307 MT is biodegradable waste, 73 MT is recyclable waste, and 73 MT is debris and silt while 37 MT is green waste. For effective collection, transportation and disposal of the solid waste Corporation has deployed 2683 employees from its own staff. They are providing with 229 number of refuse collectors and 190 number of dumper placer containers. They are also provided with 195 vehicles. The 112 km. of city roads have been outsourced for daily cleaning.

The entire city has been divided into nine wards. Each ward has been provided with separate men and machinery for effective collection, transportation and disposal system of the solid waste. The collection, transportation and disposal system has been partly privatized. For house to house collection 128 numbers of ghanta gadis have been deployed on contract basis. 83 Presently, the solid waste collected is disposed of at different land fill sites. Presently only Bio-methanisation plant with capacity of 20 MT and medical waste treatment plant and composting are the only mechanism used for the treatment. Thus most of the solid waste is directly disposed on the land fill sites.

The reuse of waste is the next most desirable option. Recycling involves sorting and processing the recyclable products into raw material and then remanufacturing the recycled raw materials into new products. The recovery of materials is most often preferred and includes activities such as recycling and composting.

Road Sweeping: Roads under Thane Municipal area is cleaned through private contractors.

Door to Door solid waste collection and transportation (Ghanta Gadi Yojana): Contractors are using 94 large closed type and 64 small type vehicles on rent basis for door to door collection of solid waste. The areas like slums and localities on hilly slopes, where vehicles cannot reach, the collection of solid waste is done by volunteer organizations. Some roads are being cleaned through rag picker women.

Biomethanisation Plant: Thane Municipal Corporation has set up a biogas generation plant of 15 MT capacity from wet solid waste (Kitchen waste) from Hotels, Malis within Thane

ISSN : 2348-7143
May-2019

Municipal area at Chatrapati Shivaji Maharaj Hospital. At Hiranandani Estate, Patlipada a 5 MT capacity plant with private participation is started as well. 4 projects of 2 MT capacity each are proposed in different parts of the city.

Solid Waste Disposal: Thane Municipal Corporation does not have its own dumping ground. The Government has allotted a 19 hectors plot to TMC for setting up solid waste disposal plant at Daighar in June 2004. But due to opposition of local people, the solid waste disposal plant has not been set up. The waste is dumped at a privately owned plot in Khardi Village within TMC area. The leveling of solid waste dumped at this place is done and spraying of insecticide and air fresheners is carried out and a layer of soil is also put as per requirement.

Issues Related To TMC's Solid Waste Management

As TMC does not have its own dumping ground, the waste is dumped at a privately owned plot with the prior permission of land owner. TMC sought permission from the Maharashtra Pollution Control Board vide for grant of permission for disposal of solid waste at this site. Meanwhile, TMC has approached to the Navi Mumbai Municipal Corporation seeking permission for disposal of waste at common dumping ground at Taloja. But the permission from Navi Mumbai Municipal Corporation is not received. Considering the difficulty in the disposal of solid waste, the Maharashtra Government directed the forest department to make available the closed quarries under its jurisdiction for the period of 2 years till the arrangements are made at Daighar. TMC has submitted proposals to Ministry of Revenue and Forests for the closed quarries at Shil. TMC is making all efforts to preserve its natural recourses such as land water reservoirs, which are devastated due to increasing solid waste.

The following table 5.1 reveals that TMC sends big amount on solid waste management.

Table. 5.1
Expenditure on SWM by TMC

Year	Actual Cost Of Solid Waste Disposal (` Lakhs)	Total Quantity Of Solid Waste (Lakhs MT)	Average Cost of SW disposal (` Lakhs Per MT)
2002-03	204.68	1.27	161.17
2003-04	260.51	1.40	186.08
2004-05	354.53	1.54	230.21
2005-06	307.24	1.70	180.73
2006-07	305.32	1.87	163.27
2007-08	354.00	2.05	172.68
2008-09	407.11	2.26	180.14
2009-10	559.72	2.37	236.17
2010-11	584.96	2.49	234.92
2011-12	596.08	2.26	263.75

Source: Compiled Data

The amount required for solid waste management is augmented over the period of time because of augmenting quantity of solid waste. In the year 2002-03 the spent on SWM was Rs.204.68 lakhs which skyrocketed in the year 2011-12 is Rs. 2.26 lakhs. The Average cost of SW disposal indicates that over the period per MT cost was Rs.161.17 lakhs which is increases

ISSN : 2348-7143
May-2019

to Rs.263.75 lakhs in the year 2011-12. From above table it is evident that TMC is spending mammoth amount on solid waste management.

Solid Waste Management by TMC under RRR Model:

According to the Municipal Solid Waste (Management & Handling) Rules (2000), TMC has taken following measures to preserve the natural resources and saved financial resources.

Incineration Plant of TMC (Waste to Energy): Government has allotted a land of 18.89 hectors for solid waste management. An agreement was made with M/s. Hanger Biotech Energies Pvt. Ltd. for setting up Solid Waste Treatment Plant on BOT basis for a period of 29 years. The said project could not be completed due to opposition from the local people. Residents were shown the waste treatment plant set up by M/s. Hanjer Biotech Energies for Rajkot Municipal Corporation and Mira Bhaynder Municipal Corporation. As opposition continued, the project is incomplete. A fresh proposal is put for setting up a modern odourless solid waste treatment and disposal plant.

Collection and Transportation of Solid Waste: 650-700 MT of solid waste is generated in Thane City. The collection of waste at door to door is done by collection vehicles. Public roads are cleaned by contractors and the waste collected is transported to dumping ground/collection centre through dumpers. To avoid double handling of the waste, hydraulic compactors are hired for collection of waste in TMC and dust bins of 1.1 MT and 120 Litre capacity are placed. The waste is collected in three sessions under this system. This has led to clean roads / places and a cleaner city.

Property Tax discounts to Societies implementing Solid Waste Management: TMC has decided to grant 5 per cent discount in property tax to the societies that will reduce the solid waste up to 50 percent by recycling/reusing. The residential societies have to register with the TMC. TMC will verify the daily generation of waste in such societies. Then societies will be given certain outline for reduction of waste. The societies reducing 25 to 50 percent waste will be given 3 percent discount and those which will reduce waste more than 50 percent will be given 5 percent discount in property tax. Corporation has appealed to societies to take advantage of the scheme.

E-Waste: As per government's decisions to dispose E-waste, the contract was assigned to Eco Recycling Ltd., TMC has disposed 3000 kg. of E-waste. The company paid Rs. 38,000 to TMC for disposal.

Eco-friendly Ganesh and Durga Festival: Thane is also knows as lake city. Since last eight years, to avoid lake pollution during Ganesh Festival, TMC arranges for artificial lakes for immersion of Ganesh idols. This year total eight artificial lakes were arranged and idols were immersed in artificial lakes.

Conclusion

TMC is making all effort towards solid waste management, despite not having its own dumping ground. According to TMC, seventy percent of the solid waste is recyclable and reusable. It is making effort with the help of all stakeholders to efficiently manage waste in its region. The urban local body is sending a clear message that municipalities on its own cannot manage the ever increasing solid waste. Rather, the key to better solid waste management is to collaborate with other stakeholders such as private sector, communities and in some cases with the informal sector, for expansion of waste management services, improving efficiency and

ISSN : 2348-7143
May-2019

effectiveness as well as attain resources sustainability. As per Kyoto Protocol, Municipalities have opportunity to adopt Clean Development Methodology for solid waste management to attain resources sustainability.

Reference :

- Benefits of The Clean Development Mechanism" (2011), Report of UNFCCC. https://cdm.unfccc.int/about/dev_ben/ABC_2011.pdf.
- Aditee Potdar, Anju Singh, (2016), "Innovation in Solid Waste Management through Clean Development Mechanism in Developing Countries, International Conference on Solid Waste Management", 5IconSWM 2015, Science Direct, Procedia Environmental Sciences 35, pp.193 – 200.
- Keith A. Weitz, Susan A. Thorneloe, (2002). "The Impact of Municipal Solid Waste Management on Greenhouse Gas Emissions in the United States", Journal of the Air & Waste Management Association, September 2002,Volume 52, ISSN 1047-3289, pp. 1000 to 1011.
- Kumar, S., V. Gawaikar, (2004), "Cost-benefit analysis of landfill system with gas recovery for municipal solid waste management: a case study", International Journal of Environmental Studies, 2004, 61(6): 637-651.
- Singhal, S., Pandey, S., (2009), "Solid waste management in India: status and future directions". Teri Information Monitor on Environmental Science, 6(1), pp.1-4. www.terienvis.nic.inltimes6-1."pdf.Feb 11, 2009.
- TayJooHwa, (2007), "Overview Of Solid-Waste Management In Asian Countries", Report of the APO Survey on Solid-Waste Management 2004–05, Asian Productivity Organization, ISBN: 92-833-7058-9. pp.03-07.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal

ISSN : 2348-7143
May-2019

RCH in Meghalaya : Policy Perspectives

Khushbu B. Thadani
Assistant Professor,
Symbiosis School of Economics, Pune,
khushbut24@gmail.com

Dr (Mrs) Arwah Madan
Associate Professor, Department of Economics,
St. Miras College for Girls, Pune
dr.arwahmadan@gmail.com

Abstract :

Owing to the increase in the rate of maternal and infant deaths in the last one decade the Government of India has taken sincere efforts in trying to improve the health delivery mechanism to this segment of the population. In 2005 the Government joined hands with the UN for the attainment of the Millennium Development Goals (MDG) where maternal health was one of the primary eight goals and an important part of the Sustainable Development Goals (SDG). This study focusses on the Reproductive and Child Health (RCH) Programme in India with special focus on maternal health in the state of Meghalaya. The RCH Programme was first implemented in the year 1998 which was called RCH Phase I and a revised version called the RCH Phase II Programme was implemented in 2005.

The present study focuses on the performance of the RCH Programme, with an emphasis on maternal health in Meghalaya. Meghalaya is one of the seven sister states in the north east which is characterised by hilly terrain and a rough topography. The importance of this research lies in developing an understanding the challenges of implementing the programme in this geographical set up.

Keywords: Maternal Health, North East India, Meghalaya, Home Deliveries, Institutional Deliveries, Health Outcomes

Introduction and Background

India's burgeoning rate of growth of population accompanied by high death rates in India left no choice for the policy makers and planners but to adopt more strategic family planning programmes in India. The thrust moved from quantity of population to quality of population. The International Conference on Population and Development (ICPD) held at Cairo in 1994 provided a new platform for India to design programmes for better population management. (UNFPA, 1994). The Conference had a plan of action that catered to diverse aspects pertaining to population and health. It looked in to areas like family planning, population and environment, gender equality, empowerment of women, reproductive right and reproductive health, health and mortality and morbidity and a few more.

Responding to the globally evolving health framework around Reproductive health, the Government of India launched the Reproductive and Child Health Programme (RCH) programme I in 1998. Owing to being partially effective in bringing improvements in maternal health outcomes, RCH I was considered as a partially successful initiative. The maternal mortality ratio and the infant death rates continued to remain high. This was a very alarming situation for the country. During 2000, maternal and child health gained a new wave of significance. There was a shift in the importance of providing good maternal and child health provisions to the people. This change came in when it was acknowledged that health is an important determinant in eliminating the problem of poverty. Subsequently, the Millennium Development Goals (MDG) came into effect in 2000 which was a UN initiative. The major objective of the MDG was to tackle the problem of poverty by bringing an end to the issues which contribute in having an impact on the increasing poverty, maternal and child health being one of them.

Evolution of the Reproductive and Child Health (RCH) Programme

The Reproductive and Child Health (RCH) Programme is a flagship programme under the umbrella of National Rural Health Mission (NRHM). The RCH programme caters to the needs of health for women and children. The Government rolled out the NRHM in 2005 with the objective to revamp the health system in the rural areas and improve financing mechanisms for the same. The reason that triggered the adoption of the NRHM was the poor performance of vital health indicators like Maternal Mortality Ratio (MMR), Infant Mortality Rate (IMF) and Total Fertility Rate (TFR) especially in the rural areas inspite of significant improvements in public health in India over the years. (Family Planning 2016)

The RCH programme has two phases. The first phase of the programme RCH-I was launched in the year 1998 which was not very successful. The RCH-I had brought down the rate of the MMR, however, the progress was negligible. The issue of accessibility, affordability and availability of maternal health care still persisted. (Child Protection and Child Rights , 2003).
The adoption of the Millennium Development Goals and the inclusion of maternal health under Goal No 5 showed concern about bringing improvements in the area of maternal health in a different lens. It had become imperative to improve the condition of health services that was being provided to the pregnant mothers. Therefore in 2005, the Government of India under the NRHM launched a revised version of the RCH programme which was called the RCH Programme II.

The approach under the RCH II to reduce MMR and improve maternal health in general was made more comprehensive and holistic. Maternal health received a new wave of significance with the emergence of the MDGs in the public health domain. Although there was creditable improvement in the performance of maternal health indicators, there was a shortfall of targets towards the end of the MDG framework in 2015. RCH-II laid emphasis on bringing about a substantial change in three critical indicators i.e; total fertility rate, maternal mortality rate and infant mortality rate.

Locating RCH in the north eastern region- A Case of Meghalaya

The NRHM was implemented in the whole country with special focus on 18 states, Meghalaya being one of them. The 18 states were selected on the basis of the criteria of either being one of the poor performing states in terms of health indicators or did not have adequate health infrastructure. Among the many objectives, one of the primary objectives of the NRHM plan was to improve access to improve access to rural people especially poor women and children to equitable, affordable, accountable and effective primary health care.

Meghalaya is one of the seven sister states in north east India. It is characterised by a hilly terrain and located in the interiors. This makes it even more understanding to understand the availability and accessibility of health services in this kind of a locational set up.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

The preliminary analysis based on secondary data gives an inkling about the state of maternal health in Meghalaya. The table mentioned below summarizes the performance of key maternal health indicators in Meghalaya and compares it with India.

Table 1: Comparative Analysis of the Performance of vital Maternal Health Indicators in India and Meghalaya

Maternal Health Indicators	India (2005-2006)	Meghalaya (2005-2006)	India (2015-2016)	Meghalaya (2015-2016)
Mothers who had at least 4 ante natal care visits for their last birth (%)	37	42.8	51.2	50
Mothers who consumed IFA tablets for 100 days or more when they were pregnant with their last birth (%)	15.2	5.9	30.3	36.2
Births assisted by a doctor/ nurse/ LHV/ ANM/ other health personnel (%)	46.6	31.1	81.4	53.8
Institutional births (%)	38.7	29	78.9	51.4
Mothers who received post-natal care from a doctor/ nurse/ LHV/ ANM/ other health personnel within two days of delivery of their last birth (%)	46.6	31.1	81.4	53.8

Source: NFHS 3 and NFHS 4

The Table summarizes that the performance of the indicators is relatively poor as compared to the national average. To have a more explicit understanding of the scenario of maternal health in Meghalaya in a broader time frame, trend analysis has been done for four indicators over a period of time. The four indicators are mentioned below:

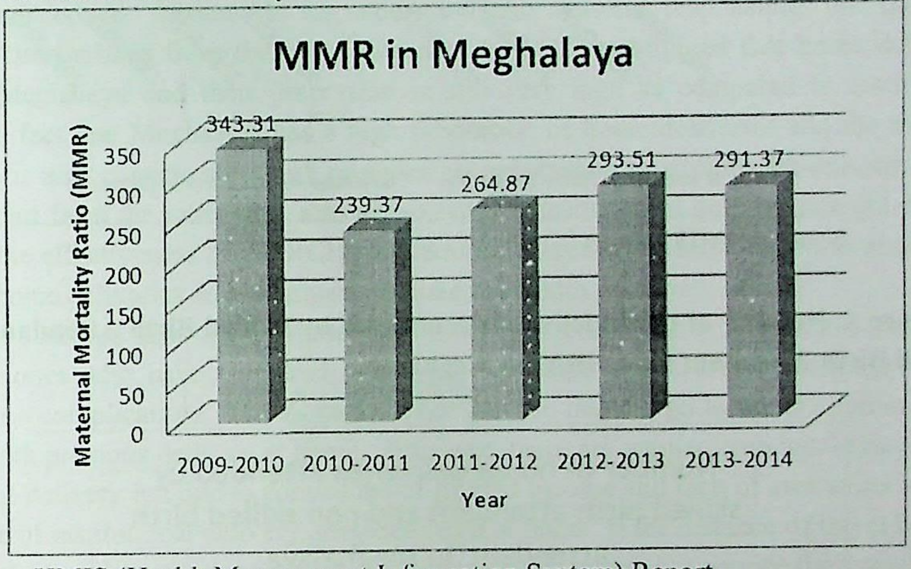
- Maternal Mortality Ratio- The maternal mortality ratio (MMR) is the ratio of the number of maternal deaths during a given time period per 100,000 live births during the same time-period. A maternal death refers to a female death from any cause related to or aggravated by pregnancy or its management (excluding accidental or incidental causes) during pregnancy and childbirth or within 42 days of termination of pregnancy, irrespective of the duration and site of the pregnancy. (Series Metadata Goal 5 , n.d.)
- Number of Pregnant women received 3 ANC check-ups: This implies the percentage of women who use ante natal care provided by skilled health personnel for reasons related to pregnancy at least three times during pregnancy. Ante Natal Care (ANC) third coverage is an indicator of continuity and use of health care during pregnancy and also of access.
- Number of home deliveries and deliveries at public institutions: The number of deliveries that take place in a non-institutional set up is known as home delivery. This is mostly conducted at home. The delivery at home is sometimes conducted by Skilled Birth Attendant (SBA) and sometimes by Non Skilled Birth Attendants (Non SBA). It is important to keep a track of the home deliveries because they are associated with increased risk of obstetrics

ISSN : 2348-7143
May-2019

emergencies as compared to the deliveries that happen at the institution. Deliveries conducted at Public Institution: This refers to the number of deliveries that take place only in the public health institution. It signifies the preference of the beneficiaries for delivery at the public institution. (Nongkynrih, 2013)

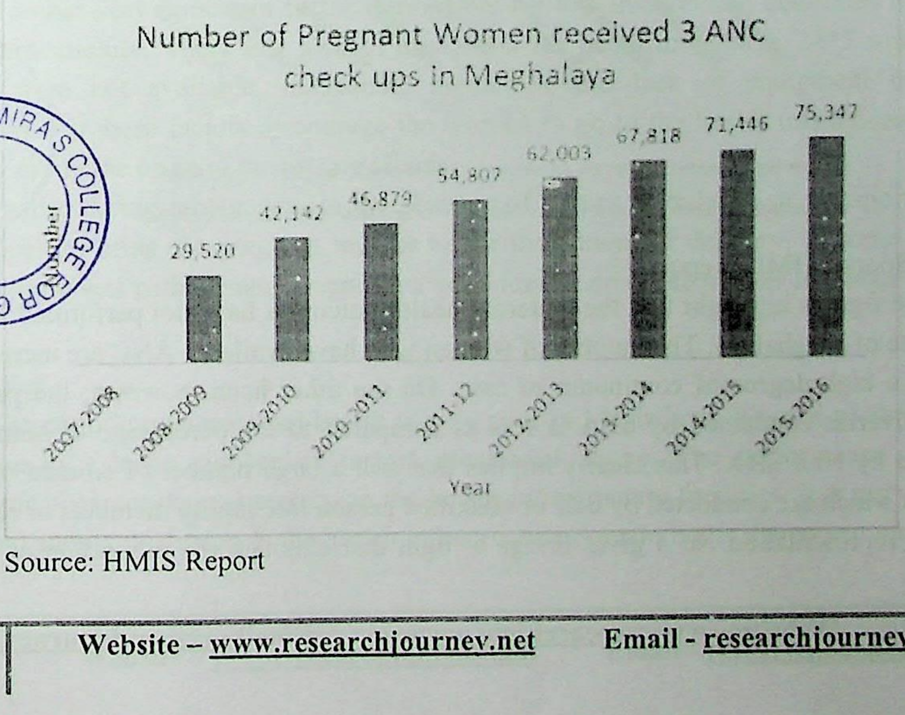
- Number of home deliveries attended by SBA Trained (Doctor, Nurse, ANM): Home deliveries conducted by a professional who has been given some knowledge and training for conducting deliveries are known as Skilled Birth Attendants (SBA). It comprises of doctors, nurses and Auxiliary Nurse Midwife (ANM). The risk of maternal mortality is less in home deliveries conducted by SBA. (Sanku Dey 2014)

Figure 1: Maternal Mortality Ratio in Meghalaya



Source: HMIS (Health Management Information System) Report

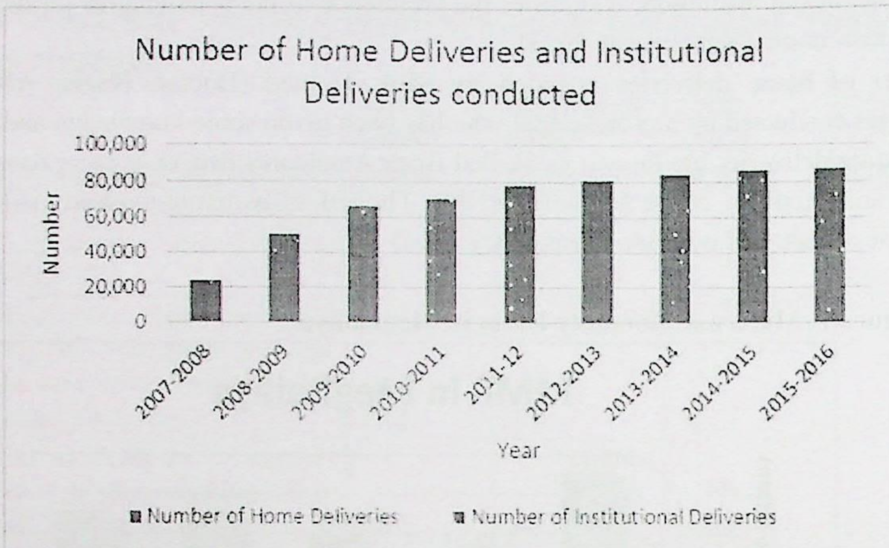
Figure 2: Number of pregnant women who received 3 ANC check-up in Meghalaya from 2007-2016



Source: HMIS Report

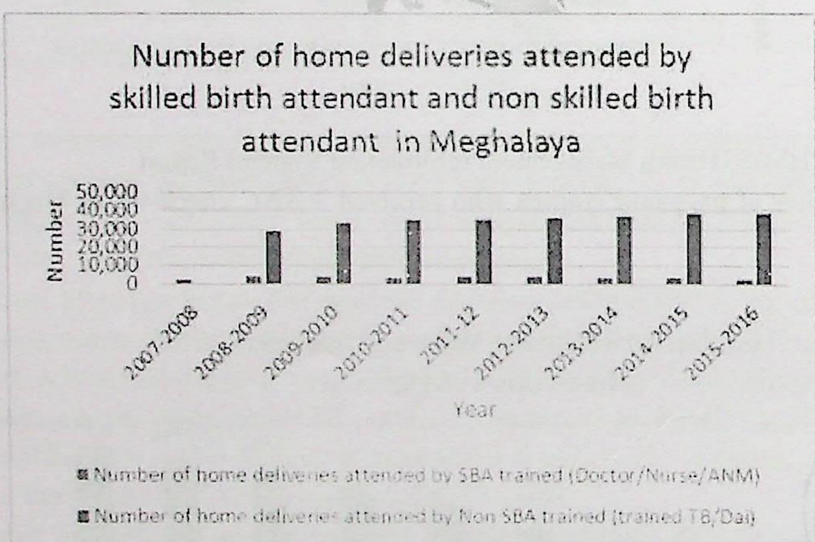
'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Figure 3: Number of home deliveries and institutional deliveries conducted in Meghalaya from 2007-2016



Source: HMIS Report

Figure 4: Number of home deliveries conducted by Skilled Birth Attendant (SBA) and Non Skill Birth Attendant (Non SBA) in Meghalaya



Source: HMIS Report

The above figures highlight that the maternal health outcomes have not performed satisfactorily in the state of Meghalaya. The number of women who have availed 3 ANC are increasing which indicates a high degree of continuum of care. On the other hand, however, the percentage of home deliveries conducted by SBA is less as compared to the percentage of home deliveries conducted by Non SBA. This clearly implies that still a large number of women opt for home deliveries which are conducted by dais or unskilled person like family members or relatives. The graphical representation No 4 gives brings to light that although the proportion of institutional deliveries have increased over time, home deliveries still constitutes a significant proportion of total deliveries which is close to institutional deliveries.

Understanding performance of RCH in Meghalaya- Initial ideas

To have an in-depth understanding of the factors that led to the poor performance of institutional deliveries and the home deliveries conducted by SBA, a pilot study was conducted in select districts of Meghalaya. The sampling of villages was done on the basis of purposeful stratified sampling and about 8 poor performing districts were identified. The methods used involved focus group discussion and interview. The focus group discussion was conducted with the villagers and the interview was conducted with important key stakeholders involved in the implementation of the programme. The tools like interviews and focus group discussions helped to create a conceptual framework to understand the reasons responsible for the poor performance. The findings from the interviews and the FGD highlighted that home deliveries still exist in Meghalaya and their proportion is still very high as compared to institutional deliveries. The fact that Meghalaya has a high proportion of home deliveries and the maternal mortality ratio is also considerably high provides an opportunity to explore the reasons for the same. The output from the interviews also suggested that institutional delivery is a good proxy for analysing the effectiveness of the RCH programme. Therefore a need was felt to understand the factors of home deliveries and its impact on maternal health outcomes.

It was observed that most women are still very comfortable with home deliveries especially the ones who have delivered in the past at home and had an experience of safe delivery with no complications. The women do not feel the need to go to the institution if they are satisfied with previous delivery at home. However, there are women who would have opted for institutional delivery but due to constraints of limited income and lack of awareness towards the importance of institutional delivery, they delivered at home. If the distance of travel between the home and the health institution is more and there was no ambulance service they would have to spend their own money on conveyance. The local conveyance is expensive and owing to low income the villagers would prefer to deliver at home. Some women are compelled to deliver at home so that they could easily take care of the elder siblings as there was no one at home.

Another very important factor responsible for low institutional deliveries has been poor health infrastructure. There is a lack of doctors in the heath institution, 24*7 round the clock services were not available, inadequate medicines and lack of equipment in the health institutions. All these factors discourage the women to go to the health institutions and so they prefer to stay home or go to the private clinics.

Lastly, during labour pain in the absence of proper ambulance or transport facilities, it was difficult to bring the pregnant mother to the institution for delivery. In some villages, the road condition was pathetic and it was not a good idea to drive the mother in labour pain on such roads.

Conclusion

The condition of maternal health is very poor in Meghalaya. Women prefer to deliver at home due to a large number of factors mentioned above. The performance of the RCH programme does not depend merely on the health infrastructure facilities. It is not only an issue of demand supply mismatch in the health infrastructure domain but is dependent on a number of

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

other factors like poverty, education of women and the family, awareness, mind set and religious beliefs.

The performance of the maternal health outcomes can be improved if attention is paid to these other factors as well. In short, it is imperative to improve the condition of other socio-economic factors like poverty and education in order to better maternal health outcomes. The MDG has provided a platform for this and it is recommended that the Government policy should work on similar lines to improve maternal health. The RCH programme needs to be more integrated with other programmes and cannot work effectively to improve maternal health in isolation.

References:

- Child Protection and Child Rights . (2003). Retrieved from Childline 1098: http://www.childlineindia.org.in/Reproductive-and-Child-Health-Programme.htm
- Family Planning. (2016). Retrieved from National Health Mission, Ministry of Health and Family Welfare, GOI : http://nrhm.gov.in/nrhm-components/rmnch-a/family-planning/background.html
- Implementation, M. o. (2015). Millennium Development Goals India Country Report. Government of India.
- Nongkynrih, P. K. (2013). Traditional Birth Attendants and Maternal Mortality, "Governance and Provision of Health Security: A Case Study of the Implementation of the National Rural Health Mission Programme in East Khasi Hills District of Meghalaya. Journal of Humanities and Social Sciences.
- Sanku Dey, E. R. (2014). Identifying the factors influencing institutional and non-institutional delivery practices in slums of Shillong city. Health and Population Perspectives and Issues, 76-87.
- Series Metadata Goal 4. (n.d.). Retrieved from Millennium Development Goals Indicators-UN Statistics Division : http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=562
- Series Metadata Goal 5. (n.d.). Retrieved from Millennium Development Goals Indicators-United Nations Statistics Division : http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=553
- UNFPA. (1994). Programme of Action, ICPD 1994, CAIRO. UNFPA.
- United Nations. (n.d.). Retrieved from UN Department of Economic and Social Affairs-Population Division : http://www.un.org/en/development/desa/population/
- WHO Maternal Health. (n.d.). Retrieved from WHO: http://www.who.int/topics/maternal_health/en/

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr. Arwah Madan
Associate Professor
Dept. of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

RESEARCH JOURNEY
MULTIDISCIPLINARY ONLINE RESEARCH JOURNAL

This Journal is indexed in :
- University Grants Commission (UGC)
- Scientific Journal Impact Factor (SJIF)
- Cosmoc Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

For Details Visit To : www.researchjournev.net

SWATIDHAN PUBLICATIONS

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

RBI Autonomy and Monetary Policy since Liberalization

Nandita Malini Barua
Doctoral Scholar
Department of Economics, Savitribai Phule University of Pune
nanditambarua@yahoo.com

Dr. Arwah Madan
Asssociate Professor, Department of Economics,
St, Mira's College for Girls, Pune
dr. arwahmadan@gmail.com

Abstract:

The study is a single country study and employs time series regression technique autoregressive distributed lag (ARDL) bound test to study the relationship between inflation and RBI autonomy index. The study uses the time series monthly data on a sample of 273 observations and considers five successive Governors of the RBI for the period 1991-92 to 2012-13. It provides a historical perspective of the evolution of the RBI's independence since the economic reforms of 1991. The computed RBI independence index indicate that its independence has increased over the years. Yet, the results suggest that the increased degree of independence has not have much desired impact on the inflation rate in the country.

Keywords: Central Bank Autonomy, Monetary Policy, Macroeconomic Performance

Introduction

Public policy is used to describe a collection of laws, directives, or principles through which public problems are addressed. Public policy can target problems pertaining to economic, social, or political nature. In doing so, the government is expected to follow certain public-sector ethics and take into consideration the needs of all stakeholders into account. However, it has been believed by many economists that insulating some institutions such as the Central Bank of a country from the influence of that country's government decisions and pressure brings about desired change in the Central Bank's independence as well as policy performance. In case of India, former RBI Governors, Dr. D. Subbarao and Dr. Raghuram Rajan have suggested the need for greater degree of independence of the RBI as a prerequisite for implementing an effective monetary policy.

The possibility that insulating RBI from the influence of government decisions can bring about desired change in its policy performance has provided the impetus for our recent study. Against this setting, this paper studies this paper explores the level of independence of the Reserve Bank of India (RBI) by primarily focusing on the monetary policy independence that pertain to the key aspects for achieving and maintaining price stability.

Theories on Central Bank Autonomy

Three different theories have been put forward in support of central bank autonomy. They are the dynamic or time inconsistency theory, theory of political business cycle and the theory of public choice. Monetary policy makers may suffer from time inconsistency problem of inflation expectations when politicians promise lower inflation rate in the future. The theory of political business cycle states that business cycle is primarily due to the manipulation of policy tools by governments during election times which may have favourable consequences in the short-run but

ISSN : 2348-7143
May-2019

unfavorable consequences in the long-run. The public choice theory suggests a constitutional amendment for a pre-specified stipulation on central bank credit to government in order to reduce fiscal deficit. The pre-requisite for this is autonomy of the central bank.

Overview of RBI Autonomy and Monetary Policy in India

The institutional arrangement for financing the government deficit is of significance for an understanding of the conduct of monetary policy. Before liberalisation, the monetary policy was subservient to fiscal policy. Post liberalisation, it has been argued by many that the RBI gained substantial freedom to conduct monetary policy due to C. Rangarajan`s initiation of ways and means' advance (WMA) and D. Subbarao emphasis for setting up a Monetary Policy Committee (MPC) for greater transparency and autonomy.

Table 1 presents the average monthly growth rate of the economic performance variables vis-à-vis the tenure of each successive Governors under study. The table indicates that inflation and RBI autonomy have differed in the tenures of the RBI governors under study. RBI independence index has shown a gradual improvement across the five successive regimes over the study period.

Table 1

Monthly average growth rate of macroeconomic variables Governor Tenure-wise

Tenure Period	Governor	WPI	CBI_RBI	IIP	CMR	BM
1991-93	S. Venkatiramanan	0.91	7.08	0.83	-3.17	1.27
1994-98	C. Rangarajan	0.70	7.58	0.48	-1.03	1.32
1999-03	Bimal Jalan	0.40	10.11	0.41	-0.44	1.25
2004-08	Y. V. Reddy	0.58	10.36	0.89	1.28	1.40
2008-13	D. Subbarao	0.53	10.86	0.30	-0.41	1.22

Source: RBI Handbook on Indian Economy, Various Issues

Note: 1. WPI=wholesale price index; CBI_RBI= central bank independence index for RBI; IIP=index of industrial production; CMR=weighted average of call money rate; BM=broad money.

Literature review

This section consists of a review of the empirical literature on the construction and measurement of the CBI index and effects of CBI on macroeconomic performance in general and inflation in particular.

Measuring Central Bank Independence

This section consists of the empirical literature on the construction and measurement of the CBI index. Bade and Parkin (1984) were the first to construct the CBI index. All the subsequent work (Alesina, 1989; Grilli, Masciandaro, and Tabellini-GMT (1991), Cukierman (1992), Alesina and Summers (1993), Loungani and Sheets (1995) and De Haan and Kooi (1997) departed from the Bade-Parkin approach of classifying and ranking central banks. These different measurements of CBI have generally focused primarily on legal independence, mostly in the industrialised countries[1]. The most widely employed index of central bank independence is that of Cukierman, Webb, and Neyapti (1991).

[1] Legal measures consist of attributes relating to a central bank's governor, policy formulation, policy objectives, ability of government to borrow from the central bank, etc.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Interrelationship between central bank independence (CBI) and performance of monetary policy

Theoretically, if the Central Bank has the autonomy to set the interest rate, it can support price stability, otherwise it can create unfavourable results. Cukierman et al (1992) states that the causality from central bank independence to lower inflation is not clear, and several studies have found conflicting results about the relationship. Alesina et al (1993), Grilli et al. (1991), Oatley (1997), Loungani and Sheets (1997), Lybek (1999) and Debelle and Fischer (1995) using regression analysis find that inflation performance is likely to be better if the central bank has monetary autonomy. Berger and Kibmer's (2013) results suggest that the more independent central bankers are, the more they refrain from monetary tightening to maintain low inflation. Hutchison and Pasricha (2015) stated that greater monetary autonomy has not delivered lower inflation rates in India.

Literature Review in the context of India

In India, there is absence of empirical study in measuring RBI's autonomy. Moreover, there is paucity of empirical studies investigating the relationship of RBI's autonomy with monetary policy performance. Goyal (2002, 2007) suggested that a democratically accountable governor in a developing democracy would anyway keep inflation low. Goyal (2010) revealed that monetary policy has differed in the tenures of various RBI governors and thus there have been variations in performance parameters like inflation and economic growth. Goyal's (2010) study indicated that the performance of monetary policy depends on the personalities of the Governors and to what degree they were able to insulate RBI from Government pressure. Chandavarkar's (2005) study stated that for RBI autonomy to be possible, the security of tenure for the governor should be specified.

Inclusion of Control Variables

Campillo and Miron (1997) find that more than CBI, other economic factors are significant determinants of macroeconomic performance variable such as inflation.
To make the investigation stronger, based on the empirical literature, we have considered some of the policy variables such as interest rate (Ravenna and Walsh, 2006 and Tillmann, 2008) and money supply (Kandil and Morsi, 2009 and Dizaji, 2011) and economic variables such as real output (Lim and Sek, 2014) as control variables in investigating the association between CBI and inflation.

Data variables and Methodology

The uses a sample size of 273 of time series monthly data on selected variables obtained from the Database on Indian Economy, RBI and considers five successive Governors of the RBI for the period 1991-92 to 2012-13. The study employs time series regression technique to study the relationship between selected macroeconomic variables, monetary policy variables and RBI's autonomy. The selection of variables for the present study is based on the existing theoretical propositions and the empirical evidences.

This study employs the autoregressive distributed lag (ARDL) bounds test, proposed by Pesaran, Shin and Smith (2001). This test is chosen because it can be used irrespective of whether the regressors in the model are purely I(0), purely I(1) or mutually cointegrated. However, the model cannot be estimated in the presence of I(2) series. In order to know the order

ISSN : 2348-7143
May-2019

of integration for the variables before estimating the ARDL model, the Augmented Dickey – Fuller unit root test is performed.

ARDL Model Specification

The autoregressive distributed lag model of order p and q, ARDL (p.q) is defined for a scalar variable y_t as :

$$y_t = \alpha_0 + \sum_{i=1}^{p} \beta_i y_{t-i} + \sum_{i=0}^{q} c'_i x_{t-i} + \varepsilon_t \qquad (2)$$

Where ε_t is a scalar zero mean error term and xt is a K-dimensional column vector process. α_0 is a constant. The coefficients β_i are scalars while c_i are row vectors.

For cointegration testing and estimation, equation (2) can be written as follows

$$y_t = \alpha_0 + \gamma y_{t-1} + \sum_{i=1}^{n-1} \vartheta'_i x_{t-1} + \sum_{i=1}^{p-1} \beta_i \Delta y_{t-i} + \sum_{i=0}^{n-1} \phi_i \Delta x_{t-i} + \varepsilon_t \qquad (3)$$

Where Δ is the first difference operator.

In order to examine the relationship of RBI autonomy with monetary policy performance, we estimate an ARDL model for inflation.

$$\Delta LOG\_WPI_t = \alpha_{1,0} + \sum_{i=1}^{4-1} \beta_{1,1i} \Delta LOG\_WPI_{t-i} + \sum_{i=1}^{4-1} \phi_{1,1i} \Delta CBI\_RBI_{t-i} + \sum_{i=1}^{4-1} \phi_{1,2i} \Delta LOG\_EXR_{t-i} + \sum_{i=1}^{4-1} \phi_{1,3i} \Delta LOG\_BM_{t-i} + \sum_{i=1}^{4-1} \phi_{1,4i} \Delta CMR_{t-i} + \sum_{j=1}^{5-1} \phi_{1,5i} \Delta LOG\_IIP_{t-i} + \gamma_1 LOG\_WPI_{t-1} + (\vartheta_{1,1} CBI_{RBI\,t-1} + \vartheta_{1,2} LOG_{EXR\,t-1} + \vartheta_{1,3} LOG_{BM\,t-1} + \vartheta_{1,4} CMR_{t-1} + \vartheta_{1,5} LOG_{IIP\,t-1}) + \varepsilon_{1,t}$$

(4)

where subscript t=1991m4, 1991m5….2013m12 which refer to the consecutive months from April, 1991 to December, 2013.

WPI is the wholesale price index of a representative basket of wholesale goods and WPI changes is used as a central measure of inflation. The key variable in the model is the CBI_RBI or the Central Bank independence index of the RBI which has been constructed for each year for the period under study[2]. The details of the construction of the variable CBI_RBI is presented in section 1.1.6.2. The policy variables are the interest rate or the weighted monthly average of the call money rate (CMR) and broad money (BM). Call money rate is the rate at which short term funds are borrowed and lent in the money market. A tight liquidity condition leads to a rise in call money rate and vice versa. Broad money comprises of currency in circulation, demand deposits with banks and time deposits. EXR is the indices of real effective exchange rate (REER) of the Indian rupee. IIP is the index of industrial production. Due to the data unavailability for the variable Gross Domestic Product (GDP) monthly, this study uses the IIP as an alternative to incorporate the real output.

Equation 4 is modified and the equation below is estimated for determining the estimates of the coefficients of the independent variables of the model in the long-run.

$$LOG\_WPI_t = \alpha_{4,0} + \sum_{i=1}^{4-1} \gamma_4 LOG\_WPI_{t-1} + \sum_{i=0}^{4-1} (\vartheta_{4,1} CBI_{RBI\,t-1} + \vartheta_{4,2} LOG\_EXR_{t-1} + \vartheta_{4,3} LOG\_BM_{t-1} + \vartheta_{4,4} CMR_{t-1} + \vartheta_{4,5} LOG\_IIP_{t-1}) + \epsilon_{1,t}$$

(5)

[2] Since the yearly index remained the same for the months within the years, the monthly index could be obtained for the 271 observations.

ISSN : 2348-7143
May-2019

The orders of the lag of the explanatory variables are selected based on AIC. The estimated residual series of the model is known as the error correction term (ECT). Next, the error correction model is estimated with one lagged ECT to obtain the short-run dynamic parameters. It is as follows:

$$\Delta LOG\_WPI_t = \alpha_{7,0} + \sum_{i=1}^{4-1} \beta_{7,1i} \Delta LOG\_WPI_{t-i} + \sum_{i=1}^{4-1} \phi_{7,1i} \Delta CBI\_RBI_{t-i} + \sum_{i=1}^{4-1} \phi_{7,2i} \Delta LOG\_EXR_{t-i} + \sum_{i=1}^{4-1} \phi_{7,3i} \Delta LOG\_BM_{t-i} + \sum_{i=1}^{4-1} \phi_{7,4i} \Delta CMR_{t-i} + \sum_{j=1}^{5-1} \phi_{7,5i} \Delta LOG\_IIP_{t-i} + \lambda_1 ECT_{1,t-1} + \epsilon_{4,t} \quad (6)$$

Where the ECT $_{t-1}$ represents the error correction period that defines the effectiveness of the correction mechanism in stabilizing disequilibrium in the model. Thus, a negative significant coefficient of the ECT is required to ensure the existence of a co-integration and it represents the adjustment speed of any disequilibrium in the model. The higher the magnitude of the ECT_{t-1} term, the better will be the speed of adjustment.

The ARDL model can capture both short-run and long-run causality. The significant coefficient for the ECT_{t-1} can provide the long-run causality which can be observed from the t-statistics. The short-run causal effects are captured by the coefficients of the first differenced variables by using the Wald test to check whether there is Granger causality between the dependent variables and the explanatory variables.

Results and Discussions

2.1. Construction of CBI_RBI

Following Cukierman et al (1992), this study uses the sixteen criteria as shown in Table 1A in Appendix 1 for constructing an index for RBI autonomy and are coded on a scale of 0 to 1 (lowest and highest levels of independence, respectively) with four attributes each for Personal or Political Independence (PI) and Monetary Policy Independence (MPI) and eight attributes for Fiscal Independence (FI). These reflect the independence of the chief executive officer (CEO) of the central bank, its independence in policy formulation, its objective or mandate, and the stringency of limits on its lending to the public sector. The scores attached to the sub-categories are defined. The RBI belongs to either one of the sub-categories of each criterion. The score assigned to each criterion is aggregated to obtain the value of CBI_RBI. Higher the CBI_RBI value, higher is the RBI autonomy. Table 2 measures the RBI's autonomy for the period 1990-91 to 2012-13 based on the attributes showing that RBI's autonomy has increased in the recent years.

Descriptive statistics

The descriptive statistics such as mean, standard deviation, skewness and kurtosis are presented in Table 3. The value of the skewness and kurtosis shows that the distribution of all the series is asymmetric. The standard deviation of the variables shows that the money supply variables reserve money and broad money are relatively more volatile than the rest of the variables.

Website – www.researchjourney.net Email - researchjourney2014gmail.com

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Table 3

Sample descriptive statistics

Variables	Obs	Mean	S.D.	Skewness	Kurtosis
WPI	273	4.48	0.40	-0.09	2.17
EXR	273	4.61	0.05	0.72	3.87
CBI_RBI	273	2.19	0.20	-1.29	3.53
IIP	273	4.49	0.44	0.05	1.73
CMR	273	1.98	0.48	0.11	5.96
BM	273	14.29	1.03	0.02	1.81

Note: Obs= Observations; SD=Standard Deviation

Before estimating the co-integration relationship by ARDL bound test, we confirm the integration properties of the variables using the Augmented Dickey Fuller (ADF) unit root test to check for the stationarity of the data series. When the results are examined from Table 4, it is seen that interest rate is stationary at level and inflation, RBI autonomy index, economic growth are non-stationary at level and are integrated of order one.

Table 4

ADF Unit Root Test for Stationarity

Variables	I(0)	I(1)	Outcome
WPI	-3.21	-13.22***	I(1)
EXR	-4.38***	-8.12***	I(0)
CMR	-4.85***	-11.50***	I(0)
CBI_RBI	-2.10	-16.61***	I(1)
IIP	-1.95	-3.40*	I(1)
BM	-2.22	-3.40*	I(1)

Notes: *** and * denotes 1% and 10% significance levels respectively and are based on MacKinnon approximate p-values

The results obtained from the bound test for co-integration relationship in Model 1 is presented in Table 5. As the calculated value of the F-statistics for each of the model 10.14 is greater than the 1 per cent critical value of the upper bound for Model 1 and Model 2 and greater than the 10 per cent critical value of the upper bound for Model 3, there is evidence for the existence of co-integration or the presence of long-run relationship in the model.

Table 5

Bound test for the existence of co-integration relationship

Test Statistic	Model
F-statistic	10.14***
	K=5
I0	3.06
I1	4.15

Note: I0 and I1 are the lower bound and upper bound respectively. K is the number of independent variables. *** and * denotes 1 per cent and 10 per cent significance level respectively

ISSN : 2348-7143
May-2019

The estimated ARDL model analyzing the short-run and long-run relationships for the model is reported in Table 6 and Table 7, respectively. In selecting an appropriate lag length (p), the Akaike's Information Criterion (AIC) was selected as the basis for determining the lag orders for the regressor and the model which minimizes AIC was chosen for the dependent variable inflation rate. Table 8 presents the short-run causal effects and the long-run effects. The F-statistic for the joint significance of the lagged variables indicate the short run effects and the t statistic of the lagged error correction term (ECT_{t-1}) for the model imply long-run causality from the macroeconomic variables to inflation rate. The short run and long run relationship between RBI autonomy and inflation is weak, the relationships being insignificant in both Table 6 and Table 7. Moreover, the Granger causality test results show that RBI autonomy does not contribute to inflation in the short run as well as in the long run. This is supported by Hutchison and Pasricha (2015) who found that greater monetary autonomy has not delivered lower inflation rates in India. This may imply the presence of time inconsistency problem wherein the policymaker not insulated from the government is more concerned to exploit the short-run trade-off between employment and inflation. The result may also imply that the macroeconomic performance is more due to some exogenous factors or the economy cannot meaningfully draw inference about a new governor preference which may be due to the presence of a homogenous pool to which the governor belong as put forward by Kutner and Posen (2007).

In Table 8, the lagged error correction terms carry the expected negative sign which is highly significant for the model implying long-run causality from the macroeconomic variables to inflation. The long-run relationship of the macroeconomic variables with inflation is weak. Results in Table 6 and Table 7 show that inflation is positively related to its past value and results in Table 8 show that inflation is Granger caused by its past value. In case of the control variables, exchange rate and economic growth Granger cause inflation with a negative sign.

Table 6

Panel A: Short-run relationship

Variable	Model (LOG_WPI) ARDL(2,2,0,0,0,3)
ΔLOG_WPI	
ΔLOG_WPI$_{t-1}$	0.243***
	(4.207)
ΔLOG_EXR	0.030
	(1.424)
ΔLOG_EXR$_{t-1}$	-0.072
	(-3.395)***
ΔCBI_RBI	-0.001
	(-0.259)
ΔCBI_RBI$_{t-1}$	
ΔCBI_RBI$_{t-2}$	
ΔCBI_RBI$_{t-3}$	

ΔCMR	-0.0001 (-1.154)
ΔCMR_{t-1}	
ΔCMR_{t-2}	
ΔLOG_BM	0.029 (0.718)
ΔLOG_IIP	-0.044 (-5.105)***
ΔLOG_IIP_{t-1}	0.004 (0.392)
ΔLOG_IIP_{t-2}	-0.027 (-3.099)***

Note: *, ** and *** denote 1 per cent, 5 per cent and 10 per cent significance level, respectively.

Table 7
Long-run Relationship

Independent Variables	Model 1 (LOG_WPI) ARDL(2,2,0,0,0,3,)
CBI_RBI	-0.002 (-0.083)
LOG_EXR	-0.693 (-1.274)
CMR	-0.007 (-1.191)
LOG_BM	0.185 (1.031)
LOG_IIP	0.337 (0.881)
LOG_WPI	
C	-3.365 (-1.389)

Note: *, ** and *** denote 1 per cent, 5 per cent and 10 per cent significance level, respectively.

Table 8
Short run and Long run Causality

	Dependent Variable
Independent Variable	ΔLOG_WPI_t

ISSN : 2348-7143
May-2019

$\sum_{j=1}^{p} \Delta LOG\_WPI_{t-j}$	15.32***
$\sum_{j=1}^{p} \Delta LOG\_EXR_{t-j}$	7.04***
$\sum_{j=1}^{p} \Delta CBI\_RBI_{t-j}$	0.109
$\sum_{j=1}^{p} \Delta CMR_{t-j}$	2.009
$\sum_{j=1}^{p} \Delta LOG\_BM_{t-j}$	0.617
$\sum_{j=1}^{p} \Delta LOG\_IIP_{t-j}$	15.946***
ECT_{t-1}	-0.024 (-5.892)***

Note: Figures are all the F-statistic values of the Wald test. The ECT_{t-1} is obtained from the estimation of the ARDL Model. The selected lag length for the ARDL model is (2,2,0,0,0,3,0). Figures in parentheses is the t-statistic for the coefficient of the ECT_{t-1}. *, ** and *** denote 1 per cent, 5 per cent and 10 per cent significance level, respectively.

The F-statistic results in Table 9 show that the model passes the diagnostic tests for serial autocorrelation. Finally, we have examined the stability of the long-run parameters together with the short-run movements for the equations. For test, we relied on cumulative sum (CUSUM) test. The CUSUM plots in Figure 1 from a recursive estimation of the model indicates stability in the coefficients over the sample period.

Table 9

Results of Serial Correlation LM Test

Test Statistic	Model 1 (LOG_WPI)
F-Statistic	0.588 (0.556)

Note: Test is based on Breusch-Godfrey serial correlation test. Figures in parenthesis is the probability value.

Conclusion

Using time-series monthly data of macroeconomic variables for the tenure of five successive RBI Governors for the period 1991-2012, this study attempts to find out whether the RBI Governors exercise a certain degree of autonomy. RBI autonomy index has been constructed based on the criteria of Cukierman et al (2001). The results indicate that some Governors exercised more autonomy as compared to the others. This paper also investigates whether RBI autonomy affects the performance of the monetary policy. The autoregressive distributed lag (ARDL) bound test has been estimated to examine the presence of long-run relationship of macroeconomic performance variable inflation with RBI autonomy as well as a few control variables. The short-run and long-run causal effects of RBI autonomy on the variable have also been captured. The results find insignificant negative association between RBI autonomy and inflation.

RBI governors in the past had managed to have some degree of autonomy even while keeping the government on their side. The government's say on inflation and interest rate is very much expected in an economy like India, where it may have to emphasize more on output and employment which have crucial impact on the lives of the people. To keep inflation low, RBI must increase its autonomy substantially, by insulating itself from the government more now than in the past.

The study is not without limitations and as such there is scope for further research. The most obvious limitation of this study is that it considers only a limited set of data by excluding data on fiscal and budgetary situation due to its insufficient availability. Another limitation is not considering the possibility of the presence of a two-way causality between inflation and the degree of RBI independence. The presence of a two-way causality between inflation and the degree of RBI independence can be investigated to find whether the degree of RBI autonomy is influenced by high inflation in a transition economy like India or RBI autonomy affects inflation rate.

References

- Alesina, A. (1989). Politics and business cycles in industrial democracies, Economic Policy. 8, 55–98.
- Alesina, A., & Summers, L. H. (1993). Central bank independence and macroeconomic performance: Some comparative evidence, Journal of Money, Credit, and Banking. 25 (2), 151–62.
- Bade, R., & Parkin, M. (1985). Central bank laws and monetary policy, Unpublished Manuscript. University of West Ontario.
- Banaian, K., Burdekin, R.C.K. & Willett, T.D. (1995). On the political economy of central bank independence in K.D. Hoover & S.M. Sheffrin (eds.), Monetarism and the Methodology of Economics: Essays in Honor of Thomas Mayer (Brookfield, Vt.)
- Berger, W., & Kißmer, F., 2013. Central bank independence and financial stability: A tale of perfect harmony?, European Journal of Political Economy. 31,109-118.
- Bodea, C., Hicks, R. (2015). International finance & central bank independence: Institutional diffusion and the flow and cost of capital. The Journal of Politics, 77(1), 268-284.
- Campillo, M., & Miron, J.A. (1997). Why does inflation differ across countries in reducing inflation?: Motivation and strategy, ed. by C.D. Romer and D.H. Romer, 335–357.
- Chandavarkar, A. (2005). Towards an independent Federal Reserve Bank of India. A political economy agenda for reconstitution, Economic and Political Weekly. 40 (35), 3837-3845.
- Chhibber, A. (1991). Africa's rising inflation causes, consequences and cures, IMF Working Paper, 577.

- Crowe, C., & Meade, E. (2007). The evolution of central bank governance around the world, Journal of Economic Perspectives. 21, 69-90.
- Crowe, C., & E. Meade. (2008). Central bank independence and transparency: Evolution and effectiveness, European Journal of Political Economy. 24, 763-777.
- Cukierman, A. (1991). Central bank strategy, credibility, and independence: Theory and evidence. The MIT Press, Cambridge, MA.
- Cukierman, A., Web, S. & Neyapti, B. (1992). Measuring the independence of central banks and its effect on policy outcomes, World Bank Economic Review. 6, 353-398.
- Cukierman, A., & Webb, S. (1995). Political influence on the central bank: International evidenc, World Bank Economic Review. 9, 397-423.
- Cukierman, A., Miller, G. P., & Neyapti, B. (2002). Central bank reform, liberalization and inflation in transition economies- an internal perspective, Journal of Monetary Economics. 49, 237–264.
- Debelle, G., & Fischer, S. (1994). How independent should a central bank be?, Goals, Guidelines, and Constraints Facing Monetary Policymakers, ed. by J. Fuhrer. pp. 195–211.
- Dizaji, S. F. (2011). Analysis of domestic price and inflation determinants in Iran (as a developing oil-export based economy), International Institute of Social Studies. Working paper no. 530.
- Goyal, A. (2002). Coordinating monetary and fiscal policies: A role for rules? Chapter 11 in the India Development Report, Kirit S. Parikh and R. Radhakrishna (ed.), IGIDR and Oxford University Press.
- Goyal, A. (2007). Tradeoffs, delegation and fiscal-monetary coordination in a developing economy, Indian Economic Review. 42(2).
- Goyal, A. (2010). Inflationary pressures in South Asia, Asia-Pacific Development Journal. 17 (2), 1- 42.
- Grilli, V., Masciandaro, D., & Tabellini, G. (1991). Political and monetary institutions and public financial policies in the industrial countries, Economic Policy. 13, 341–92.
- de Haan, J. & Kooi, W.J. (2000). Does central bank autonomy really matter? New evidence for developing countries using a new indicator, Journal of Banking and Finance. 24, 643–664.
- de Haan, J. & Siermann, C. (1996). Political instability, freedom, and economic growth: Some further evidence, Economic development and cultural change. 44, 339-350.
- Hibbs, D. (1987). The American political economy. Cambridge, Mass.: Harvard University Press, 1987.
- Hutchison, M. M., & Pasricha, G. (2016). Exchange rate trends and management in India. Forthcoming chapter in (eds) K. Kletzer and C. Chate. Monetary policy in India: A modern macroeconomic perspective. Springer Verlag.
- Kandil, M., & Morsi, H. (2009). Determinants of inflation in GCC. IMF Working Paper. WP/09/82.
- Kara, H. (2007). Monetary policy under imperfect commitment: Reconciling theory with evidence, International Journal of Central Banking. 3(1), pp. 149–177.
- Koutoulas G, Kryzanowski L (1996). Macro-factor Conditional Volatilities, Time-Varying Risk Premia and Stock Return Behavior, Financial Review. 31(1), 169-195.

- Kuttner, K., & Posen, A. (2007). Do markets care who chairs the Central Bank?, NBER Working Paper No. 13101.
- Lim, C. H., & Papi, L. (1997). An econometric analysis of the determinants of inflation in Turkey, IMF Working Paper. 170.
- Lim, Y. C., & Sek, S. K. (2015). An examination on the determination of inflation, Journal of Economics, Business and Management. 3 (7), 678-682.
- de Long, J. B., & Summers, L. H. (1992). Macroeconomic policy and long-run growth, Proceedings - Economic Policy Symposium - Jackson Hole, Federal Reserve Bank of Kansas City. 93-128.
- Loungani, P., & Sheets, N. (1997). Central bank independence, inflation, and growth in transition economies. Journal of Money, Credit and Banking, Blackwell Publishing. 29(3), 381-99.
- Lybek, T. (1999). Central bank autonomy, and inflation and output performance in the baltic states, russia and other countries of the former Soviet Union, 1995-97, IMF Working Paper. WP/99/4.
- Moser, C., & Dreher, Axel. (2007). Do markets care about central bank governor changes? KOF Working papers 07-177, KOF Swiss Economic Institute, ETH Zurich.
- Neyapti, B. (2003). Budget deficits and inflation: The roles of central bank independence and financial market development, Contemporary Economic Policy. 21, 458-475.
- Oatlay, T. (1999). Central bank independence and inflation: Corporatism, partisanship, and alternative indices of central bank independence, Public Choice. 98, 399-413.
- Pesaran M. H., Shin Y., & Smith R. J. (2001). Bounds Testing Approaches to the Analysis of Level Relationships, Journal of Applied Econometrics. 16, 289-326
- Rangarajan, C., & Mohanty M.S. (1998). Fiscal deficit, external balance and monetary growth, Reserve Bank of India Occasional Papers.18, 635-653.
- Ravenna, F., & Walsh, E. (2006). Optimal monetary policy with the cost channel, Journal of Monetary Economics. 53, 1999-1226.
- Schaumburg, E., & Tambalotti, A. (2003). An investigation of the gains from commitment in monetary policy, Staff Reports 171, Federal Reserve Bank of New York.
- Sturm, J.E., & de Haan, J. (2001). Inflation in developing countries: Does central bank autonomy matter? New evidence based on a new data set. CCSO Working Papers No. 200101 (Groningen, The Netherlands: University of Groningen, CCSO Centre for Economic Research).
- Tillmann, P. (2008). Do interest rates drive inflation dynamics? An analysis of the cost channel of monetary transmission, Journal of Economic Dynamics and Control. 32, 2723–2744.
- Vuletin, G., & Zhu, L. (2011). Replacing a Disobedient Central Bank Governor with a Docile One: A Novel Measure of Central Bank Independence and Its Effect on Inflation, Journal of Money, Credit and Banking. 43 (6), 1185-1215.

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Table 2: RBI's Independence Index and Different Attributes

		Personnel Independence						Monetary Policy Independence					Fiscal Independence									Overall Independence
Year	Governor	A1	A2	A3	A4	A5	PI	B1	B2	B3	C	MPI	D1	D2	D3	D4	D5	D6	D7	D8	FI	CBI of RBI
1990-91	S. Venkatiramanan	0	0	1	1	0	1.33	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.08
1991-92	S. Venkatiramanan	0	0	1	1	0	1.33	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.08
1992-93	C. Rangarajan	1	0	1	1	0	1.83	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.58
1993-94	C. Rangarajan	1	0	1	1	0	1.83	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.58
1994-95	C. Rangarajan	1	0	1	1	0	1.83	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.58
1995-96	C. Rangarajan	1	0	1	1	0	1.83	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.58
1996-97	C. Rangarajan	1	0	1	1	0	1.83	1	0	0	0	1.6	0	0.3	1	0	1	0	1	0	4.15	7.58
1997-98	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
1998-99	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
1999-00	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
2000-01	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
2001-02	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
2002-03	Bimal Jalan	1	0	1	1	0	2.08	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	10.11
2003-04	Y. V. Reddy	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	9.86
2004-05	Y. V. Reddy	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	9.86
2005-06	Y. V. Reddy	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	0	6.43	9.86
2006-07	Y. V. Reddy	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86
2007-08	Y. V. Reddy	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86
2008-09	D. Subbarao	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86
2009-10	D. Subbarao	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86
2010-11	D. Subbarao	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86
2011-12	D. Subbarao	1	0	1	1	0	1.83	1	0	0	0	1.6	1	0.7	1	0	1	1	1	1	7.43	10.86

Note: Amitav Ghosh was the RBI Governor for 20 days from 15 January 1985 to 4 February 1985.

Our Editors have reviewed papers with experts' committee, and they have checked the papers on their level best to stop furtive literature. Except it, the respective authors of the papers are responsible for originality of the papers and intensive thoughts in the papers. Nobody can republish these papers without pre-permission of the publisher.

- Chief & Executive Editor

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

January-2019 Special Issue 99 (B)

Physical Education, Sports, Yoga & Psychology

Guest Editor:
Dr. T. N. Salve,
Principal,
PDEA's Annasaheb Waghire Science, Arts & Commerce College,
Otur, Tal- Junnar, Dist. Pune [M.S.] INDIA

Executive Editor of the issue:
Dr. U. P. Panera
Dr. S. B. Walke
Prof. A. M. Bibe
Dr. B. A. Waykar

Chief Editor:
Dr. Dhanraj Dhnagar (Yeola)

Our Editors have reviewed paper with experts' committee, and they have checked the papers on their level best to stop furtive literature. Except it, the respective authors of the papers are responsible for originality of the papers and intensive thoughts in the papers. Nobody can republish these papers without pre-permission of the publisher.

- Chief & Executive Editor

SWATIDHAN INTERNATIONAL PUBLICATIONS
For Details Visit To : www.researchjourney.net

Price : Rs. 800/-

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 99(B)- Physical Education, Sports, Yoga & Psychology
UGC Approved Journal

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 99(B)- Physical Education, Sports, Yoga & Psychology
UGC Approved Journal
ISSN : 2348-7143
Jan-2019

INDEX

Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 99(B)- Physical Education, Sports, Yoga & Psychology
UGC Approved Journal
ISSN : 2348-7143
Jan-2019

Effect of Physical Education Program on Physical Fitness of First Year College Girls From Pratibha College, Chinchwad

Anand B. Lunkad,
Pratibha College of Commerce and Computer Studies, Chinchwad, Pune-19,

Ekta A. Jadhav,
Saint Miras College of Girls, Pune-01

Abstract:

This study was aimed at studying the effect of Physical Education program on physical fitness of students from Pratibha College, Chinchwad. To assess the current status of physical fitness of college going girls, researchers used experimental method of pre and post test analysis. Physical education program was designed as per Savitribai Phule Pune University norms and implemented it on this sample. Sample was three hundred first year college going girls from Pratibha College, Chinchwad. This study revealed that physical fitness improved after careful application of this program in the college. Also for girl's students, it was helpful to improve overall health.

Key words – physical education program, Physical fitness

Introduction:

In today's competitive scenario the inactivity or sedentary lifestyle is a common problem in all age group, especially the young generation. It is very necessary to do some kind's of physical activity in our day to day life. The benefits of regular, consistent physical activity are well documented. Physical activity plays an important role in the prevention of chronic diseases and conditions including cardiovascular disease, certain types of cancer, type II diabetes, and obesity. (Physical Activity and Health: A Reportof the Surgeon General., 1996). It has been recommend that every day the school age children and the teenagers should accumulate at least 60 minutes of moderate to vigorous intensity physical activity to ensure healthy development (L. H. Williams, T.J.Hall and J.E. Rink, 2010) The public health recommendation: Hatona (1993, 1997) has proposed to accumulate 10,000 steps per day to confer health benefit or to be an inactive, which has been taken with the help of pedometer. (Tukor- Locke C, Bassett, 2004). So we can say that regular participation in physical activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. As we look towards the college students usually they have very busy schedules and often place exercise at the bottom of their list of priorities. They are spending their entire day in sitting in the classes, meetings, studying in the library and completing assignments using a computer. Some of them are doing jobs and family commitments on the top of our educational responsibilities. And of course remaining time they are spending with their friends and family so very less time they are giving for physical activity (Thomas & Kotecki, 2007). There is evidence that in college level students boys are more active than girls. (Kim Miller). So it is very necessary to motives the college girls to participate in any kind of Physical activity.

While performing physical activities we are facing lots of barriers such as lack of time and place, suitable facilities, lack of knowledge, enjoyment, self-motivation, self management skills i.e. set personal goals, monitor progress or rewards progress towards such goals, lack of encouragement, supports as well as attitude towards physical activity etc. Many of them feel uncomfortable or shy to go in GYM, fitness classes or on the ground for physical fitness. (L. H. Williams, T.J.Hall and J.E. Rink, 2010).So it is very necessary to work on these kinds of barriers.

The Sedentary persons can increase the Physical Activities in many ways. The Traditional, Structured approach described by the ACSM and others the specific recommendations regarding type,

Jayat
Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 99(B)- Physical Education, Sports, Yoga & Psychology
UGC Approved Journal

frequency, intensity and duration of activity. Recommended activities typically included jogging, cycling, swimming, fitness classes, yoga, playing any game on ground, climbing than taking the elevators etc. But looking towards the barriers Suryanamaskar is the best individuals in which we do not need any kind of equipment, very less time and place is required, no need to go out of our home. (Physical Activity and Health- A report of the Surgeon General)

Statement of Problem and Significance of the study:

Now a days it is very necessary to do some kind of Physical Activity to be fit or healthy, away from various kind of diseases but because of today's competitive atmosphere in each field, the young generation is lacking in Physical Fitness as well as they are facing many kinds of problems. They are not able to give enough time for any kinds of Physical activities. So, necessary to motivate the young generation for any kind of Physical Activities such as Surya... Suryanamaskar is an Activity which is very helpful for all round development of the ... Chavhan)Because of these kinds of training programs they can live healthy lifestyle and... Physical, Mental and Socially Fit. As the researcher is working in the Pratibha College, Chinchwad found that the girls from Pratibha College, Chinchwad are not Physically fit as well as inactive... researcher wanted to see are they become Active or not? So the researcher selected cited problem... **of physical education program on Physical fitness of girls from Pratibha College, Chinchwad**

Objectives

1. To examine the current Physical Fitness level of girls from Pratibha College
2. To execute physical education program.
3. To measure and evaluate the effect of physical education program on the Physical... college girls from Pratibha College, Chinchwad.

Hypothesis:

H. There will be no significant effect of physical education program on Physical Fitness Comp... girls from Pratibha College, Chinchwad.

Reviews from related Literature:

Physical activity may influence the physical health of girls in two ways. First, it can... causes of disease during childhood and youth. Evidence suggests a positive relationship between activity and a host of factors affecting girls' physical health, including diabetes, blood pressure... ability to use fat for energy. Second, physical activity could reduce the risk of chronic disease... life. (Physical activity can be an important feature of a weight control program for girls, 1997)

Physical activity has long been acknowledged as an important part of a healthy lifestyle... recent scientific evidence has linked regular physical activity to a wide range of physical and... health benefits. Research has demonstrated protective effects of varying strength between activity and risk for several chronic diseases, including coronary heart disease, hypertension, ... dependent diabetes mellitus, osteoporosis, and colon cancer. (Gutin, 2004) In fact, investigators ... that 12% of the total number of annual deaths in the United States is attributable to a lack of physical activity. (Malina, 1991)

Physical activity is typically defined as any bodily movement produced by skeletal muscles that ... energy expenditure above the basal level. (R. Bailey). Physical activity can be categorized in ... ways, including type, intensity, and purpose or context. Physical activity is the broad and ... concept around which more specific activities can be arranged. Physical activity, performed as ... exercise, can also be understood within the context of leisure, recreation and active living. (... 1990))

One of the most compelling findings from this study was that they are so consistent ... research on the predictors of physical activity. These findings indicated males were more ...

vigorously active than females, while females were more likely to be moderately active. (Sabo, 2004) This result was consistent with many other studies demonstrating that males tend to be more physically active than females.

Method of the Study:
To study the effect of physical education program, researchers adopted Experimental research method.

Design of the Study:
Researcher will used Single group Pre test-Post test non equivalent group design.

O_1	X	O_3
Pre test	Experimental Group	Post test

Variables for the study
Independent Variable: Physical education program. This program consisted of creating environment for Physical fitness, and testing of physical fitness with duration of 12 months.
Dependent Variable: Physical Fitness Components. Physical Fitness was a composite score of Endurance, Strength, and Flexibility.
Population and Sample of the Study
Population of the study was 300 First Year college Girls from Pratibha College, Chinchwad. Sample for this Study was all 300 First Year college Girls from Pratibha College, Chinchwad. (100 % of population)
Tools of data Collections
Physical Fitness test- Flexibility measured by sit and reach test, Endurance measured by 12 min run and walk test, Strength measured by sit ups test.

Method of Analysis

Quantitative data
➢ **Mean** - Mean is the arithmetic average of a Physical Fitness scores.
➢ **Standard deviation** - The standard deviation is the square root of the variance of Physical Fitness score.
➢ **t test**- The *Paired Samples t Test* compares two means that are from the same individual, object, or related units. (Pre test- post test).

Procedure of the Study: Preparing Physical Education program

Creating an Environment

Lecture | **Seminar /Conference** | **Exhibition** | **Competitions**

It is an experimental research which will be conducted with the purpose to evaluate the effect of twelve months (once in a week) physical education program on girls from Pratibha College, Chinchwad. The researcher conducted the pre-test on whole sample; this was followed by the implementation of twelve month physical education program. After the completion of physical education program the post-test was conducted. The researcher took pre-test - post test non equivalent group design which includes Physical Fitness test. After collecting the data it was analyzed statistically to see the effect of twelve months physical education program on girls from Pratibha College, Chinchwad.

Data Analysis

Table no. 1 Fitness test data of the year 2015-16 (N=316)

	Sit/ Reach	Marks	VJ	Marks	Sit ups	Marks

Avg.	13.03	7	20.3	20	16.68	6
SD	4.09		4.38		3.40	

Table no. 1 showed fitness test data for the year 2015-16 of all first year girls' students. (N=31 reach mean was 13.03 inch having SD=4.09. Average marks of this sample were 7. (Out of denoted that flexibility of all students were below average. Vertical Jump test mean was 20.3 SD=4.38. Average marks of this test were 20. (Out of 20) This denoted that leg power was ou Sit ups test mean was 16.68 having SD=3.4. Average marks for this was 6. (Out of 20) This de strength of core was below average.

Table no. 2 Fitness test data of the year 2016-17 (N=326)

	Sit/ Reach	Marks	Sit ups	Marks	12 min r/w	Marks
Avg.	16	16	20	2	1678	04
SD	3		6		228	

Table no. 2 showed fitness test data for the year 2016-17 of all first year girls' students. (N=32 reach mean was 16 cm having SD=3.88. Average marks of this sample were 16. (Out of 20) Thi that flexibility of all students were above average. 12 minutes run and walk test mean was 16 having SD=228. Average marks of this test were 04. (Out of 20) This denoted that endurance Sit ups test mean was 20 having SD=6. Average marks for this was 02. (Out of 20) This de strength of core was very poor.

Conclusion:

This study revealed that physical fitness improved after careful application of physical program in the college. Also for girl's students, it was helpful to improve overall health.

References

Best, J. W. (2009). *Research in Education* (10 ed.). New Delhi: Prentice - Hall of India.
Bouchard, C. a. (1990). Physical Activity and Coronary Heart Disease Risk Factors during Child Adolescence. *Exercise and Sport Sciences Reviews*, *18*, pp. 243-261.
Chavhan, D. B. (n.d.). Effect of Suryanamaskar on School Children. *Vidyabharati International Interdisciplinary Research Journal 2(1) ISSN 2319-4979*, 14-18.
Datey KK, Gharote MS. (1985). Yoga for your heart: . *Jaico Publishing house* (pp. 11-15). Mum
Gutin, B. B. (2004). Exercise interventions for Prevention of Obesity and Related Disorders in Y *Quest*, *56*, pp. 120-141.
importance of yoga in daily life. (jan 05.2018). *www.researchgate.net/publication* .
jella sa, s.-k. d. (1993 nov). the effect of unilateral nostril breathing on cognitive performance . *in neurosci* , 73(1-2):61-8.
Kim Miller, R. R. (n.d.). Characteristics of Physical Activity among a college students Cohort.
L. H. Williams, T.J.Hall and J.E. Rink. (2010). *School wide Physical Activity.* Human Kinetic.
Maheshwarnanda, P. s. (2000). yoga in daily life- the syestem .
Malina, R. a. (1991). *Growth, Maturation and Physical Activity.* Champaign, US: Human Kinetic
med, j. r. (1993). wood c. mood change and perceptions of vitality : a comparision of the effects o relaxation . *european university press* , 254-8.
Michael, E. E. (2004). Physiological Characteristics of Teenage Girls during Months of Detrainin *Medicine and Science in Sports* , *4*, 214-218.
Modak, J. (2010). *Vidnyan va Vaidyakiya Drushtikonatun ...Suryanamaskar.* Pune: Modak Kalin Publication.

neurosei, i. j. (1993). the effects of untiateral nostril breathing on cognative performance . *jella sa shannahoff-khalsa ds* , 73(1-2):61-8.

Physical Activity and Health- A report of the Surgeon General. (2002). Sudbury, Massachusetts: Jones and Bartlett Publishers.

Physical Activity and Health: A Reportof the Surgeon General. (1996). Atlanta: U.S. Department of health and human sevices.

R. Bailey, I. W. (n.d.). *Centre for Physical Education and Sport Research* . Canterbury Christ Church University College,, UK.

Sabo, D. M. (2004). *Her Life Depends On It: sport, physical activity and the health and well-being of American girls* . East Meadow, US: Women's Sports Foundation. Deprés, J.-P.,.

Saraswati, S. S. (1983). *Suryanamaskar - A technique of solar vitalization. Munger Yoga Publications Trust.* Bihar (India): Yoga Publications Trust.

sivananda, s. (1999). the divine life society p.o.shivanandanagar.

telles s, n. r. (1994 april). breathing through a particuler nostril can alter metabolisum and autometic activites . *indian j physiolpharmaol(india)* , 38(2):133-7.

Thomas, D. V., & Kotecki, J. E. (2007). *Physical Activity and Health- An Interactive Approach.* Sudbury, Massachusetts: Jones and Bartlett Publishers.

Tukor- Locke C, Bassett. (2004). How many steps per day are enough? Preliminary pedometer indices for public health. *pubmed/14715035* .

Impact Factor - 6.261 ISSN - 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION

RESEARCH JOURNEY

INTERNATIONAL E-RESEARCH JOURNAL

PEER REFREED & INDEXED JOURNAL

January - 2019 SPECIAL ISSUE- 99 (B)

Physical Education, Sports, Yoga & Psychology

Chief Editor :
Dr. Dhanraj T. Dhangar
Yeola, Dist. Nashik (MS) India.

This Journal is Indexed In :
- UGC Approved Journal
- Scientific Journal Impact Factor (SJIF)
- Cosmos Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)
- Indian Citation Index (ICI)
- Dictionary of Research Journal Index (DRJI)

SWATIDHAN PUBLICATIONS

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION

Impact Factor – 6.261

ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

February-2019 Special Issue – 121 (A)

STRESS MANAGEMENT AT THE WORK PLACE

RESEARCH JOURNEY

This Journal is indexed in :
- University Grants Commission (UGC)
- Scientific Journal Impact Factor (SJIF)
- Cosmoc Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

For Details Visit To : www.researchjourney.net

Swatidhan Publications

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

February-2019 Special Issue – 121(A)

STRESS MANAGEMENT AT THE WORK PLACE

Guest Editor:
Dr. Pandurang Gaikwad
Principal
Mahatma Phule Mahavidyalaya,
Pimpri-Waghere, Pune 411 017

Executive Editor of the issue:
Dr. Pandurang K. Lohote
Prof. Uddhav M. Ghodake
Prof. Babasaheb Pawal
Dr. Pratima B. Kadam
Dr. Bharati J. Yadav
Prof. Sunil Salake
Dr. Rajesh T. Birajdar

Chief Editor:
Dr. Dhanraj Dhangar (Yeola)

SWATIDHAN INTERNATIONAL PUBLICATIONS
For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 121 (A): Stress Management at the Work Place
UGC Approved Journal
ISSN : 2348-7143
February-2019

INDEX

Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 121 (A): Stress Management at the Work Place
UGC Approved Journal
ISSN : 2348-7143
February-2019

"Stress Management Among Pratibha College Students: - A Current Status"

Prof. Ekta A. Jadhav
and
Prof. Anand B. Lunkad, Ph.D.

Introduction

It is the evidence that from the middle of the twentieth century, the man was busy as long as in his day to day routine work. In the absence of modem means of life, he did not have the problems being faced by the today's man regarding his physical fitness. The development in the field of technology has provided numerous comforts to the modern man as compared to the ancient one. There is an increased efficiency in the work and also increase in leisure hours, drastic changes in communication system, transport system, advancement in the field of medicine and surgery have made possible to fight with dangerous diseases and reducing the death rate. On the other hand, all these advancements have made the man most inactive, sedentary and lethargic, which are creating problems of obesity, overweight, underweight, decrease in immunity, life relying on drugs, Stress, tension and so on(Thomas D. V. and Kotecki J. E, 2007).

In today's competitive scenario the inactivity or sedentary lifestyle is a common problem in all age group, especially the young generation which comprises of maximum population of India.Thelifestyle of today's youth is confined only to gizmo gadgets, discos and pubs. They don't have any interest in what is happening around the world. Sitting long hours in front of computers or chatting on mobile, Night outs, lounging in the pubs, tapping your feet to the rocking music in discs, showing offi-pods, N-Series mobiles, Levis jeans and Woodland shoes and eating fastfood are the common lifestilye of the urban youth today. They feel if they do not have all these 'cool stuffs', then it will affect their image in college campus or their common hang-outs.

As we look towards the college students usually they have very busy schedules and often place exercise at the bottom of their list of priorities. They are spending their entire day sitting in the classes, practicals, studying in the library and completing assignments using the computer. Some of them are doing jobs and family commitments on the top of our educational responsibilities(Thomas D. V. and Kotecki J. E, 2007). And of course remaining time they are spending with their friends and family, so very less time they are giving for exercise. There is an evidence that as girls enter adolescence, they tend to stop engaging in physical activity or exercise as they had been in late childhood. In this stage boys are comparatively more active than girls (Miller K, Staten R, Rayens M and Noland M). The lack of physical activity or sedentary lifestyle can causes hypokinetic diseases. Hypokinetic Diseases or Conditions (*Hypo* means "lack off" and *kinetic* means movement or activity). Thus, hypokinetic means "lack of activity." A hypokinetic disease or conditions associated with lack of physical activity or too little regular exercise. Examples of such conditions include heart disease, low back pain, adult-onset diabetes, and obesity.So it is very necessary to motivate and generate awareness in the college girls to participate in any kind of Physical activity.

It is very necessary to do some kinds of exercise in our day to day life.The benefits of regular, consistent exercises are well documented. Exercise plays an important role in the prevention of chronic diseases and conditions including cardiovascular disease, certain types of cancer, type II diabetes, and obesity. (Physical Activity and Health: A Report of the Surgeon General. U.S. Department of Health and Human Sevices, 2002). It has been recommend that every day the school age children and the teenagers should accumulate at least sixty minutes of moderate to vigorous intensity physical activity to ensure healthy development(Williams L.H. Hall T.J. and Rink J.E. 2010). So we can say that regular participation in physical activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological problems like stress, tension anxiety etc.

While performing physical activities or exercise we are facing lots of barriers such as lack of time and place, suitable facilities, lack of knowledge, enjoyment, self-motivation, self-management skills for e.g. Set personal goals, monitor progress or rewards progress towards such goals, lack of encouragement, supports as well as attitude towards physical activity etc. Many of them feel uncomfortable or shy to go in GYM, fitness classes or on the ground for physical fitness. (Williams L.H, Hall T.J, and Rink J.E, 2010).So it is very necessary to work on these kinds of barriers.

The various studies shows that lack of knowledge and awareness of physical activity or exercise, they are physically unhealthy and stressful. The generally accepted definition of stress is one of interaction between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. When you are stressed, your body responds as though you are in danger. It makes hormones that speed up your heart, make you breathe faster, and give you a burst of energy. This is called the fight-or-flight stress response.Some stress is normal and even useful. Stress can help if you need to work hard or react quickly. But if stress happens too often or lasts too long, it can have bad effects. It can be linked to headaches, an upset stomach, back pain, and trouble sleeping. It can weaken your immune system, making it harder to fight off disease. If you already have a health problem, stress may make it worse. It can make you moody, tense, or depressed. This stress should be managed properly. Especially, youth should take effort on the stress management techniques. But due to busy lifestyle, youth neglect physical activity and stress management. **So the researchers want to see the current status of stress management among the college going students girls of Pratibha College, Chinchwad.**

Material and Method:

This study was an analytical method of descriptive research. The study was conducted on 30 undergraduates College going girls from Pratibha College, Chinchwad, Pune having average age of ±19.7 years old which were purposively selected. Researcher used a Questionnaire with options developed with reference today to day physical activity and stress management of college going girls. Frequency and Cross tabulation technique used to analyse the research data.

Results:

There were three questions in this questionnaire about stress management. Following were the results.

Table no.1: Q. No. 1 Frequency of Respondents; responded to the question **"When you feel stress, what kind of activity do you engage yourself in?'**

Particular	Frequency
Playing Mobile	5
Sitting alone in a room	7
Playing on Ground	3
Sleeping	15
Total	30

In Table no.1 it shows that when the girls feel stress five girls play on mobile, seven girls sit alone in the room, three girls play on ground and fifteen girls sleep. This responses shows that when girls find them under stress, they prefer to sleep and sit alone in the room but do not want to go out and play on the ground and to relive their stress.

Table No. 2 Q. 2 Frequency of Respondents; responded to the question "In stress or tension, you discuss your problem with"

Particular	Frequency
Family Member	10
Write it down on Paper	1
Close friends	16
Don't share with any one	3
Total	30

ISSN : 2348-7143
February-2019

Table No. 2 implies that in the situation of stress and tension ten girls discuss their problem with Family member, One girl write it on paper, sixteen girls discuss with their close friend and three girls do not share with anyone. This reply indicates that most of the girls discuss or share their problems with either their close friends or family members.

Table No.3 Frequency of Respondents; responded to the question No. 3

Question	Always	Often	Sometimes	Never
When you feel stress or bored, do you feel like giving-up everything	1	1	19	8

Table no.3 displays that only two girl's feel like giving up everything but twenty seven girls don't feel like giving-up when they feel stress or bored. This signifies that majority girls overcome stress.

Discussion

The results of this study reveals that the college going girls are not exercising for stress releaser. Making schedules and setting priorities also reduces the stress level. One study from Turkey indicated that, physical inactivity is common in both genders and it is increases day by day, especially in girls. (Onat, 2001). Teenagers may experience stress every day and can benefit from learning stress management skills. (Stress Management and Teens, 2013)

Although findings suggested that lack of information regarding attitudes toward exercise of female university students who do not achieve PA sufficient for health benefits. (McAuley. E, Rudolph. D. 1995).According to a new study, the most frequently cited barriers among adolescent females were lack of time, tiredness and less interest of doing exercise. "(Kimm et al., 2006).The another study also shows same result that lack of time due to busy lesson schedule and responsibilities related to the family and social environment, parents give academic success priority over exercise were most cited items for physical activity barriers(Arzu. D, et al., 2006).

Conclusion

College students have stress. So first step should be: they assess the situation of stress and then try to cope up with it. To assess the stress, we have teacher made tool. This study concludes that it is very necessary to impart knowledge about physical activity helps in stress management.

Reference

Best, J. W, & Kahn, J. V. (2009). *Research in Education (10th ed.)* . New Delhi: Prentice - Hall of India.

Buckworth J, Nigg. C . (2004). Physical Activity, Exercise, and Sedentary Behavior in College Students. *Journal of American College Health*, 28-34.

Jerry R Thomas, Jack K Nelson and Stephen J Slivermen. (2005). *Research Methods in Physical Activity* (5th ed.). United States of America: Human Kinetics.

Keating XD, Guan J, Piñero JC, Bridges DM. (2005 Sep-Oct). A meta-analysis of college students' physical activity behaviors. *J Am Coll Health*, 116-125.

Miller K, Staten R, Rayens M and Noland M. (n.d.). Characteristics of Physical Activity among a college students Cohort.

Thomas D. V. and Kotecki J. E. (2007). *Physical Activity and Health- An Interactive Approach.* Sudbury, Massachusetts: Jones and Bartlett Publishers.

Williams L.H, Hall T.J, and Rink J.E. (2010). *School wide Physical Activity.* Human Kinetic.

KNOWLEDGE MANAGEMENT: A TOOL WHICH PUTS PEOPLE ON THE DRIVER'S SEAT, A SHIFT FROM TANGIBLE TO INTANGIBLE

Elizabeth Kanade
Asst. Prof. St. Mira's College for Girls, Pune
Head Department of Accountancy

Abstract:
It's relatively easier to put technology and processes in place, but a herculean task when comes to people. The human asset of an organisation has tremendous implicit tacit knowledge which needs to be converted into explicit knowledge in order to create a win - win situation. Both knowledge sharing as well as reuse needs to be encouraged and recognized. This article emphasizes the need for knowledge management in higher educational institutions and highlights the benefits reaped by implementing knowledge management. The researcher has proposed a conceptual framework for creation, acquisition, refinement, memory, sharing, utilization, performance and reviewing of the knowledge in an educational institution.

Key Words:
Knowledge Management, Organizational Culture, Higher Education and Conceptual Framework.

Introduction:

Knowledge builds on knowledge and past events helps in generating new knowledge. Knowledge includes insights and wisdom of employees, an important source of value creation. At the most basic level knowledge management can be described as a set of practices that help to improve the use and sharing of data and information in decision making. The key to successful innovation process lies in the mobilization and conversion of tacit knowledge into explicit recorded knowledge. Tacit knowledge is knowledge people carry in their head, it is embedded within the individual whereas explicit knowledge is well documented information which facilitates decisions and actions. Knowledge management in the field of education can be thought of as a frame work or an approach that enables people within an organization to develop a set of practices to collect information and share what they know , leading to action that improves outcomes of an organisation.

Review of Literature:

Knowledge management is the practice of harnessing and exploiting intellectual capital to gain competitive advantage and customer commitment through efficiency, innovation and effective decision making. Knowledge management concentrates on the organization gaining knowledge from its own experiences and experiences of others, to judicious application of knowledge to fulfill its mission and vision. It includes not only innovation but also learning, which can shape and develop approaches to daily work (Nonaka , 1995) Nonaka and Tkeuchi (1995) first proposed the concept of explicit and tacit knowledge. Members can effectively accomplish organisational goals through knowledge management process and procedures (Von Krong , Ichijo, & Nonaka, 2001) Knowledge management in educational settings should provide a set of designs for linking people, processes and technologies and discuss how organisations can promote policies and practices that help people share and manage knowledge (Petrides & Nodine, 2003). Tacit knowledge can only be exploited by effective communication and share.(Ramanuj and Kesh, 2004). Tacit knowledge is experimental, intuitive, and experience based knowledge that cannot be expressed in words, sentences and formalized or articulated and therefore difficult to share also (Alhawary, 2011).

Problem Statement:

Business organisations today are applying knowledge management as an effective management tool to create more knowledge, convert tacit knowledge into explicit knowledge, increase productivity and share value. An educational institution which is a power house of knowledge can effectively apply knowledge management to improve their decision - making, enhance creativity and innovation, develop stronger lines of lateral as well as vertical communication, improve student outcomes and build a more sharing and caring society.

Are educational institutions applying this tool in their day to day interactions with students, staff and faculty and reaping benefits? Are they aware that knowingly or unknowingly they are implementing knowledge management in their organisation? This paper is an attempt to understand significance of knowledge management in educational institutions.

Objective of the study:

1. To know the significance of Knowledge Management
2. To mobilize tacit knowledge into explicit knowledge
3. To create knowledge sharing culture.
4. To identify and analyze the conceptual framework for developing knowledge management system.

Research Methodology:

This study is based on secondary data collected from research papers, articles, literature reviews and observation and interaction with staff members.

Knowledge management brings together three core organisational resources - **people, proccsses** and **technologies** to enable the organisation to use and share information more effectively. People manage knowledge not systems. Knowledge management is an extensive concept which uses technology to facilitate the smooth flow of information. Formal and informal administrative procedures, curriculum development processes, information sharing patterns, pay and allowances, leaves, promotions, grants and funding, organisational culture and many other work practices that affect the flow of information within an organisation. These processes exist, whether to choose, participate or pay attention is the option to be exercised by the people. Technology is a vital and necessary contributor to the health and effectiveness of the organisation.

The **Data - Information – Knowledge** continuum is a crucial component of knowledge management practices because it emphasizes on a feedback mechanism that may either produce an action step or re - assessment of the kind of information needed to take effective action. It is an internal audit tool in assessing where an organisation stands in its practice of knowledge management in various areas.

Globalization, Privatization, UGC, NAAC, Autonomy and Funding agencies, are the key drivers for Improvement and Accountability in Education and has increased external and internal pressure for improvement in information system. Educators have been using information management tools for decades to improve the efficiency of administrative services and the effectiveness of academic programs. Institutions use technology to collect, organize and disseminate the organization's expanse of quantitative data in areas, to name a few such as student enrollment, progression, pay roll accounting, source and application of funds. Is this data regularly transformed into useful information through interpretation and presentation, given the crucial circumstances of organizational context and applied in the decision making process?

Auto Gear Shifting - Knowledge Management conceptual framework

At the beginning of a new academic year the organisation collects student's data (demographic) at the time of admission- data **Creation** stage, as the student's progresses **Acquire** data of the student's relating to attendance, participation in activities, academic performance, awards received, student trend data, and feedback . Data must be **Refined** regularly, a master sheet which collates students data from admission till date stored in repository – **Memory** with collaborative effort of administrative staff, faculty and student. This data has to be transformed into Information by **Sharing** and **Utilizing** it.

At the end semester exam an institution witnessed high failure rate for a particular elective subject. How does one try to address this issue? It is through knowledge management. The administrators must study the student's data of that particular class of student's. Transform that available data into useful information through interpretation and use this information for taking necessary decisions. Sometimes this step leads to a new round of data accumulation and interpretation. At times leads to articulation of an action plan and the creation of outcome measures. The **Performance** and **Reviewing** of the decision and action has to be monitored.

The same data can be used by a faculty who feels the class attendance is thin only for her subject. The student data must be analyzed by the faculty in terms of attendance for her subject, other subjects and lecture timings. Knowledge sharing plays an important role here where faculty members of the department can collectively find a way out to improve the attendance and this fact must be documented for the near future.

A database of faculty can be created with teaching experience, subject expertise, classes taught, number of students, hobbies, research papers, books authored, conferences attended and so on. This database can be utilized for generating multiple reports, allocating duties , responsibilities and updated every six months. Conferences, Seminars, Symposium are organized in colleges by various departments. Each department undergoes an entire process of brainstorming, planning, receiving quotations from vendors, printing broachers, conference proceedings; flex board, hospitality, budgeting and ensuring good participation. If a database is created and is easily accessible then other organizers do not have to go through the entire rigmarole. Through sharing of this information it becomes much easy for other departments to organize the same and additional information can be added to the database.

Academic calendar is drafted at the beginning of the year by collating inputs from various departments. This calendar may be available to staff, faculty and students in E-form at the beginning of the year. It must display date wise the activities to be carried on by various departments with details like date, time, topic, department, speaker and venue.

Teaching Learning and Evaluation - A senior faculty has mastered the art of teaching learning and evaluation through experience, guidance and challenges encountered by them in their academic career. Their tacit knowledge, that is expertise in teaching skills, communication skills, notes making, fast track revision, class control may be penned down and shared with the juniors. How a particular topic may be dealt with, time allocated to it, best testing pattern. This may be shared within the department and inter department. So the expertise of one no more becomes a monopoly in order to serve our students better. Session Plan per subject, references, time allocated to a particular topic, if prepared by each faculty and a copy of it available in the library will help create a data base on how to go about conducting a lecture. If there are parallel teachers sharing and exchange can take place and additions can be made to it. A novel way of going about it, a website, a book, You Tube video may be added to the data base in due course.

Placement cell database, alumni association data base, sports database, prize winners, students receiving scholarships and freeships when collated with main data base will be of much importance to the organisation for generating various reports, tracking the performances of students, deciding on the best girl prize. This practice will help to promote those processes that lead to more informed decision - making.

Faculty attending seminars, programs, workshops must be encouraged to share the information . Organisational culture must foster to bring out the implicit knowledge within an individual by giving them opportunity, encouragement, recognition and motivating them to share it with others for effective class and student management skill, teaching skills, student counseling skills.Organisations that establish effective forums and processes for sharing knowledge also tend to excel at bringing new employees in par with the seniors. On the other hand, organisational knowledge can be lost when people in an organisation leave. The administration can prepare an orientation video or presentation for new students, staff and faculty – permanent, temporary and visiting. This must be screened at the beginning of the academic year and a copy of the same readily available at the library. This puts a new comer at ease and acquaintance one with the new system.

Alumni of the institution acts as a brand ambassador. All possible efforts can be put in to collect the details of alumni to create a data base.

Assets of the college - database may be prepared which gives the details of the assets. This will facilitate while deciding upon new purchases, vendor details, applying for quotations, things available on campus. This data must be updated at regular basis.

Appointment of Knowledge Officer to appoint a knowledge officer who will be responsible for collecting data, storing and updating it at regular intervals and making this data readily available as and when needed.

Recommendations:

- Knowledge an asset for decision making.
- Promote policies and practices for knowledge management.
- Library a repository.
- Short orientation film - organizational culture.
- Proper documentation.
- Chief Knowledge Officer.
- Quantified and recorded.

Limitations of the study:

This study focuses on the application and benefits of knowledge management. The researcher has not taken into account the cost benefit analysis of this approach. Further democratization of data may lead to data manipulation and data misuse.

Conclusion:

The challenge is to convert the information that currently resides in those individuals and make it widely and easily available to any faculty member, staff or others. The democratization of data is the key to success.

References:

1. Allee, V. (1997). "12 Principles of Knowledge Management". Training and Development, 51, pp 11-18.
2. Galbreath, J. (2000). "Knowledge management technology in education: An overview. Educational Technology", 40,5 ,pp-28-33.
3. Nonaka, I & Takeuchi, H (1995). "The Knowledge – Creation Company", oxford, UK: Oxford University Press.
4. Huang, K (1998). "Capitalizing on Intellectual assets". IBM Systems Journal, 37, 4, pp-570-584.
5. Shukla R. "Knowledge Management in Higher Education". International, Journal of Reviews, Survey and Research.
6. Lisa P & Nodine T. (2003), "Knowledge Management in Education". Institute for the study of knowledge Management in Education pp- 1-34.
7. Dhamdhere S. (2015) "Importance of knowledge Management in the higher Educational Institutes", Turkish Online Journal of Distance Education, volume 16, pp- 162- 182.
8. Serban, A & Luan J (2002)" Knowledge Management: Building a competitive advantage in higher education." New Direction for institutional research, 133. San Francisco. The
9. McGee, Jim,(2003), ": The Future of Knowledge Management", pp 1-8.
10. Sharma. P. (2004). "Knowledge Management ", APH Publishing Corporation, New Delhi.
11. Eliaas.A and Hassan.G.(2013) " Knowledge Management", PHI Learning Pvt Limited, Delhi.

Reform, Perform and Transform: A mantra for imparting Accounting education through Experiential Learning.

Ms. Elizabeth Kanade
Assistant Professor
Head department of Accountancy
St. Mira's College for Girls, Pune.

Jayat
Principal Incharge
St. Mira's College for Girls, Pune.

Abstract:

Accounting education in undergraduate colleges is generally focusses on class room teaching- concepts backed by numerical problems solving than focusing on the industry requirements. This necessitates gaining an insight into teaching, learning and evaluation process in order to increase the chances of employability of commerce graduates.

An Action research was conducted to reap the benefits of experiential learning through internship programme for commerce students and their willingness to undertake internships in Chartered Accountancy firms. 196 third year commerce students were surveyed to gauge their preparedness and reasons for them undertake internship. This study indicates that students are willing to undertake internship projects during their regular undergraduate programme and are willing to sharpen their skills through experiential learning which will benefit them to decide their future career options or enrol for higher education in the chosen field.

Key words: Accountancy Curriculum, Autonomy, Internship program and experiential learning.

Introduction:

Changing face of education, globalisation, quality consciousness, and continuous reforms by the Universities Grants Commission (UGC), National Accreditation and Assessment Council (NAAC), National Institutional Ranking Framework (NIRF) has paved way for reforms in the education arena. Learner centric education, ICT enabled learning backed by experiential learning, skill development, employability of the student and academia industry partnership are the buss words. The concept of undergraduate accounting students gaining professional practical experience while studying at university is not new (Teed & Bhattacharya 2002; Thrope-Dulgarian 2008; Ali, Heang, Mohamad & Ojo 2008): as far back as 1952 "the American Accounting Association (AAA) acknowledged the benefit of a period of practical experience incorporated into the academic preparation of an accountant" (Schmutte 1986, p227). One method used to provide professional practical experience is though internship programs where students have an opportunity to apply the theoretical knowledge gained through formal classroom learning in a structured environment (Swindle & Bailey 1984) which cannot be replicated in a normal class setting (Beard 1998; Beard 2007).

"Integrate academic knowledge with practical applications, improve job/career opportunities after graduation, create relevance for past and future classroom learning, develop work place social and human relations skills, and provide the opportunity for students to apply communication and problem-solving skills" (Beard 1998, p515).

This calls for a pressing need to incorporate in undergraduate eduation experiential learning through internships. Schmutte's findings that students undertaking internship programs are able to better "clarify their career objectives before graduating and ... can provide students with additional input to allow better informed career decisions before their graduation" (1986, p228). Internship programs allow students to improve their career prospects (Teed & Bhattacharya 2002; Burnett 2003, Thorpe-Dulgarian 2008), take a deeper understanding of the discipline back to the classroom, and develop other profession-relevant skills such as communication and problem solving (Burnett 2003).

Review of Literature:

American Accounting Association (1986) and Arthur Anderson & Co. (1989) suggested that without significant change to accounting education, future accountant will not receive the preparation they need to meet the emerging needs of business. Pattom and Williams (1990) recommended that the fundamental law in the accounting education and research is that it has remained static while in the era of globalisation and liberalisation the business profession has changed now. They acknowledged that accounting education is becoming increasingly irrelevant if changes are not made according to current requirement of the business organisation, employer will be compelled to turn graduates in other discipline. Boyer(1990) stated that teaching is a dynamic endeavour that must be continuously examined, critiqued and discussed. Deppe et al (1991) in their study explained that accounting education must change to meet the requirement of the changing profession of various business organisations and also suggest that accounting students must develop competencies in seven areas; communication skill, information development and distribution skill, decision making skill, knowledge of accounting, auditing, tax, knowledge of business environment, professionalism and leadership development. Flaherty and diamond (1996) indicates that accounting education programmes should prepare students to become professional, so they can develop professional skills, fundamental accounting and business knowledge and learn how to attain these different skills which could be able to meet the requirement of various business organisations.

Beard(1998)Integrated academic knowledge with practical applications, improve job/career opportunities after graduation , create relevance for past and future classroom learning, develop workplace social and human skills and provide the opportunity for students to apply communication and problem solving skills. According to Albert and Sack (2000) despite warning dating back more than decades, accounting education, overall, is still woefully inadequate. Course content and curriculum are too narrow and outdated. Pedagogy lacks creativity. To ensure that the accounting profession and accounting education do survive, accounting departments and school must engage in more discussions about teaching and curriculum. Internship programs allow students to improve their career prospects Teed & Bhattacharya (2002).

Boud & Falchikov (2007) to be prepared for workforce students need to develop their own repertoire of assessment - related practices that they will be able to use when confronted with learning challenges throughout their working lives. Beyond the construct of formal education, students need to engage in work and life as active learners, and they have to determine what is to be learned, how it is to be learned and how to judge whether they have learned it or no Boud (2007).Sin et al (2012) Learning not only teaching knowledge but also the transferable skills that can actually be transferred from the learning environment to work environment. Daft (2012) Role play is an important technique to bring things to life and make students aware of others and for assessment purposes can be either observed videoed or record. Field trips and internship brings students into the world of work and help them bring to assimilate the codes and values of the professions and communities of practices to which they aspire primordial factors such as ethnicity, customs, belief, values and religion all results are dependence to current practices Kakavalakis and Edward (2011);Tongue and Willett(2012).

Problem Statement:

Employability of Commerce graduates by accounting firms, skill development among students and transferability of knowledge and skill from the learning environment to work environment and to assess the outcomes of a programme the student has enrolled for. In the light of these issues the paper strives to achieve the following objectives:

Objectives of the Study:

- To analyse the current situation of Accounting education in Commerce stream for undergraduates.
- To investigate the reasons for low rate of employability of B.Com students in accounting firms.
- To find out the corrective measures required for enhancing the skills and employability of B Com graduates.

Research Methodology:

This study is an action oriented research undertaken at St. Mira's College for girls, Pune, an Autonomous college. Primary data was collected from 196 third year commerce students in July-August 2018. On the basis of the survey results an action research was initiated by the department of accountancy to experiment with internships as a means towards experiential learning in the field of accountancy for undergraduate commerce students.

Significance of study:

The accounting education at the B. Com level transacted by educational institutions are not substantial to meet the challenges of a volatile job market .Employer seek Commerce graduates who are competent in Accounting, Auditing and Taxation knowledge, Good communication skills, expertise in MS Word, Excel, Power point, Tally and with the advent of GST knowledge of GST and its filing .Critical thinking skills, problem solving and decision making skills. A B Com graduate possesses theoretical knowledge of Accountancy, Auditing and Taxation. Due to lack of infrastructure and restricted freedom undergraduate commerce colleges are not in a position to horn in the skill sets required in the present set up. This action research study was undertaken to charter less travelled terrain and introduce in regular B Com curriculum Internships, Tally Credit Course, Certificate course in Internship and Certificate course in Goods and Services Tax which will facilitate students and prospective employers to attract right talent and generate gainful employment, thus increasing the employability of commerce graduates in Accounting firms and companies. This calls for a reform in the teaching learning and evaluation process of accounting curriculum in order to bring out a win win situation for all the stake holders.

Analysis and Discussions:

Present Scenario of Accounting Education at Undergraduate level in Commerce Stream:

- **Curriculum:** The curriculum shows that accounting education provided by Indian universities for imparting accounting knowledge to their student to make them able to get good job opportunities in business and industry. The accounting education curriculum of some of the schools, colleges and universities provide commerce education in India (Grover, 1998). The curriculum treats accountancy as a single course in the main stream of the commerce whereas other course likes management, law, taxation, banking, insurance, economics, organization behaviour and some other related course are also imparted. There is very less specialization in accounting course curriculum which is being offered to their students by some educational institutions in graduation level, post-graduation level as compare to the professional institutions like ICAI, ICWA and ICSI offered specialized accounting course to their students in their professional level (Khandelwal, 2000). The accounting education in India is restricted to only class room teaching as well as solving of numerical problems. This teaching technique lacks up gradation of technology in effective teaching of accounting education. The traditional system of teaching can be replaced with case studies, market survey, group assignment, audio video teaching, teaching aid through project, computerized accounting procedure so that the student of accounting education can be well versed with professional accounting system (Grover, 1998).
- **Teaching Learning and Evaluation:** Nelson (1996) explained that accounting has been taught in same manner since the beginning of the profession; therefore he recommended that it is time to re-think the way accounting is taught and to make dramatic changes. The institutes of management (IMA, 1994; 1996; 1999) in a series of projects found work ethic, analytical/ problem- solving skills,

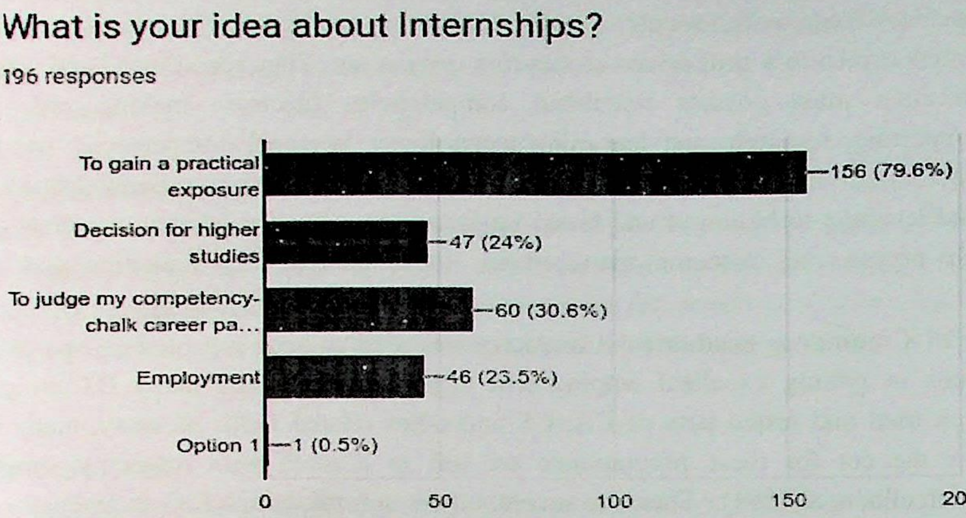
interpersonal skills, and listening skills to be the most important knowledge, skills and abilities for work as a corporate accountant. The American Institute of Certified Public Accountant (AICPA, 2000) need core competency framework for entry into the accounting profession which supports a paradigm shift from a content driven to a skill driven accounting curriculum. They recommend and suggest that accounting education must possess functional competencies (decision making, risk analysis, measurement, reporting, research, and leavening technology); personal competencies (professional demeanour, problem solving and decision making, interaction, leadership, communication, project management and leverage technology) and broad business competencies (strategic/ critical thinking, industry/ sector perspective, resource management, legal perspective, marketing and leverage technology) .

- **Employability of Commerce graduates:** Commerce has always been regarded as one of the best academic streams in getting excellent employment opportunities. While many B.Com graduates choose the much tried and tested path of CA, CS and other related fields of study, many who are unable to make the cut for these programmes are left in a lurch with respect to employment opportunities (Carcello, at al.1991). There are several others options, which B.Com graduates, can opt for jobs such as Accountant, Accountant Executive, Chartered Accountant, Company secretary, Cost Accountant, Finance Analyst, Finance Planner, Finance Manager, Finance Controller, Finance Consultant, Investment Analyst ,Stock Broker, Portfolio Manager, Tax Auditor, Tax Consultant, Auditor, Statistician, Economist. Other than taking care of people's savings, financing projects, and extending loans and credit services, banks have diversified their activities into a range of corporate and personal financial services, and non-banking financial services including housing finance, leasing and hire purchasing, bank deposits, mutual funds, stock markets, venture capital, insurance schemes and portfolio management more or less, all the organizations have financial managers, treasurers, controller, credit manager, and other financial staff who made their financial reports for tax (Philip, K. L. 2010). One of the most promising avenues for commerce students is Insurance. With increased business activity and entry of foreign insurance companies, insurance offers lucrative opportunities for commerce students with appropriate knowledge and training. The employment opportunities in commerce fields are lucrative, both private and public organization is open for commerce graduates. Moreover, with the increasing entry of foreign banks and their aggressive marketing, job opportunities have grown significantly. For nationalized banks, most of the selection is done through the Bank Probationary Officers exams conducted by the respective Nationalized Banks (Doucet, M.S., Doucet, T.A. and Essex, P.A. 1998).

Reconturing Accounting teaching learning experience:

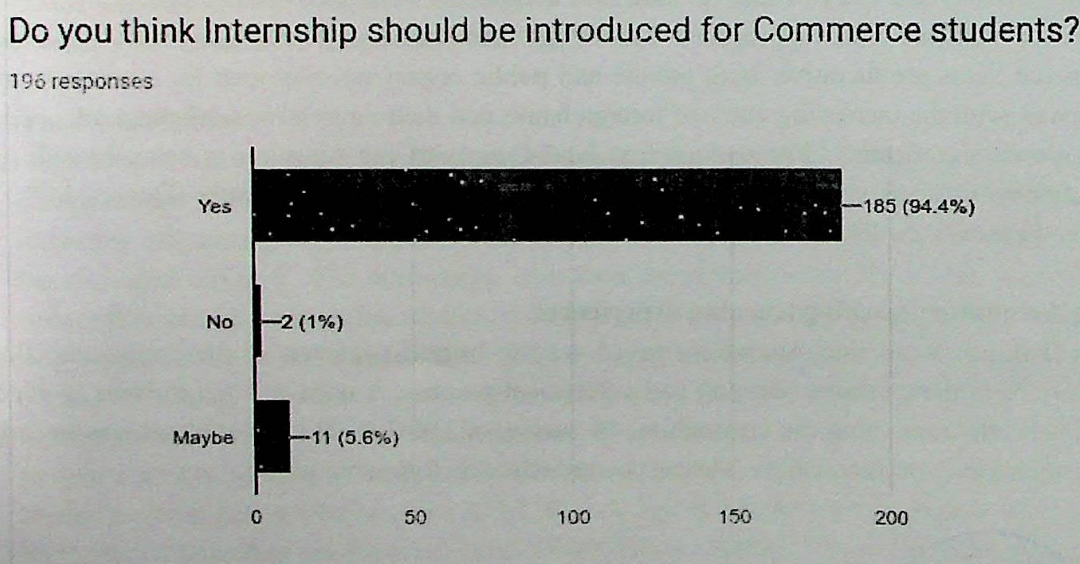
- **Stock Taking:** Academic Autonomy paved way to bring in reforms in the curriculum, flexibility, innovations in the teaching, learning and assessment process. A need was felt to bring in experiential learning while transacting the curriculum. A survey of 196 T.Y. B Com students was undertaken to gauge their views on Internships. The survey reflected the following results.

Chart1.1- Student perception about Internships



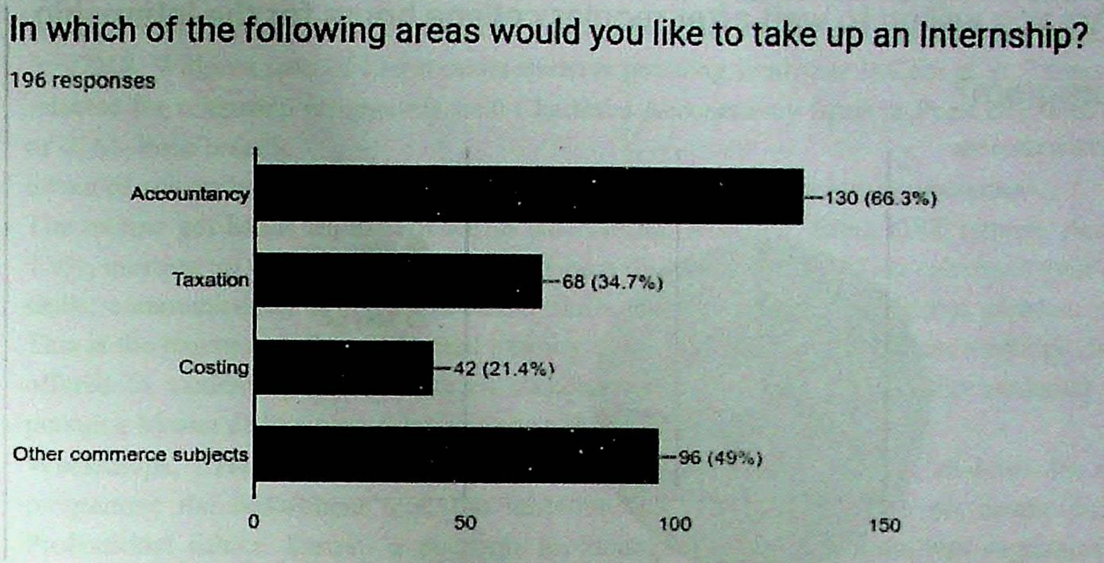
It is evident from the above survey that 79.6% students want to take up internship programme to gain practical knowledge/exposure. 60% of the students for chalk career path, whereas 47% felt the need to take up internship to facilitate them for make wise decision regarding higher studies. Seeking employment opportunities 46%.

Chart 1.2- Internships a part of Commerce Curriculum



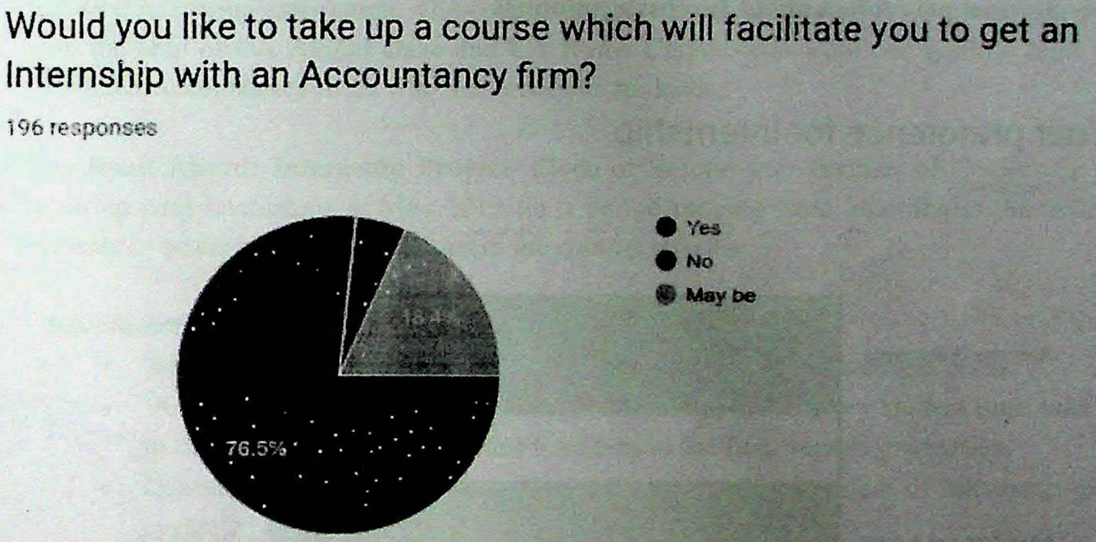
94.4% respondents felt Internships to be introduced for commerce students.

Chart 1.3- Internship preference – Accountancy domain and other commerce subjects



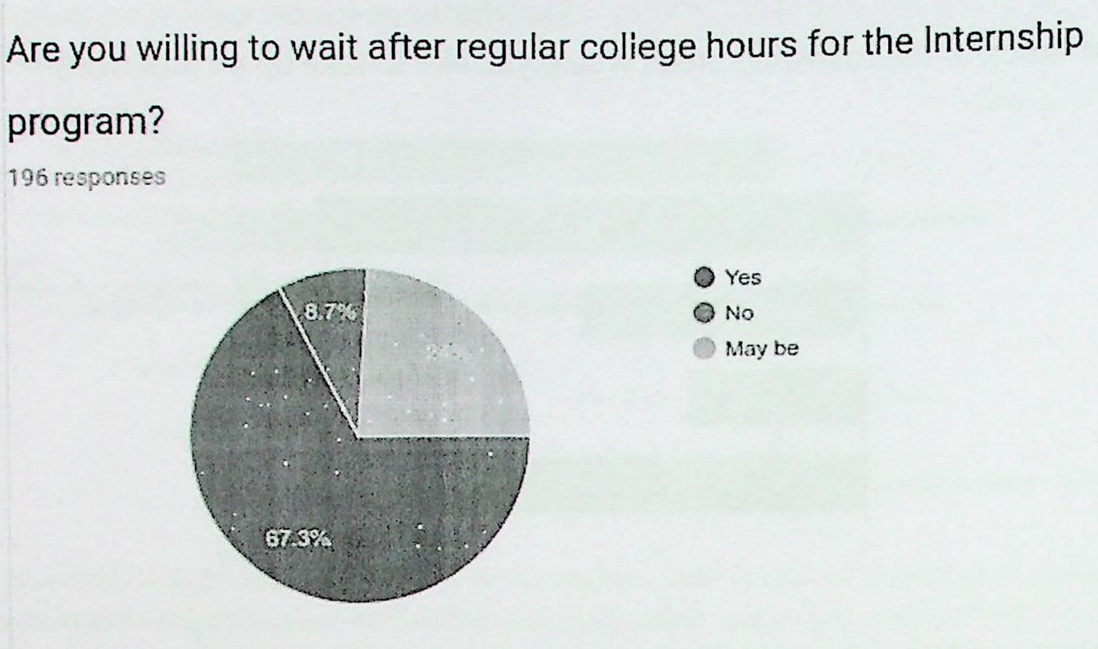
Out of 196 respondents from commerce stream students preferred to take up internships in subjects relating to Accounting domain- Accountancy, Taxation and Costing.66.3% for accountancy, 34.7% for Taxation, 21.4% for Costing vis a vis 49% for other commerce subjects.

Chart 1.4- Willing to enrol for an Internship course



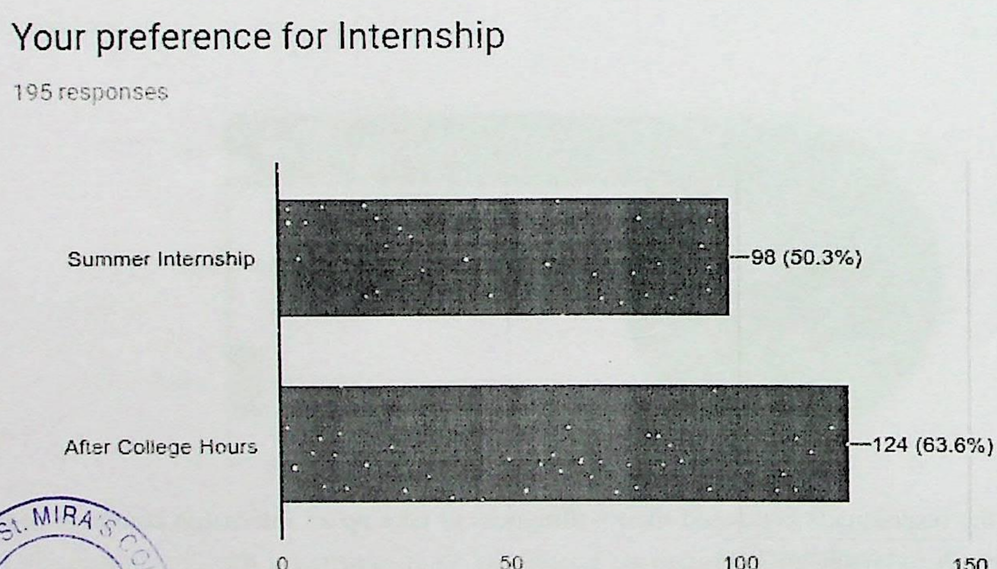
76.5% of the respondents expressed their willingness to take up an Internship course in order to gain internship with Accountancy firm

Chart 1.5- Internship Course – willing to wait after college hours.



67.3% of the respondents expressed willing to wait after regular college hours to take up internship course and 24% were not sure.

Chart 1.6- Student perception about Internship timings



63.6% expressed willing to take up Internship program after college hours and 50.3% preferred summer internships.

The survey highlighted the willingness of students to enrol them for internship course and also take up internship programme with accounting firms. It also pointed out the need to incorporate practical aspects of the subject in the curriculum thus making student's corporate ready.

- **Action taken:** On the basis of the survey results the department of Accountancy drafted a curriculum for internships. This was ratified by Chartered Accountants and a decision was taken to launch this course in February- March 2019. In the mean while 46 students had enrolled for five days workshop on Goods and Services Tax organised by Savitribai Phule University in Collaboration with ICAI in July2018. Within a span of four months students pursuing final year B Com at St. Mira's college were selected for internship programme with Chartered Accountancy firms in Pune city with the assistance of ICAI- Pune branch.
  Seven of our students took up payed internships ranging from 3months to 9months.
  The interns got hands on experience in Accounting, Auditing, filing GST returns, Accounting with Tally, meeting up with clients, cracking business deals, negotiating. This enhanced their inter personal skills, communication skills, presentation skills, decision making skills and problem solving skills. This is the beginning of an uncharted journey by an undergraduate commerce college. Internships are offered to students pursuing Charted Accountant programme (Articleship students) and students pursuing Master of Business Administration (MBA).
- **Workshops, Credit courses and Certificate Courses:** To enrol more students for the internship programme the department took the initiative to organise workshops on career guidance, GST, Professional Ethics. Forum- a platform for dialogue and deliberation was organised which gave students a platform to come forward and discuss the latest developments in the field of accountancy, express their views on various scams and frauds which were guided by experts thus enhancing their critical thinking skills, presentation skills and public speaking and report writing skills. Credit course in Tally gave an edge to students to secure internship assignments and Goods and Services Tax Certificate course with GST return filing to be introduced in the coming academic year.

- **Cluster and Associations:** This activity of experiential learning would not have been possible without Industry Academia association. The college partnered with Chartered Accountancy firms in Pune city with the help of CA Akshai Oake and CA Rutha Chitale who were our guiding light to tie up with Chartered Accountancy firms who mentored our students.

- **The Road Ahead: Internship Project-** Elven of Second year Bachler of Commerce students have taken up paid internships in May 2019 for a period ranging from 3months to 9months. Many more students to be enrolled for internships in the coming months.

Recommendations:

- Making experiential learning a part of the teaching and learning process.
- An in built system in undergraduate curriculum where every student must take up internship in the chosen subject for at least 6 months in the final year of graduation.
- Continuous assessment system the evaluation and assessment of internship project may be evaluated and grades may be assigned.
- Students undertaking internship projects may be granted extra credit.
- Strong academia and industry interface .

Limitations of the study:

This study was conducted in an autonomous college. The academic flexibility, assessment and evaluation system may not be applied in a non-autonomous undergraduate college. The progress of the students will be tracked only after the results and the future academic endeavours of the interns as the internship project is still on for the first batch which started in December 2018.

Conclusion:

The need of the hour is to incorporate experiential learning in the curriculum and also to devise an effective assessment system where internship projects undertaken may be evaluated and graded. Academia industry interface will enhance the learning process and create brighter chances for employability of commerce graduates.

References:

- American Accounting Association (1996) Committee on the future structure, content and scope of accounting of accounting education future accounting education :preparation for the expanding profession issues in accounting education,169-95.
- Arthur andersen &Co. Arthur Young, Coopers & Lybrand, Deloitte Haskins & Sells, Emst & Whinney, peat Marwick main & Co. price Waterhouse, Touche Ross(1989).Perspective on education :Capabilities for success in the accounting profession, New York.
- American Institute of Certified Public Accountants (2000). AICPA Core Competency Framework for Entry into the Accounting Profession. www.aicpa.org.
- Ali, A M, Heang, L T, Mohamad, R & Ojo, M 2008, 'Internship and audit expectation gap among undergraduate students in Universiti Utara Malaysia', Journal of Financial Reporting and Accounting, vol.6, no.1, pp55-74
- Beard, D F 1998, 'The status of internships: cooperative education experiences in accounting education', Journal of Accounting Education, vol.5, no.2/3, pp496-405.
- Beard, D F 2007, 'Assessment of Internship Experiences and Accounting Core Competencies', Accounting Education, vol.16, no.2, pp207-220.
- Burnett, S 2003, 'The future of accounting education: A regional perspective', Journal of Education for Business, vol.78, no.3, pp129-134.
- Carcello, J.V., J. E. Copeland, R. H., Hermanson, dan D. H. and Turner. (1991). A Public Accounting Career: The Gap Between Student Expectations and Accounting Staff Experience. Accounting Horizons, 1-11.
- Flaherty, R.E., and Diamond, M.A. (1996). Position and issue statements of the accounting education change commission, Accounting education change commission and American accounting association, Accounting education series, (13).
- Deppe, L.A., Sonderegger, E.O., Stice, JD., Clark, D.E., and Streuling, G.F.(1991). Emerging competencies for the practice of accounting. Journal of Accounting Education, 9(2), 257-90. Pattom, R.J., and Williams, D.Z. (1990). There's trouble- right here in our accounting programs: the challenges to according educators. Issue in Accounting Education, 5(2), 175-79.
- Daff, L. (2012). Lessons from successes in medical communication training and their applications to accounting education Accounting Education. An International Journal, 21(4), 385–406.
- Doucet, M.S., Doucet, T.A., and Essex, P.A. (1998). Competencies for the introductory accounting sequence. Journal of Accounting Education, 16(3/4), 473–96.
- Grover, R. k. (1998). Accounting education: need for professional approved by university. Indian journal of commerce, 5(1).
- Institute of Management Accountants (IMA) (1994). What Corporate America Wants in Entry-Level Accountants. Montvale, NJ. www.imanet.org
- Institute of Management Accountants (IMA) (1996). The Practice Analysis of Management Accounting. Montvale, NJ. www.imanet.org
- Institute of Management Accountants (IMA) (1999). Counting More, Counting Less. Montvale, NJ. www.imanet.org.
- Kakavelakis, K., and Edwards, T. (2011). Situated learning theory and agentic orientation: a relational sociology approach. Management Learning, 43(5), 475–494.
- Nelson, A.T. (1996). The future for accounting education: a view from the rocking chair. Journal of Accounting Education, 14(2), 245–54.

- Philip, K. L. (2010). A Theory of Reasoned Action Model of Accounting Students' Career Choice in Public Accounting Practices in the Post-Enron. J. Applied Accounting Res., 11(1), 58-73.
- Schmutte, J 1986, 'Accounting internships: the state of the art', Journal of Accounting Education, vol.4, no.1, pp227-236.
- Swindle, C B & Bailey, E R 1984, 'Determining the feasibility of an internship program in public accounting', Journal of Accounting Education, vol.2, no.1, pp155-160.
- Teed, D G & Bhattacharya, T K 2002, 'Benefits of an accounting and finance internship program to students, business organisations and universities', Journal of Accounting and Finance Research, vol.10, no.2, pp95-102.
- Thorpe-Dulgarian, T 2008, 'The impact of internships on accounting students: A Bowie State University study – 2007', The Business Review, Cambridge, vol.10, no.1, pp281-288.
- Tonge, R. and Willett, C. (2012). An audit learning experience: a pilot project through cooperation with a third sector organization. Accounting Education: An International Journal, 21(2), 171–186.

Outcome Based Education: A Pathway for life Long Learning.

Ms. Elizabeth Kanade
Assistant Professor
Head department of Accountancy
St. Mira's College for Girls, Pune.

Jayat
Principal Incharge
St. Mira's College for Girls, Pune.

Abstract:

Accounting education in undergraduate colleges generally focusses on class room teaching- concepts backed by numerical problems solving than focusing on the industry requirements. This necessitates gaining an insight into teaching and learning and process in order to increase the chances of employability of commerce graduates.

An Action research was conducted to reap the benefits of outcome based learning where the teaching learning process activities was carried on keeping the outcomes in focus. This study is a report on the outcomes of the teaching learning process carried on since 2017 to 2019 with undergraduate and postgraduate students.

Key words: Outcome based education (OBE), Outcome based learning (OBL), teaching learning activities.

Introduction:

The focus of educational institutions has been shifted to Outcome based education. National Accreditation and Assessment Council (NAAC) seeks to know the learning outcomes of any programme undertaken by higher educational institutions. As a result, Higher Educational Institutions thinks that its funded institutions should be encouraged to consider adopting outcome-based approaches in order to judge whether the processes and deployment of resources are effective in enabling students to achieve the intended student learning outcomes.

Rational for application of OBE as a curriculum design in our education system clearly shows that OBE concept answers to the demand of social, economic, management, International trends, education, training and lifelong learning and political reasons (Jonathan & Yusof 2001). The term OBE refers to the curriculum design where the graduates attributes becomes the objective to be achieved by a programme and it has to be mapped against the content, delivery and assessment better known as curriculum alignment. Traditionally the focus is on the content delivery, as opposed in OBE the outcomes can be categorized into different groups, mainly the generic outcomes, specific skill sets and finally the content attainment. (Spady 1994) has outlined four major concepts of OBE curriculum design which make it a practical in producing market demand graduates. Spady's (1994) concepts are "design down" in curriculum meaning mapping the curriculum needs based on the desired graduate attributes; secondly is the concept of "clarity of focus" refers to focusing of the resources towards the desired outcomes; thirdly is "high expectation" which refers to providing challenging tasks to students to maximize the outcomes; and lastly "expanded opportunity" which refers to the opportunity given to students to demonstrate their ability. The concept of "expanded opportunity", provides resources such as time, method, operational principles, performance standards and curriculum structure and attainability as a guide in expanding students opportunity. It promises high level of learning for all students based on the achievement of clearly unambiguous outcomes with consideration to the appropriateness of each learner's development level and assuring active and experienced-based learning (Eldeeb & Shatakumari 2013).

Review of Literature:

Keep asking the critical questions about the four principles. First, do we have a clear focus on what we expect of our kids? Second, are we willing to provide expanded opportunities for our kids to be successful? Third, what can we say about the system of expectations we have in our district? Look at our tracking; look at our grading system. And fourth, how do we design curriculum? Are we designing down from clearly-established outcomes, or are we simply buying textbooks and perpetuating what has been done for 100 years? (Spady in Brandt 1992) OBE is a system that make what and whether students learn successfully is more important than how they learn it (Lawson & William 2007). The emphasis is on student's success including evidence which is found lagging in US student's achievement (Spady & Marshall 1991). The evolution of OBE as discussed in (Biggs & Tang 2007), comes in three distinct versions; the earlier intention of OBE by Spady (1994) introduced to a group of disadvantages students not able to follow the standard disciplines, he set up realistic targets for them to achieve including general humanistic values; second stage of OBE is designed for quality compliance, market and management oriented termed as accreditation which is assessed at institutional level (Ewell 1984; Miller and Ewell 2005). The outcomes at these level are grouped under knowledge, skills, values or graduate attributes; the third version is outcome based teaching and learning (OBTL) which originates in the Dearing Report (1997) which outcomes are designed to enhance teaching and assessment, which translate to how well students have learned what is intended for them to learn. This is in line with the classic Bloom Taxonomy which classify outcomes in three different forms; cognitive, affective and psychomotor and the outcome achievement at various levels. OBE process follows the concept of 'constructive alignment' (Biggs & Tang 2007), a learning environment that supports the learning activities towards achieving the intended outcomes. OBE principles can be analysed in three (3) versions; the first version is developing the four principle of OBE by Spady (1994); second version is ensuring accountability, which requires quality measures, metrics or performance indicators, typically defined as inputs, outputs or outcomes; the third version is on enhancing teaching and learning which requires instructors to select instructional learning strategies that will help students to gain the desired skills, knowledge and values, and subsequently choose assessments that are constructively aligned with the ILO and provide evidence of achievement (Nicholson 2011).

Challenges in implementing OBE has been discussed by various researchers Evans & King (1994) in an interview with 300 stakeholders concluded that implementation of OBE generally requires a restructuring of the entire educational system. There are two major types of outcomes in OBE, as defined by Killen (2000). The first emphasises on measurement of coursework, examination results, rates of course completion and employment upon graduation, while the second performance indicator is less tangible, commonly required the leaners to express what they have learned and capable to perform as a result of completing their education. It places greater focus on long-term outcomes leading to the future career success of the learner. Though it has been quite sometimes since OBE is implemented in HE, there are still some unresolved issues at the implementation level. Findings of studies on OBE implementation does indicate some strength in certain areas but does not confirm that the four principles of OBE is well implemented (Harden 2007; Chan 2009; Mohayidin, G., Suandi, T., Mustapha, G., Konting, M., Kamarudin, N., Man, N., Adam, A., Abdullah, S. 2008; Lixun 2009; Akhmadeeva et al. 2013). Previous studies on students achievement in OBE has covered many disciplines with mixed findings, research on the achievement of programmes outcomes of engineering graduates (Arshada, Razalia, & Mohamed 2011), meta-analysis study on empirical evidence of programmes outcomes achievement in OBE (Yusoff, Y., Ahmad, N., Yasin, R., & Tawil, N. (2014), Mandilas, Kourtidis, & Petasakis (2014), Maelah, Mohamed, Ramli & Aman (2014) confirmed some strengths in students achievement in OBE with some challenges and limitations of the OBE implementation. Maelah et al. (2014) compares responses from three groups; professors, employer and students on the importance of accounting skills, findings reveals that the professors rated importance of content knowledge highly as compared to employers and students. On the other hand, generic skills is highly rated by employers such as social skills and participation skills, compared to the other two groups. These studies highlights the need to strengthen competency development within undergraduate business education and to reform curriculum undergraduate studies. Implementation of OBE in Universiti Putra Malaysia share the same findings which shows the highest score is on providing knowledge to student, which is cognitive based compared to achievement in affective and psychomotor outcomes. Measurement on achievement of soft skills, finds a lower mean in achievement of managerial and entrepreneurial skills among the students compared to the other generic skills (Mohayidin et al. 2008). Quite a number of researches on OBE focused on the achievement of programme outcomes as perceived by employers and graduates. Yusoff et al. (2014), meta-analysis studies on 20 published studies with 16160 numbers of samples on students achievement shows large effect size, average of 1.57 based on students achievement of programme outcomes (PO) and learning outcomes (LO). However there are also contradicting findings in a study to identify the effectiveness of OBE implementation, despite the efforts made by departments to cater for OBE, only specific positive learning behaviours were identified among students, whereas their core competencies were not in any way statistically proven to be in a more advantageous position than those with less or no exposure to OBE (Chan 2009). Class size, expectations of learner characteristics and reality, teaching practice and evaluation, and student motivation were the most commonly discussed challenges in OBE implementation (Akhmadeeva et al. 2013). For a successful implementation of OBE program collaborative effort from administrators, educators, parent, teachers and students should be sought to assure a successful planning and implementation and to guarantee commitment and decrease resistance. The basic characteristics and principles for OBE implementation would include; a clear institutional endorsed mission statement that reflects commitment to success for all the students and provides the means for translating that commitment into action; clearly defined 'exit outcomes' that issued to articulate the curriculum framework of the program and that convey what students must demonstrate before they graduate (Akhmadeeva et al. 2013). It has been stated much earlier that for a successful OBE implementation, clear teaching objectives and predefined expectations may inspire students to become smart investors in their future by being creative and innovative thinkers. In order for successful learning to happen, teachers must use a variety of instructional methods, both direct and "student-centered"; provide a variety of opportunities for students to practice new knowledge; help students bring each learning episode to personal closure so as to show them where this new knowledge will lead (Killen 2000).

Problem Statement: This calls for framing a curriculum and successfully implementing it with an outcome based education and outcome based teaching and learning process.

Objectives of the Study:

- To know the significance of outcome based education
- To highlight the benefits reaped by implementing outcome based teaching learning process.
- To gain new knowledge by doing things i.e. re learning to learn and earn a firm foot in the employment arena.

Research Methodology:

This study is an action oriented research undertaken at St. Mira's College for girls, Pune, an Autonomous college. The steps taken by the department of Accountancy during the last two years 2017-2018 and 2018- 2019 for implementing an outcome based teaching learning process has been discussed in this research paper.

Significance of study:

This calls for a reform in the education system where the focus while drafting the curriculum, executing the curriculum i.e. teaching and learning process and assessment process must be outcome oriented.

Outcome Based Education Model Implemented at St Mira's College for Girls, Pune.

- **Internships-** Accounting education backed by on the job training churns out an eligible candidate for the job market and also helps to go in for higher education in the chosen field. Keeping this objective in mind the department initiated an internship programme. Students benefited by this programme as they gained a practical insight into the subject, enhanced inter personal skills, made them more responsible, helped them take decisions and be good time managers.
- **Research Papers Publication-** Post graduate students in their curriculum had a paper titled Research Methodology and Project Work. The students after doing this course were able to write research papers and

get them published / Presented in International and National Conferences. In all 21 PG students and 2 UG students presented/ Published research papers in the year 2018-2019.

- **National Accounting Talent Exam-** the Accounting curriculum and the array of activities organised by the department motivates students to enrol themselves for this national level exam. Year after year students participate and clear this examination.
- **Moot Court-** Second Year and Third Year B Com students were encouraged to apply their corporate and mercantile law curriculum application by actively participating in Moot Court competitions. Students from ILS Law college, Pune oriented the students about Moot court, in house faculty members continuously guided and monitored students and encouraged them to participate in such competitions. The outcome was students were able to apply their subject knowledge, communication skills, drafting skills and defence skills while presenting a case. Sudipta Das, Rakhi Puri and Ananya were adjudged runners up and awarded a Trophy. Aditi Singh and Manasi Sail were adjudged winners for 'Best Memorial' award with a Shield, cash prize of rupees two thousand and gift vouchers. Two teams from TY BCOM participated in the Vijay Chavan Memorial Moot Court Competition held at Brihan Maharashtra College of Commerce, Pune. Ms Ananya won the Best Advocate prize at the competition for which she received a Trophy and a Cash prize of ₹2,000/-
- **Tally:** Credit course in Tally is conducted every year for students. This gives them a hands on training on applying the principles of accountancy and creating company accounts with the help of tally. This practical sessions enables students to apply their theoretical knowledge, make them industry ready and also a few of them have been selected for paid internship programme in Charted Accountancy firms and companies as interns for six to nine months.
- **Social Outreach Activities:** To create a sensitive and responsible citizen who will be able to give back to the community their services and resources the department signed a Memorandum of Understanding with DeepGriha and Spherule Foundation. Throughout the year faculty and students actively participate in projects like educational coaching, volunteering for Picnics, train the women under income generation program, train the trainers' programme - students independently conducted personal hygiene sessions at Pune Municipal Corporation schools, volunteering in creating awareness about Prevention of Sexual Harassment (POSH) incorporates. These activities have developed the inter personal skills, communication skills, leadership skills, organisation and management skills and an overall personality development of the students. They have in the process become more caring, more giving and more sensitive to the needs of their peers and community at large.
- **News Paper Reporting-** Students learn Business communication, report writing skills in their curriculum. The events organised by the department are reported to the press for media coverage. We have student volunteers who prepare the media report. Thus enhancing their writing skills.
- **ITR Filing-** Third year commerce students and Post graduate students are taught how to file Income tax returns on line. In the month of June, July students along with their faculty mentors file Income tax Returns of few faculty members, student's family members. To take this initiative a step ahead the department plans in the new academic year to enrol a few as Tax Return preparers and encourage them towards self-employment.
- **Buddy Classes –** Students who are interested in taking up teaching as a career are mentored by the department faculty. They are continuously monitored and guided to take while they engage in taking buddy classes for weaker students for. Buddies performance and the student who engages in conducting theses session after college hour's are monitored. This give the prospective student who aspires to become a teacher an on the job training.
- **Net / Set workshops-** These Buddies them enrol for Post graduate courses in the college. Net/ Set workshops, guidance is offered to them. The faculty monitors them and facilitates them to fill in Net/ Set exam forms and constantly encourages them to perform.

Recommendations:

- Outcome based learning fosters lifelong learning.
- Outcome based learning encourages experiential learning.
- It helps to measure the outcomes of the programme/ course.
- Outcome based teaching and learning helps in the holistic development of a student.

Limitations of the study:

This study focused only on teaching learning outcomes of the department of Accountancy. This action oriented research mainly focused on the teaching learning activities in the limited areas. In depth study on the Bachler of Commerce curriculum and teaching learning process of under graduates in not entirely covered. The Assessment process has not been covered.

Conclusion:

Outcome based Education is the key in the current education scenario. The educators have to keep in mind while drafting the curriculum, teaching learning process and evaluation outcomes. Every step needs to be outcome based which should be measurable.

References:

- Akhmadeeva, L., Hindy, M., Sparrey, C. (2013). Overcoming Obstacles To Implementing An Outcome-Based Education Model: Traditional Versus Transformational OBE. Proc. 2013 Canadian Engineering Education Association (CEEA13) Conf. Retrieved from www.businessdictionary.com on 12 Mei 2017
- Applegate, T. (1992). Evaluate by and large. curriculum and assessment systems are treated as ends in themselves: Executive summary. Salt Lake City, Utah.
- Arshada, I., Razalia, S., & Mohamed Z. (2011). Programme Outcomes Assessment for Civil & Structural Engineering Courses at Universiti Kebangsaan Malaysia. Procedia - Social and Behavioral Sciences, 60(2012), 98 – 102.
- Biggs, J & Tang C. (2007). Teaching for quality learning at university. (3rd Ed.) Mc Graw Hill: England.
- Chan, A. (2009). A new outcome-based curriculum: its impact on student core competence, Journal of Applied Research in Higher Education, 1(2), 24 – 32.
- Dearing Report. (1997). National Committee of Inquiry into Higher Education (Dearing Report). Higher Education in the Learning Society, report of the National Committee. Norwich: HMSO.
- Eldeeb,R. & Shatakumari,N. (2013). Outcome-based education (OBE)- Trend review. Journal of Research & Method in Education (IOSR-JRME), 1(2), 09-11.
- Ewell, P.T. (1984). The self regarding Institution: Information for excellence. Boulder, CO: National Centre for Higher Education Management Systems.
- Harden, R.M. (2007). Outcome-based education – the ostrich, the peacock and the beaver. Medical Teacher, 29, 666–671.
- Hasbullah, S., Mohyin, N. (2014). Soft skills competencies of quantity surveying graduates in Malaysia: Employers view and expectations. International Journal of Built Environment and Sustainability. Faculty of Built Environment, UTM, 1(1)2014, 9-17.
- Hejazi, B.M. (2011). A transformational perspective on quality and mobility in higher education: Community college leadership program. Retrieved from http://www.jfn.ac.lk/OBESCL/MOHE/OBE-Articles/Books-chapters-n-Reports/3.OBETransformational-Perspective.pdf on 7/9/2016.
- Imelda, L. An. (2014). Impact of outcome-based education instruction to accountancy students in an Asian University. Asia Pacific Journal of Education, Arts and Sciences, 1(5).
- Jonathan, D. J.,& Yusof, S. (2001). Delivering education in South Africa: From policy to implementation. Juta and Company Ltd, 2001. Kilbane ,C.R. & Milman, B. (2014). Teaching models: Designing instruction for the 21st Century Learners. Pearson Education Inc.: New Jersey.

- Killen, R. (2000) Standards-referenced assessment: linking outcomes, assessment and reporting. Keynote address at the Annual Conference of the Association for the Study of Evaluation in Education in Southern Africa, Port Elizabeth, South Africa, 26–29 September.
- Lawson, M. J & William, H. A. (2007). Outcomes- based education. Association of Independent School of SA. Lixun, W. 2010. Designing and Implementing Outcome-Based Learning in a Linguistics Course: a Case Study in Hong Kong. International Conference on Education and Education Psychology.
- Maelah,R., Mohamed Z., Ramli R., Aman A. (2014). Internship for accounting undergraduates: comparative insights from stakeholders. Education & Training, 64(5), 482-502
- Mandilas, A., Kourtidis, D., & Petasakis, Y. (2014). Accounting curriculum and market needs. Education + Training, 56(8/9), 776-794. Miller, M. A. & Ewell, P.T. (2005). Measuring upon college level learning. San Jose, CA: National Centre for Public Policy in Higher Education.
- Mohayidin, G., Suandi, T., Mustapha, G., Konting, M., Kamarudin, N., Man, N., Adam, A., Abdullah, S. (2008). Implementation of Outcome-based education in Universiti Putra Malaysia: A focus on students' learning outcomes. International Educational Studies, 4 (1), 33-38.
- Nicholson, K. (2011). Outcome-based education. Ontario Universities Quality Council. Outcome –based Education Webinar. Retrieved from archive.jfn.ac.lk on 27 Mei 2017.
- Spady, W.G. & Marshall, K.J. (1991). Beyond traditional outcome-based education. Retrieved from http://www.jfn.ac.lk/OBESCL/MOHE/OBE-Articles/Academic-documentsarticles/3.OBE-beyond-traditional.pdf
- Spady, W. G. (1994). Outcome-based education: Critical issues and answers. ISBN-0-87652-1839. Retrieved from http: www. files.eric.ed.gov.

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

INDEX

Our Editors have reviewed papers with experts' committee, and they have checked the papers on their level best to stop furtive literature. Except it, the respective authors of the papers are responsible for originality of the papers and intensive thoughts in the papers. Nobody can republish these papers without pre-permission of the publisher.

- Chief & Executive Editor

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Policy for Micro Enterprises : 'Paanwala' as a Budding Micro Enterprise

Jyoti Chintan
Assistant Professor, Department of Business Studies
St. Mira's College for Girls, Pune
jyotichintan@yahoo.co.in

Abstract:

The 'paanwala' vendor is undergoing a change with the times. The retail industry boom in India has turned the paanwala into a 'mini supermarket'. Besides the tobacco-laced products, the paanwala displays an array of products- from confectionary to lemonades, from stationary to mobile recharge vouchers. The paanwala has shown a great deal of diversification in his business.

The paper aims at understanding the socio-economic conditions of the 'paanwala'; the paper highlights how the nature of business has undergone a change and the economic adaptation of the paanwala to a competitive environment. The paper highlights the need for the government, the corporate sector to play a complementary role in creating a conducive environment for the paanwala. The paanwala can prove to be a very good medium to extend and expand business at a micro level. The paanwala is a popular business enterprise; however, with supportive policies from different stakeholders, it can emerge as a profitable micro enterprise.

Keywords: Paan, Paanwala, Retail Sector, Diversification, Micro Enterprise

Introduction

There are a lot of traditional occupations and businesses. Among these traditional businesses, one old business occupation prevalent in India is the selling of the 'Paan'- the betel leaf. The person, who sells paan, called as 'Paanwala' and the shop where they sell it called as 'Paan-shop'.

The Paanwala would sell paan in varieties and flavours. However, the changing lifestyle & needs of the consumer have sort of complicated the situation of the 'paan-seller' in the last decade or so. Increased competition, changing Government policies and the entry of a variety of new products in competition to the 'paan' all have cascading effect on the paan seller business performance. There is a gradual shift seen towards the consumption of chewing gum or other such products, especially with the new younger generation. The traditional 'paan' has been sidelined and will soon become a rare commodity due to little demand.

The paanshop is usually found at very convenient locations. It is a low initial investment set up. These conditions are very suitable to poor people, low skilled or unskilled labours, and jobless people of the society. This occupation is the much sought after among migrants. This business is very flexible, because any time a person can start this business. It requires no inventory nor an expensive set-up and structure.

Post Liberalization in 1991, the retail sector is growing at a fast pace; the market has undergone a change in terms of the products as well as the consumer's choice. The paanwala has shown a great deal of diversification in his business. One can find besides the paan, a lot of other necessities and tit-bits at this small convenient destination. Besides selling cigarettes or tobacco in other form, there are other products that are now available at the paanshop- biscuits, snacks, chocolates, soft drink, mobile recharge vouchers. The selling of the paan is gradually getting to be 'secondary'; reason being the declining popularity of the paan. The paanwala finds it difficult to survive merely on the selling of paan. However, one can say that the retail sector in India has helped the paanwala to become a 'mini-supermarket'. The changing nature of this business and the adaptation to the paanwala to the changing environment makes the subject a matter of analysis.

Literature Review

A study by K Ramachandran (1989), analyzed the social, economic and entrepreneurial background of the paanwalas, the status of the business and the competition in the sector in the two cities of Gujarat- Ahmedabad and Anand. The study came to the conclusion that the paan-shop business was quite attractive and despite certain taboos associated, is the most sought after occupation. The study also observed that the business is showing great amount of diversification. However, the business was not significant enough to make a difference to the lives of paanwalas. An interesting finding was that the paanwalas was not affected with competition in this business. Anjaria (2006) discusses the problems of hawkers in cities taking into account the hawkers in the city of Mumbai. The study concludes that the street hawkers fear the constant demands of bribes and threatens demolitions from authorities instead of support in the form of a license or other formal procedures that would provide assurance and security.

A study by Abodh Kumar et al (2012) examines the earnings and savings of an important segment of the urban informal sector- the paanwalas covering over 100 paanwalas from six areas in the city of Mumbai. The study concludes the access to space and property rights over the space for longer periods of time has a direct relation to the earnings and savings of the paanwalas. In other words, the age of the shop matters and older shops have a better chance to earn more. The reason that can be cited is social capital accumulation. Access to social capital and better legal property rights can make a significant impact on poverty is the broad conclusion made by the study.

Objectives & Methodology

The objectives of the study are (i) to understand the challenges faced by the paanwala in the fast growing retail sector and to examine the status of paanwala in the city of Pune

The research study was carried out with the help of primary data. A questionnaire was designed to collect the relevant information for the study. A survey was carried out within Pune City limits and forty paanwalas were interviewed. Data collected covered basic information about the paanwalas, the main business activities of paanwalas and the diversification in this business. The study covered the paanwalas from different areas of Pune city at locations like bus depot, railway station, hotel, restaurants,residential areas, market place and shops standing alone. There is no data available on the number of paanwalas in Pune city. A total of 40 paanwalas were surveyed in and around the city of Pune.

Findings & Observations

Basic Profile

Age of Paanwala. In our sample 25 percent paanwalas were below the age of 25 year while 50 percent of respondent were between the ages of 26 to 50 year. Majority of the respondents were middle aged, married and responsible for their family. Twenty percent respondent were between the age of 46 to 60 and 5 percent were above the age of 60 years. One of the paanwala, above the age of 60 years was a retired state transport worker, but no pension or family support compelled him to set up a paanshop. Out of sample of forty paanwalas, 52.5 percent were migrants. All respondents were male, there were no minors reported.

Place of Origin. The respondents were from other states like Karnataka, Uttar Pradesh, Madhya Pradesh and Andhra Pradesh; some were from the Vidarbha region of Maharashtra. The local paanwalas either were from the Pune city itself or from the rural area of the Pune district.

Self-employment. 60 percent of the paanwala has started this business on their own, 35 percent paanwalas were running their family business and 5 percent respondent were found to be working at the paanshop.

Family Size. It was observed that 30 percent of the respondent has family size less than four, 45 percent paanwalas has family size between 5 to 8, and 22 percent of paanwalas has family size more than 8 and most of them are joint family, who live together and do business together. Three percent paanwalas did not give information about the family size.

Earning Family member. It was observed that 52.5 percent of the respondents were the sole earning member of their family. Twenty five percent of the paanwalas family has two earning people, 12.5 percent paanwalas family has three earning people, five percent paanwalas family has four earning people, 2.5 percent paanwalas family has five earning people and 2.5 percent family has 8 earning people.

Business Profile

Age of Business. There were young, recently opened paanshops, while some were very old. One such shop was just one month old while one was 90 year old; it is the third generation running this business. 15 percent of paanshop were less than five year old, 22.5 percent were between the ages of 6 to 10, 30 percent were more than 20 year old but less than 40 years and five percent were between the age of 41 to 60 year and five percent old more than 60years.

Location of Paanwala. 45 percent of the paanwalas was stand-alone shopkeeper, 35 percent paanwalas were located near bus depot/stand and railway station and 20 percent are running their shop beside hotel or restaurants.

Space on Rent. It was observed that 70 percent of the paanwalas are paying rent for the space they use for accommodating the kiosk of their paanshop. If they hire space on rent, they have to sacrifice a comparatively considerable amount on paying rent. However, ownership gives freedom to entrepreneur, assurance to the entrepreneur and saves from any harassment made by civic bodies or anti-encroachment issues.

Sale of Paan. With regard to the income through the sale of paan, it was found that 20 percent of paanwalas that is one fifth of the sample sell less than 20 paan a day, which is very less. 22.5 percent paanwalas sells paan between 21 to 50; again 22.5 percent of paanwala sells paan between 51 to 100. This data shows in case of about 65 percent of the paanwalas, the sale of paan is less than 100 per day, which cannot be stated to be good sale in order to generate a decent income. This shows the decline in the sale of paan.

Business Hours. It was found that, only five percent paanwalas gives less than 10 hour to their shop, about 57 percent paanwalas give time to their shop between 11 to 15 hour and about 38 percent paanwalas give more than 15 hours, about double the time as prescribed in the labour law of India which is 8 hour for any normal working day and if the worker works for more than 8 hours then the employer has to pay extra wages for extra hour of working. However, in case of paanwalas, they have to give more than 10 hours each day to earn enough in order to survive.

Future Plans. Further, it was observed that 47 percent of the paanwalas just want to expand their business but have no idea what they want to do; about 40 percent paanwalas simply do not want any expansion, however they did not disclose the reasons as to why while 13 percent respondent explained the problems they have in way of expansion, such as space problem, finance problem, time problem or want to quit the business in the future.

Conclusion

A challenge to the paanwala enterprise is the Government ban on the sale on tobacco-laced products. The business depends largely on these tobacco-laced products, the very survival is threatened. A proper implementation of the ban on tobacco products in the larger interest of the society can threaten the livelihoods of thousands of paanwalas. As a street vendor and the right to livelihood, there is a need to provide alternatives to the business of the paanwalas. The urban local bodies can make efforts to minimize the trade- off between the livelihood of paanwalas and health of public.

An initiative by tobacco giant ITC for the paanwalas is the offer as one of the channels in its distribution strategy of an array of products, besides cigarettes for deeper penetration into markets. In the last few years, ITC has shifted from the tobacco to snacks segment and the paanwalas is one option considered to stock and sell candies, potato chips and finger snacks. The 'hole in the wall pan-beedi shops' or the paanwalas was the setup used for promoting its 'Sunfeast' biscuit brand from ITC (Kasturi Rangan, 2007).

The small retailers-the 'kiranawalas' business model focuses on livelihood for owners rather than profits for an organization. These small retailers or micro enterprises have the ability to respond in a flexible way to consumer needs, make efficient utilization of space in hand and operate at low costs. Paanwalas can usher a new business model similar to the well-known 'mom and pop stores'. The paper highlights the gradual diversification evident in the business of the paanwalas. Though tobacco-laced products are main-stay, the paanwalas has undergone a transition.

References

- Anjaria Jonathan Shapiro (2006) "Street Hawkers and Public Space in Mumbai" Economic and Political Weekly, May 27, pp. 2140-2146
- Abodh Kumar, Rajani Mathur, Neeraj Hatekar (2012) " Paanwalas in Mumbai-Property Rights, Social Capital and Informal Sector Livelihood" Economic and Political Weekly, Sept 22, Vol. XLVII, No. 38
- Ramachandran K. (1989) "A study of Urban Informal Sector with special reference to Pan Shops" Indian Institute of Management, Ahmedabad, Working Paper No. 798, April
- Rangan Kasturi V, Dalip Shegal & Rohithari Rajan (2007) "The Complex Business of Service the Poor: Insights from the Unilever's Project Shakti in India" in 'Business Solutions for the Global poor' John Wiley & Sons Inc. pp. 144-154

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-research Journal

PEER REFREED & INDEXED JOURNAL

January-2019 Special Issue – 90 (B)

महाराष्ट्रातील प्रादेशिक विषमता

Chief Editor -
Dr. Dhanraj T. Dhangar,
Assist. Prof. (Marathi),
MGV'S Arts & Commerce College,
Yeola, Dist – Nashik [M.S.] India

SWATIDHAN INTERNATIONAL PUBLICATIONS
For Details Visit To : www.researchjourney.net

Price : Rs. 700/-

ISSN : 2348-7143
January-2019

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

'RESEARCH JOURNEY' International E- Research Journal ISSN : 2348-7143
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013) January-2019
Special Issue 90 (B): महाराष्ट्रातील प्रादेशिक विषमता
UGC Approved Journal

अनुक्रमणिका

ISSN : 2348-7143
January-2019

Jayak
Principal Incharge
St. Mira's College for Girls, Pune.

(11)

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 90 (B): महाराष्ट्रातील प्रादेशिक विषमता
UGC Approved Journal

ISSN : 2348-7143
January-2019

महाराष्ट्तील घरकामगार : कायदा व संघटना

Dr. (Mrs.) Manisha Viraj Pimpalkhare
Asst. Prof. Dept of Economics, St. Mira's College for Girls, Pune
manishapimpalkhare@gmail.com
M- 9890625358

ABSTRACT

असंघटित रोजगारातील एक प्रमुख क्षेत्र म्हणजे घरकाम होय. अलीकडील काळात या रोजगार क्षेत्रात वेगाने वाढ झालेली दिसून येते.आंतरराष्ट्रीय श्रम संघटना(ILO) च्या आकडेवारीनुसार जगभरातील घरकामगारांची संख्या ६७ दशलक्ष एवढी आहे.(ILO 2016) जागतिक व विशेषात्वाने दक्षिण आशियाई प्रदेशांमध्ये घरकामगारांसाठीच्या कायदेशीर तरतुदींचा अभाव दिसून येतो.Decent work for Domestic workers `m ILO च्या मोहिमेअंतर्गत आंतरराष्ट्रीय पातळीवर C189(2011) व R204(2015) यासारखी मानांकने स्वीकारण्यात आलेली आहेत.भारतात यासंदर्भात झालेल्या घडामोडी व महाराष्ट्तील संस्थात्मक पातळीवरील प्रयत्न यांचा आढावा घेण्याचा प्रयत्न या लेखाद्वारे करण्यात आलेला आहे. आंतरराष्ट्रीय पातळीवरील स्वीकृत शिफारशी व प्रत्यक्ष तरतुदी यातील तफावतींचा अभ्यास करणे व त्यासंबंधी उपाययोजनांचा विचार करणे तसेच या शिफारशी लागू करण्याच्या प्रक्रियेतील महत्वाच्या घटकांचा परामर्ष घेणे हा या लेखाचा हेतू आहे.तसेच घरकामगार संघटनांचे महाराष्ट्तील स्थान व महत्व यांचाही विचार या लेखात केला आहे.

अलीकडील काळात घरकाम या क्षेत्रातील अभ्यासाकडे कायदेतज्ञ संशोधक तसेच धोरणकर्ते यांचे विशेष भर असल्याचे दिसून येते याचे प्रमुख कारण म्हणजे घरकामगारांसाठीच्या कायद्यांचा अभाव व सर्वसाधारण कामगार कायद्यांतून घरकामागारांना वगळण्याचे लक्षणीय प्रमाण हे होय.मोठया प्रमाणात रोजगारसंधी निर्माण करणाऱ्या या क्षेत्रासाठी कायदेशीर व संस्थात्मक धोरणनिश्चिती करण्याची मागणी जोर धरत आहे तसेच अशा तरतुदी ज्या देशांमध्ये उपलब्ध आहेत तेथील घरकामगारांच्या कल्याणावर झालेल्या परिणामांचा अभ्यास हा देखील संशोधनाचा विषय ठरलेला आहे.

या लेखात घरकामगारांच्यासाठीच्या कायदेशीर व संस्थात्मक तरतुदी , व त्यांची प्रभावी अंमलबजावणी याचा अभ्यास केलेला आहे.विशेपत्वाने खङ्ज च्या शिफारशी आणि त्यांच्या तुलनेत भारतातील व महाराष्ट्तील संस्थात्मक तरतुदींच्या मर्यादा यांचे विवेचन शासकीय अहवाल, खङ्ज चे संशोधन अहवाल व आकडेवारी यांच्या आधारे केलेले आहे.

लेखाची मांडणी पुढीलप्रमाणे - विभाग ख मध्ये घरकाम क्षेत्राची विशेष वैशिष्ट्ये व वैशिष्ट्यांमुळेच कायदेशीर तरतुदी करण्यात येणाऱ्या अडचणी यांचा विचार केला आहे विभागा खख मधे जागतिक पातळीवरील मानांकने व काही देशातील आणि भारतातील संख्यात्मक तरतुदी यांचे विवेचन केले आहे.विभाग खखख मध्ये महाराष्ट्तील घरकामगार कल्याण मंडळ यांची स्थापना , कार्ये व मर्यादा यांचे विवेचन केले आहे विभाग खत मधे निष्कर्ष मांडले आहेत.

विभाग I : घरकाम क्षेत्राची विशेष वैशिष्ट्ये

१.घरकाम क्षेत्रासाठी कायदे करताना येणारी प्रमुख अडचण म्हणजे घरकाम व घरकामगार यांची व्याख्या करण्यामधे असणारी संदिग्धता. घरकाम म्हणजे काय, त्यात कोणत्या कामांचा समावेश होतो, मालक व घरकामगार यांची व्याख्या यासंबंधी प्रादेशिक तसेच सांस्कृतिक पातळीवर भेद दिसून येतात.उदा. घरकामगार ही संज्ञा खङ्ज ने निर्माण करण्यापूर्वी घरकाम करणाऱ्या व्यक्तींसाठी मोलकरीण , बाई , यासारख्या व्यक्तीचा न्यूनदर्जा दाखवणाऱ्या संकल्पना महाराष्ट्तही वापरात होत्या व आहेत . तसेच घरकाम म्हणजे नेमके कुठले काम याचे संदर्भही प्रत्येक देशात वेगळे आहेत.(ILO 2010, Ramires

ISSN : 2348-7143
January-2019

Machado)

ILO À`m C189 मधे केलेया व्याख्येनुसार –

१) घरकाम म्हणजे कुटुंबामधे / कुटुंबासाठी केलेले काम

२) कुटुंब (कुटुंब प्रमुख) म्हणजे मालक व घरकामगार त्यांच्यात मालक - कामगार असा संबंध असायला हवा

३) असे काम नियमित स्वरुपाचे असावे.

४) घर हे कामाचे ठिकाण असावे.

५) कुटुंबातील व्यक्तींनीच केलेले काम घरकाम म्हणून धरले जाणार नाही

२) घरकामक्षेत्राविषयी दुसरी अडचण म्हणजे या असंघटित घरकामगारांची संख्या मोजणे.राष्ट्रीय आकडेवारीमधे बरेचदा घरकामगारांची संख्या योग्यप्रमाणात मोजली जात नाही.(Vanek, Chan & Ravindran 2012, ILO 2013) भारतासाठी विविध संस्थांनी केलेल्या घरकामगारांच्या मोजमापात विलक्षण तफावत आढळते (खड्ज २०१३) भारतात घरकामगारांसाठीच्या कृती समिती (२०११)च्या मते घरकामगारांची गणना अपूर्ण असण्याची प्रमुख कारणे म्हणजे घरकाम हे खऱ्या अर्थाने काम समजले जात नाही त्यामुळे बरेचदा हे काम अदृश्य व अव्यक्त स्वरुपात राहते. दुसरे कारण म्हणजे अर्धवेळ घरकाम करणारे कामगार इतर हंगामी स्वरुपाचे कामही करीत असतात.२००४-०५ च्या राष्ट्रीय नमुना सर्वेक्षणावर आधारित घरकामगारांची संख्या नीता एन. (२००९)यांच्यामते ४.७५ दशलक्ष तर जी. रवीद्रंन यांच्या मते ५.२ दशलक्ष आहे. (Vanek. etal 2012) नॅशनल प्लॅटफॉर्म फॉर डोमेस्टिक वर्कर्स (२०१३) यांच्या मते भारतातील घरकामगारांची विश्वासर्ह गणती ४० ते ५० दशलक्ष एवढी आहे.

३) घरकाम या क्षेत्रात प्रामुख्याने स्त्री कामगारांचे प्रमाण अधिक आढळते. खड्ज (२०१३) च्या अहवालानुसार जगातील घरकामगारांपैकी ८३% घरकामगार स्त्रिया आहेत. हे प्रमाण मध्यपूर्व देशांमध्ये ६३% तर लॅटिन अमेरिकत ९२% पर्यंत आहे .नीता एन. (२०१३) यांच्या मते घरकामातील मोलकरीण , स्वयंपाकी व आया या उपगटातील कामगारांची संख्या २००९-१० मधे १.८३ दशलक्ष इतकी होती तसेच या गटातील स्त्री कामगारांची संख्या देखील ६८% इतकी जास्त होती.

४) घरकामविषयी विशिष्ट संकल्पना – घरकाम हे खाजगी घराच्या मर्यादेत घडत असल्यामुळे त्याविषयी अनेक मतप्रवाह आढळतात.बरेचदा यात एक बाजूस गुलामगिरीची मानसिकता (servitude) तर दुसऱ्या बाजूस घरकाम करणारी व्यक्ती कुटुंबातील एक घटक असण्याची मानसिकता अशा दोन टोकाच्या कल्पना दिसतात. तसेच घरकाम हे कामाचा व पर्यायाने घरकाम करणाऱ्या व्यक्तीचा न्यून दर्जा दर्शवते असाही मतप्रवाह प्रचलित आहे. हे सर्व घटक घरकाम करणाऱ्या व्यक्तिंना कामगार हा दर्जा मिळवून देण्यात अडथळा आहेत.त्याचवेळी या कामाचे विशिष्ट स्वरुप बघता या क्षेत्रातील कामगारांना कायद्याची अधिक गरज आहे असेही दिसून येते.

विभाग II : घरकामगार , कायदा व सामाजिक सुरक्षितता

या विभागात विविध देशातील राष्ट्रीय कायदयांमधे घरकामगारांसाठी असणाऱ्या वेतन , कामाचे तास , प्रसुतीलाभ इ. तरतुदींचा विचार केला आहे. खड्ज (२०१३) च्या अहवालानुसार ५६.६ % घरकामगारांसाठी कामाच्या तासांची कायदेशीर मर्यादा लागू होत नाही.यापैकी २८.२ दशलक्ष घरकामगारांना त्यांच्या देशातील अशा तरतुदींचा इतर कामगारांप्रमाणे लाभ मिळत नाही.तसेच जगातील ४४% हुन अधिक घरकामगारांना साप्ताहिक अथवा वार्षिक सुटीचा लाभ मिळत नाही. सर्वसाधारणपणे घरकामगारांचे वेतन देशाच्या सरासरी वेतनाच्या तुलनेत निम्म्याहुन कमी असते.भारतात हे प्रमाण सरासरी वेतनाच्या ३१.६% आहे. (ILO 2013:68) . जागतिक पातळीवर ४२.६ % घरकामगार किमानवेतनाच्या तरतुदीपासून वंचित आहेत. प्रसूतीकाळात रजा व इतर लाभ न मिळणाऱ्या घरकामगारांचे प्रमाण ३५ % हुन अधिक आहे. आशियाई व मध्यपूर्व देशांमधे असे कायदे असण्याचे प्रमाण सर्वात कमी आहे तसेच इतर कामगारांसाठीचे कायदे घरकाम क्षेत्राला लागू होत नसल्याने घरकामगार कायद्याच्या संरक्षणापासून वंचित राहतात

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 90 (B): महाराष्ट्रातील प्रादेशिक विषमता
UGC Approved Journal
ISSN : 2348-7143
January-2019

असे म्हणता येईल.

ILO ने २०११ च्या आपल्या १०० व्या अधिवेशानामधे घरकामगारांसाठी संकेत (C189) व शिफारशी (R201) स्वीकारल्या. पहिल्यांदाच घरकामासारख्या असंघटीत व स्त्रियांचे प्राबल्य असणाऱ्या क्षेत्रासाठी संकेत (Covnention) स्वीकारुन खडज ने ऐतिहासिक पाऊल उचलले आहे. C189मधे घरकाम व घरकामगारांची व्याख्या , त्यांचे नोंदणीकरण , वेतन व इतर कामाच्या अटी , स्थलांतरित घरकामगार व त्यांचे प्रश्न यासंबंधीच्या तरतूदी आहेत. २०१२ मधे उरुग्वे व फिली पाईन्स या दोन देशांनी स्वीकारल्यानंतर २०१३ मधे हा संकेत उ१८९ अस्तित्वात आली. त्यानंतर २२ देशांनी हा स्वीकारला आहे.(ILO २०१६)

भारतात १९५९,१९७२,१९७७ व १९८९ मधे घरकामगारांसाठी कायदयाची विधेयके मांडण्यात आली. परंतु त्यांना कायद्याचे स्वरुप प्राप्त झाले नाही. १९८६ मधे प्रसिध्द झालेल्या श्रमशक्ती अहवालात ही घरकामगारांसाठी वेतन व इतर कामाची शर्ती ठरवणे , तसेच सामाजिक सुरक्षितता प्रदान करणे अशा शिफारशी होत्या . राष्ट्रीय महिला आयोगातर्फे २००८ व २०१० मधे घरकामगारांसाठीच्या कायदयाचा मसुदा मांडला आहे.निर्मला निकेतन व असंघटीत कामगारांच्या राष्ट्रीय समितीने देखील २००८ मधे घरकामगार कायदयाचा मसुदा प्रस्तुत केला आहे.

२००९ मधे घरकामगारांसाठी राष्ट्रीय पातळीवर कृती समिती स्थापन करण्यात आली. तिचा अहवाल व शिफारशी २०१० मधे शासना ने स्वीकरला. कृती समितीच्या पहिला शिफारशींमधे घरकामगारांना आरोग्य व प्रसूती सुविधा, वृध्दत्वातील फायदे , मृत्यू / अपंगत्व आल्यास मिळणारे लाभ, घरकामगारांची नोदंणी , किमान वेतन कायद्याची अंमलबजावणी, घरकामगारांची भरती करणाऱ्या संस्थांची नोदंणी व नियंत्रण घरकामगारांसाठी कौशल्य विकास योजना यांचा समावेश होता

भारतात केंद्र व राज्य शासनाच्या कर्मचाऱ्यांना कायदयान्वये १४ वर्षाखालील मुलांना घरकामगार म्हणून कामावर ठेवण्यास मनाई आहे.२००८ चा असंघटित कामगारांसाठीचा सामाजिक सुरक्षा आणि २०१३ चा लैंगिक छळ (विरोधी) कायदा यात घरकामगारांचा समावेश केलेला आहे.भारतात पंजाब , केरळ , कर्नाटक , आंध्रप्रदेश , हरियाणा या राज्यांत व दादरा – नगरहवेली या केंद्रशासित प्रदेशात घरकामगारांचा समावेश किमान वेतन तरतुदींमधे केलेला आहे. केरळ आणि हरियाणा या राज्यात कामगारांच्या सामाजिक सुरक्षा योजना घरकामगारांना लागू करण्यात आलेल्या आहे.

विभाग III : घरकामगारांचे संघटन –

असंघटितांचे संघटन ही साधारण दोन दशकांपूर्वी सुरु झालेली चळवळ आता खूपच विस्तारली आहे. घरकाम सारख्या असंघटित व असुरक्षित रोजगार क्षेत्रासाठी अशा संघटना फारच महत्त्वाच्या ठरतात. आंतरराष्ट्रीय पातळीवर WIEGO(Women in informal Employment : Globalising and Organising) व IDWF(International Domestic workers Federation) सारख्या संघटनांनी त्यांच्याशी संलग्न असणाऱ्या संस्थांमार्फत असंघटित स्त्री घरकामगारांना संघटित करणे व घरकामक्षेत्रातील रोजगाराला प्रतिष्ठा व सुरक्षा मिळवून देणे यासाठी धोरणात्मक पातळीवर प्रयत्न केलेले आहेत.

१) भारतात सेवा , अस्तित्व , स्त्री जागृती समिती, निर्मला निकेतन , परिचिती यासारख्या संस्था व कामगार संघटना स्त्री घरकामगारांसाठी कार्यरत आहेत.सेवाभावी संस्था , सहकारी संस्था तसेच कामगार संघटना अशा विविध स्वरुपात या संस्था घरकामगारांच्या कल्याणासाठी व त्याच्या कामगार – हक्कांसाठी लढा देताना दिसतात.(डरलीीत्रळश्रश २०१०)

महाराष्ट्रातील विदर्भ मोलकारीण संघटना तसेच पुणे शहर मोलकरीण संघटना या स्त्री घरकामगारांनी स्वतःच्या प्रयत्नातून स्थापन केलेल्या घरकामगार संघटना आहेत. वेतनवाढ , दिवाळीचा बोनस, आठवडयाची सुटी इ. मागण्यांसाठी संप व निदर्शने करुन घरकामगारांनी आपले संघटनेचे बळ दाखवून दिले . पुण्यातील मोलकरीण

संघटना आपल्या सदस्यांसाठी कामाचे दरपत्रकही जाहिर करते.घरकामगारांना व त्यांच्या कामाला प्रतिष्ठा मिळवून देणे , घरकामगारांचा आत्मसम्मान वाढवणे व त्यासाठी सदस्यांना ओळखपत्र देणे, नोंदणी करणे व सरकारी योजनांचे लाभ मिळवून देणे , घरकामगारांचे शोषण , त्यांच्यावरील अन्याय याविरोधात आवाज उठवणे , मालकवर्ग , पोलीस या व्यवस्थांशी संवाद निर्माण करणे अशी या संघटनांची कार्यपद्धती आहे. संप व निदर्शने या कामगार संघटनाच्या साधनांचा प्रभावी वापर हे या असंघटितांच्या संघटनांचे प्रमुख वैशिष्ट्य आहे.

भारतात मध्यवर्ती कामगार संघटनांनीही असंघटित कामगारांची दखल घेतलेली दिसून येते. भारतीय मजदूर संघ (इचड) ची घरेलु कामगार संघ ही घरकामगारांची युनियन पुण्यात व इतर शहरांत कार्यरत आहे. सेंटर ऑफ इंडियन टेड युनियन्स (उखढण) ने ऑल इंडिया डेमोक्रॅटिक वुमेन्स असोसिएशन (अखउथअ) च्या साथीने घरकामगारांना संघटित केले आहे. इंडियन नॅशनल टेड युनियन काँग्रेस ने बंगलोर इथे कर्नाटक डोमेस्टिक वर्कर्स युनियन काँग्रेस(खछढणउ) ची स्थापना २००९ मधे केली.(एश्रीळ । ढळसिह २०१३) ऑल इंडिया टेड युनियन काँग्रेसनेही घरकामगारांची नोंदणी करुन त्यांची संघटना स्थापन केली आहे. अखढणउ च्या मते मालकवर्गानेही घरकामगारांच्या संघटना – निर्मितीला चालना दिली पाहिजे व घरकामगारांच्या न्याय्य मागण्यांसाठी सरकारने कृतीशील राहिले पाहिजे.

विभाग IV :

महाराष्ट्र मुंबई , ठाणे , पुणे व नागपूर जिल्हयांसाठी २००० मधे राज्य सरकारने एक आचारसंहिता व अध्यादेश जाहिर केला होता. यात घरकामगारांसाठी कामाच्या अटी तसेच सामाजिक सुरक्षितता निश्चित करण्याची तरतूद होती.यासाठीचा एक प्रस्ताव २००३ मधे मांडण्यात आला होता. परंतु प्रत्यक्षात त्यावर कार्यवाही झाली नाही.

२००८ महाराष्ट राज्य घरकामगार कल्याण मंडळ कायदा म्हणजे घरकामगारांच्या सामाजिक सुरक्षेच्या दृष्टीने टाकलेले महत्वाचे पाऊल आहे. महाराष्ट-सरकारने २०११ मधे घरकामगार कल्याण मंडळाची स्थापना केली व त्यासाठी सुरवातीला ६.५ कोटी रु.तरतूद करण्यात आली.मंडळाकडे घरकामगारांची नोदंणी करणे, अपघात, मृत्यू यासाठी तरतूद, प्रसूतीलाभ यासारख्या कामांची जबाबदारी आहे. सध्या खालील योजना घरकामगार कल्याण मंडळाकडे कार्यन्वित आहेत.

१) जनश्री विमा योजना- यात जीवनविमा व अपघात विमा यावरोबरच घरकामगारांचा ९ ते १२ वी शिकणाऱ्या मुलांसाठी शैक्षणिक साहायाची तरतूद आहे.
२) सन्मान धन – ५५ वर्षावरील घर कामगारांसाठी रु १०,००० चे विशेष सन्मान – धन योजना राबविण्यात आली.
३) प्रसूतीलाभ- दोन मुलांसाठी प्रत्येकी रु.५००० प्रमाणे प्रसूती अर्थसाहयाची तरतूद आहे.
४) मृत्यूनंतरच्या विधींसाठी अर्थसाहय रु २०००
५) घरकामगारांच्या मुलांसाठी व्यावसायिक प्रशिक्षणाची तरतूद
६) घरकामगारांच्या मुलांसाठी शैक्षणिक साहित्य (लॅपटॉप) यापैकी व्यावसायिक प्रशिक्षण व शैक्षणिक साहित्य या योजना कार्यान्वित होणे बाकी आहे.

घरकामगार कल्याण मंडळाच्या कार्यासंदर्भात खालील बाबी लक्षात घेणे आवश्यक आहे-

१) घरकामगारांची नोदंणी कागदपत्रांची छाननी इ.साठी आवश्यक असणारा कर्मचारी वर्ग नसल्यामुळे नोदंणी , ओळखपत्रे इ.कामे रखडली आहेत.
२) अपुरा निधी- महाराष्ट्रातील घरकामगारांची संख्या पाहता सुरुवातीला केलेली निधीची तरतूद अपुरी आहे.
३) नोदंणी प्रक्रिया ऐच्छिक असल्याने सर्व घरकामगारांचा यात समावेश झालेला नाही.
४) मंडळाच्या योजना पाहता घरकामगारांचा सामाजिक सुरक्षेवर मर्यादित प्रमाणात लक्ष दिलेले दिसते उदा. प्रसूती लाभ , विमा इ. मात्र निवृत्तीवेतनासारख्या घरकामगारांना आवश्यक असणाऱ्या योजनांचा अभाव दिसून येतो. मोघे(२०१३) यांच्या मते जनश्री योजना ही घरकामगारांच्या दृष्टीने महत्त्वाची सामाजिक कल्याण योजना आहे मात्र त्या अंतर्गत घरकामगारांना लाभ मिळण्याचे प्रमाण अतिशय कमी आहे. तसेच प्रसूतीलाभ व मृत्यूनंतर मिळणारे फायदे यांचे प्रमाण अत्यंत तोकडे आहे.

५) मंडळाकडून कामाच्या शर्ती जसे की वेतन , सुटया ,बोनस इ. निश्चित करण्याचा कोणताही प्रयत्न झालेला नाही.मुळात केवळ कल्याणकारी योजनांचाच समावेश मंडळाच्या कार्यक्षेत्रात केल्यामुळे कामाच्या शर्ती ठरवण्याचे महत्त्वाचे कार्य मंडळाच्या कक्षेबाहेर राहिले आहे.

६) घरकामगारांची नोंदणी करण्याच्या प्रक्रियेत राजकिय हस्तक्षेपाच्या घटना घडल्या होत्या. घरकामगारांची नोंदणी करुन त्यातून राजकिय फायदा मिळवण्याच्या प्रयत्नात बऱ्याच राजकिय पक्षांनी घरकामगारांची नोदंणी करुन त्याची पावती घरकामगारांकडे न दिल्याने बऱ्याच जणांना मंडळाच्या ओळखपत्रापासून व इतर लाभांपासून वंचित रहावे लागले.

विभाग V निष्कर्ष :

घरकाम क्षेत्राचे व त्यातील घरकामगारांचे कायदयाद्वारे नियमन व सरंक्षण करणे हा कळीचा मुद्दा आहे. घरकामाचे असंघटित स्वरुप त्यातील त्रियांचे बहुल प्रमाण , वेतन व बोनस यासारखे अनिर्णित प्रश्न , निवृत्तीवेतनाची गरज यासारख्या विशेष प्रश्नांमुळे तसेच घरकामांच्या वाढत्या मागणीमुळे या क्षेत्राचे कायदयाने नियमन होणे अत्यावश्यक आहे. मात्र घरकामातील वैविध्य आणि खाजगी घर हे कार्यक्षेत्र असल्यामुळे येणाऱ्या अडचणी लक्षात घेतल्यास घरकामक्षेत्रासाठी कायदा करणे तितकेसे सोपे नाही. घरकामाचे तास ठरवणे , वेतनपद्धती व कामानुसार / वेळेनुसार वेतननिश्चिती करणे यासाठी घरकामगार व मालक या दोन्ही वर्गांचे योगदान व सहकार्य अपेक्षित आहे.घरकामगारांच्या संघटनांमुळे या प्रश्नांची काही अंशी तड लागणे शक्य झाले आहे परंतु या सर्व प्रक्रियेत मालकवर्गाची कोणतीही भूमिका दिसून आलेली नाही. ज्या राज्यांमध्ये किमान वेतन निश्चित केले आहे तिथेदेखील त्याची अंमलबजावणी करणे अवघड आहे. या सर्व पार्श्वभूमीवर घरकामगारांच्या संघटना महत्वाची भूमिका पार पाडताना दिसतात. घरकामगारांसाठी वेतन – पातळी टिकवून ठेवणे , त्यांच्या कामाच्या अवघड परिस्थितीबद्दल जनजागृती करणे, शासन मालकवर्ग व समाज यांच्यासाठी घरकामगारांचा आवाज बनणे हे घरकामगारांच्या संघटनांचे प्रमुख यश म्हणता येईल.

References:

- बांधकाम मजदूर सभा (२००६) कष्टकऱ्याची सावली.
- ILO (2010) "Decent work for Domestic Workers" Report IV (1), International Labour Organization, Geneva
- ILO (2011) "Convention 189 & Recommendation 201 on Decent Work for Domestic Workers" International Labour Organization, Geneva
- ILO (2011a) "Decent Work for Domestic Workers Convention 189 & Recommendation 201 at a glance" International Labour Organization, Geneva
- ILO (2013) "Domestic workers across the world: Global and regional statistics and the extent of legal protection" International Labour Organization, Geneva.
- ILO (2016) "Decent work for domestic workers: Achievements since the adoption of Convention C189" Briefing Note, International Labour Organization, Geneva.
- Labour Bureau (2015) "Report On The Working Of The Minimum Wages Act 1948 For The Year 2013" Ministry of Labour and Employment, Government of India
- Ramirez-Machado, Jose Maria (2003) "Domestic work, conditions of work and employment: A legal perspective" ILO. Geneva.
- Moghe Kiran (2013) "Organising Domestic Workers in Pune City" Economic and Political Weekly, Vol. XLVIII No. 43, pp 63-68
- National platform of Domestic Workers (2013) "Petition to Parliament" available at www.nirmana.org/domestic_worker/DW_Petition_to_Parliament_2013_English.pdf accessed on 22/8/2013
- Neetha N.(2009) "Contours Of Domestic Service: Characteristics, Work Relations And

ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII Issue - I English January - March - 2019

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776

ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

❖ EDITOR ❖

Asst. Prof. Vinay Shankarrao Hatole
M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod & Dir.), M.Ed.

❖ PUBLISHED BY ❖

Ajanta Prakashan
Aurangabad. (M.S.)

CONTENTS OF ENGLISH

ST. MIRA'S COLLEGE FOR GIRLS * POONA-411001 *

Jayak
Principal Incharge
St. Mira's College for Girls, Pune.

VOLUME - VIII, ISSUE - I - JANUARY - MARCH - 2019
AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.5 (www.sjifactor.com)

6. India's Emigration Policy - Migrant Domestic Workers

Dr. (Mrs.) Manisha Viraj Pimpalkhare
Asst. Prof. Dept of Economics, St. Mira's College for Girls, Pune.

Abstract

Paid domestic work has been a phenomenally growing work sector generating a large portion of employment worldwide. According to ILO, domestic work creates 67 million jobs globally and is growing rapidly in the last decade. Increasing globalization of economies and growing demand for care work from the global north, has contributed to global expansion of paid domestic work, at the same time creating a large pool of migrant domestic workers with their special needs of regulation and policy. India features as the destination of many Bangladeshi immigrants who take up domestic work in India and also as the country of origin for many women domestic workers employed in Gulf countries. The paper discusses the global movements and international policy structures like ILO convention on Domestic Workers C 189, in the context of women domestic workers in general and migrant women domestic workers in particular. It also attempts to outline the foreign policy framework for migrant domestic workers, with reference to their special needs and adequacy of the current policy measures to address the same.

Key words: Domestic work, ILO, Migrant domestic workers

I: Introduction

The incidence of paid domestic work has been rising globally since the advent of globalization. ILO has characterized this sector as the fastest growing employment sector. ILO report (2016) puts the number of workers engaged in domestic work world wide at 67 million. Out of these, 11.5 million are international migrants. A globalizing world economy, changing demographics of the developed countries, rising female work force participation in the global North has contributed to a parallel increase in the demand for migrant domestic and care workers. Poverty, unchanged gender roles in patriarchy based societies of the developing countries has further accelerated the process of out migration of domestic workers from the poor countries. The subject of migrant domestic workers merits attention from policy makers,

Jayal
Principal Incharge
St. Mira's College for Girls, Pune.

academicians form the field of Economics, Feminists and law makers as the subject involves one of the most vulnerable groups of people as most of them are women, from low income countries and employed in an unregulated work with exploitative work practices. Emigration flows are increasing in size, the structure of the emigrant class is varied and fluid, a feminisation of migration is evident and the process of migration has increasingly political implications considering the perceptions in host countries and the working and living conditions of the migrant work force. The process of feminization of migration is evident in India as the numbers of women migrants from India are increasing with a sizable proportion emigrating independently or as primary economic migrants. Gendered occupational segmentation lands them in the marginalized situations in the selected areas of work such as services, health and hospitality sectors resulting in operational issues relating to their safety, protection and welfare. (G. Gurucharan 2013).

The paper is organized as follows: Section II presents the recent developments in International Policy framework for domestic workers. Section III discusses the current policy framework in India with respect to migrant domestic workers and the inadequacies thereof. Section IV presents the problems of migrant domestic workers from India Section V presents conclusions.

II: ILO and Migrant Domestic Workers

ILO instruments that cover the migrant workers include- . Convention C 97-Migration for Employment Convention (Revised), 1949 which requires ratifying states to provide free assistance and information service, medical service and services for transfer of earnings for migrant workers and preventing spreading of misleading and /or wrong information. Further, Migrant Workers (Supplementary Provisions) Convention, 1975(No.143) lists the provisions to tackle illegal migration while protecting the basic human rights of all migrant workers, ensuring equality of opportunity and treatment in all aspects of work between national workers and migrant workers.

In 2011, ILO adopted the Decent Work for Domestic Workers Convention (C189) which offers guidelines on ensuring decent working and living conditions for domestic workers including migrant domestic workers. Two major issues linked to migrant domestic workers are human trafficking and forced labour. These ILO instruments have advocated a rights based approach – involving worker's as well as human rights- to address these issues. Such provisions

Scanned by CamScanner

also offer an opportunity to the member countries to create a legal and institutional forum for protecting the interests of the migrant domestic workers. Convention 189 for Decent Work for Domestic Workers has included provisions for migrant domestic workers. Article 8 of the Convention stipulates that a migrant domestic worker should receive a written job offer or contract of employment enforceable in the host country before migrating. Also the conditions of repatriation after the contract is over have to be stipulated. Article 15 of the Convention stipulates that the recruiting agency must be governed by the national laws in order to prevent abuse or investigate a reported abuse or malpractice by recruiting /placement agencies and protection of migrant domestic workers.

III: Current Policy Framework in India

International migration is governed not only by the driving factors of sociopolitical, demographic, and economic shifts in the globalizing economy, but it is conditioned by existence of or lack of institutional structures and agents ; the voice of policy makers that rule the day, along with information networks for sharing views and experiences of migration and the loopholes in the established mechanism that allow unauthorized migration.(UN 2018)

In India, The Gulf boom of 70s led to a spurt in emigration and also resulted in the rise of a large network of recruiting agents who subjected the unskilled and semi skilled workers to exploitative practices. It was in this backdrop that the Emigration Act of 1983 was enacted. It continued with the protectionist measures envisioned in the pre independence regulatory structures. Under the of the 1983 Act, the office of the Controller General of Emigrants in the Ministry of External Affairs was re-nominated, as the Protector General of Emigrants (PGE), which was transferred to the Ministry of Overseas Indian Affairs in 2004. The PGE works eight field offices called Protectors of Emigrants (POE) located in the eight cities. The Act brought in a system of 'clearance' from the Protector of Emigrants in order to cross national boundaries. Later, a system of Emigration Check Required (ECR) and Emigration Check Not Required (ECNR) was introduced. The ECNR status is granted based on the education level of the passport holder. The most recent minimum education level is SSC for ECNR status. Less educated emigrants, mostly working in the unskilled and semi-skilled jobs, require additional safeguards as they are more susceptible to abuse. Further, emigration clearance is required only for emigration to 17 countries listed by the Government of India as countries requiring such clearance. The ECR passport holders must their application for emigration clearance directly as 'individuals' or through registered Recruiting Agents (RA) to the POE. As per Emigration Act 1983, PGE grants the official license to registered RA after careful scrutiny. In 1999, the Government of India banned assignment of Indian workers for employment as housemaids or male domestics in Kuwait. This was further followed up by the fixing a minimum age requirement of 30 years for any Indian citizens to be employed as housemaids in the Gulf countries, which was later applied to all ECR countries and all ECR passports for all types of employment. Another regulation, making a direct employment contract between the worker and the employer mandatory, resulted in ban on recruitment of ECR categories of women by the RAs. These regulations, instead of being protective in nature, appear to be preventive and thereby encourage more illicit channels of migration than the formal ones. In an attempt to protect the interests of the emigrant workers, the Government of India had introduced the "Pravasi Bharatiya Bima Yojana, 2003", which was later upgraded in 2006, an insurance scheme compulsory for ECR emigrants. Central government has recently proposed to revamp the Emigration Act with a new Emigration Bill involving formation of Emigration Management Authority to safeguard the interests of Indian migrants especially in the context of changing global realities of migration.

IV: Problems of Migrant Indian Domestic Workers

In the case of the unskilled and semi skilled workers, emigration offers an opportunity to earn and support family which is otherwise denied in the country of origin. However, the experience of many women from India employed as domestic workers in Gulf countries tells a different story. One that of abuse and violation of their human rights as well as workers' rights. They suffer from unfair work conditions, social, psychological and cultural isolation. The physical abuse is usually combined with economic exploitation manifested in non payment of wages. Violation of work contract comes in the form of excessive work load, absence of leaves, inadequate food and lodging. The number of complaints received from women domestic workers employed in Gulf countries was given by Hon, Minister of External Affairs in March 2018 indicating a notable size of such persecution against migrant domestic workers. The nature of these complaints include – altering of employment contract to make it unfavourable to the worker, change of job as compared to what was agreed upon earlier, cheating by sponsor, higher fees charged by RAs, non payment of wages, unsatisfactory working and living conditions, ill treatment and physical abuse.

V: Conclusion

Migration of women for economic opportunities usually hides a story of poverty and inequality of opportunity in an unequal, patriarchal society. Sometimes this may offer a way out of economic stagnation and deprivation. However, more often than not, such spatial relocation entails a horror of abuse – physical as well as mental. Adding the legal repercussions of the irregular or informal migration, it seems like a dream turned into nightmare. A government intervention in such cases is an absolute necessity. Moreover, a proactive approach in policy making which encourages safe passage to these workers is also desperately needed. While a protective shield of law is a must, a judicious mix of measures and incentives that allow the labour to benefit from opportunities springing up from the constantly evolving global scenario has to created.

References

- Asian Development Bank Institute, OECD and ILO (2017) "Safeguarding the rights of Asian migrant workers from home to the workplace", ADBI, OECD, ILO
- G. Gurucharan(2013) "The Future of Migration from India: Policy, Strategy and Modes of Engagement" India Centre for Migration. Ministry of External Affairs, New Delhi
- ILO (2011) "Convention 189 & Recommendation 201 on Decent Work for Domestic Workers" International Labour Organization, Geneva
- S. Irudaya Rajan, V.J. Varghese, M.S. Jayakumar(2010) "Overseas Recruitment In India: Structures, Practices And Remedies" Working Paper 421, CDS
- United Nations (2018) "Towards Safe, Orderly and Regular Migration in the Asia-Pacific Region Challenges and Opportunities" United Nations Publication

Reference

1. The Economic Times 16th January 2019
2. https://www.mea.gov.in/rajyasabha.htm?dtl/29707/QUESTION_NO293_PERSECUTION_OF_INDIAN_FEMALE_WORKERS_IN_GULF_COUNTRIES accessed 23/1/19

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr. Arwah Madan
Associate Professor
Dept. of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

RESEARCH JOURNEY

This Journal is indexed in :
- University Grants Commission (UGC)
- Scientific Journal Impact Factor (SJIF)
- Cosmoc Impact Factor (CIF)
- Global Impact Factor (GIF)
- International Impact Factor Services (IIFS)

For Details Visit To : www.researchjourney.net

SWATIDHAN PUBLICATIONS

ISSN : 2348-7143
May-2019

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr.Arwah Madan
Associate Professor
Dept.of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

Swatidhan International Publications
For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

ISSN : 2348-7143
May-2019

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

INDEX

Jayal
Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

National Policy on Domestic Work: The Way Forward

Dr. Manisha Viraj Pimpalkhare
Assistant Professor, Department of Economics,
St. Mira's College for Girls, Pune
manishapimpalkhare@gmail.com

Abstract:

Paid domestic work is one of the largest and fastest growing service sector generating millions of jobs worldwide. As an informal sector, it suffers from inadequate regulation especially with respect to the security and welfare of the large number of women domestic workers. The need for defining the work conditions is equally critical in case of this sector owing to the specific nature of work involved. While at international level, a milestone has been set in this respect with the adoption of ILO Convention C 189, at the national level a lot needs to be done in India. A Draft National Policy on Domestic Workers already exists along with numerous draft bills waiting to see the light of the day. This paper seeks to review the existing legal and institutional structures that inadequately cover the regulatory requirements of this sector.

Keywords: Domestic Work, ILO C189, National Policy, Informal Sector

Introduction:

Domestic work was one of the fastest growing work sectors globally in the last decade. According to an ILO (2013) estimate, there are 67 million domestic workers globally; indicating a large share of this sector in global employment.Despite the reality of millions of people engaged in domestic work, an effective coverage under national laws is missing for many of them. The specific nature of domestic work, to a large extent, has contributed to the gaps in the legal protection of domestic work. In the recent past, the international labour standard setting in the form of an ILO Convention for domestic work has inspired a series of legislations concerning domestic work across the nations. In countries where the legal and protective mechanisms are in place, research has taken place into the efficacy of such measures in improving the conditions of domestic workers. A strong demand for public policy on the social security for domestic workers has also emerged globally. Studies exploring such mechanisms and their efficacy offer a renewed perspective on the need for a sound public policy in this respect. (Ramirez-Machado2003, Mantouvalou 2006, Alley2009, Smith 2011, Einat Albin and Mantouvalou 2012) This paper attempts to assess the gap between existing legal and institutional measures in India and the international standards. The paper is based on secondary data available from International Labour Organisation (ILO) and Government reports.

History of Policy on Domestic Work in India

For a long time, the history of attempts to legislate on the issue of domestic work in India remained a series of halfhearted measures and draft bills that never came into being. (Armacost,1994). At present two legislations, namely, the Unorganized Social Security Act, 2008, Sexual Harassment against Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013 include domestic workers in their scope. At present, 11 states and one Union Territory have fixed minimum wages for domestic workers (Labour Bureau, 2015). States of Kerala, Maharashtra, Karnataka and Tamilnadu have included domestic workers in their welfare

Jayshree
Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

schemes. However, a uniform and comprehensive national policy on domestic work in India is still awaited.

Some of the issues that hinder the development of a robust policy on domestic work are as follows. Firstly, domestic work is not considered as work in a real sense. Generally, it is seen as an extension of women's work inside the house. Secondly, the work is less amenable to monitoring because the workplace happens to be a private household. Such monitoring might be construed as interference in the private space of the employer's household. Thirdly, the paid domestic work, however essential it might be for the smooth running of the household and therefor for the economy, is considered as unskilled, low value work that can be sorted out between individuals and households without any government intervention. Further, the domestic work involves such a diverse set of activities that policy making and raising legal structures may become a complicated task.

ILO and C 189

International Labour Organisation (ILO) has set labour standards for domestic workers- the invisible and vulnerable sector- in the form of Domestic Workers Convention 2011(ILO,2011). So far 24 countries have ratified this convention. A major section of these countries are from Africa and Europe while the countries from Asia and Gulf have remained away from the process. Incidentally, these regions (Asia and Gulf countries) represent the least protection for domestic workers (ILO 2013). ILO convention C 189 provides the following-

- Appropriate definition of domestic worker with the emphasis on 'employment relationship'.
- Setting minimum age requirements
- Protection of work rights as well as human rights of the domestic workers
- Protection from all forms of exploitation and abuse from employers / private agents
- Provision of safe and healthy work atmosphere
- Regulation of work conditions like work hours, leaves, rest periods, wages etc. at level no less than other workers
- Information dissemination to the domestic worker regarding work conditions especially for migrant workers.
- Protection of privacy and freedom for domestic workers
- Effective and accessible grievance redressal mechanism

Task Force on Domestic Workers in India

The Task Force on Domestic Workers was set up in December 2009 with a view to create guidelines for policy on Domestic Workers with respect to Regulatory Mechanisms and Welfare Measurers for Domestic Workers in India. The Task Force was also mandated to contribute knowledge in the preparation of India Paper to be presented at ILC 2010. The first report of the Task Force recommended the following-

- Extension of Welfare Schemes to domestic workers primarily RSBY;
- Fixation and enforcement of Minimum Wages for domestic workers;
- Mandatory registration of placement agencies under Shops and Establishment Act, 1953;
- Drafting of National Policy for Domestic Workers.
- Up scaling the skills and training programmes for domestic workers

ISSN : 2348-7143
May-2019

The action taken by the Central government for a larger part consisted of instructions sent to the State governments to do the needful as Labour is a State subject. (Task Force Report, 2011: 4) The Task Force, in its final report, recognized the need for a comprehensive policy on domestic workers to formally protect their labour rights. It noted that despite the progress in extending coverage of welfare schemes to domestic workers, their work conditions remain unregulated. In particular, the issues like payment of fair wages commensurate with their skill, their right to register as workers, right to organize, right to grievance redressal and right to create public awareness about employers' obligation deserve more policy interventions. (Task Force Report, 2011: 6)

The National Policy on Domestic Workers

The Task Force also submitted the Draft National Policy for Domestic Workers (henceforth referred to as the Policy) to the government. The Policy recognizes the dire conditions of domestic workers (article1.2) and comments that this sector deserves greater attention instead of exclusion because of these specificities. It further reiterates the constitutional position that domestic workers must enjoy the work rights like other workers (article1.4) It further suggests suitable amendments to existing legislations to facilitate inclusion of domestic workers.(article 1.5) Section 4 of the Policy outlines the substantive provisions for domestic workers which include- Legislative inclusion and designated laws for domestic workers; Right to register as worker; Right to organize; Right to fair terms of employment and labour welfare ; Protection of migrant domestic workers; Right to skill development; Regulation of placement agencies; Grievance redressal mechanisms and orientation of employers.

For implementation of the policy, the Ministry of Labour and Employment will set up an Implementation Committee with representative from all stakeholders like employers and relevant ministries. It also suggests setting up and strengthening Tripartite Institutional structures at the state level which will be responsible for carrying out the substantive provisions outlined above.

Conclusion

The policy outlined in the report of the Task Force closely follows the provisions of the ILO convention C 189, in the sense that it incorporates the essential elements of protection of domestic worker's rights as workers. The specific nature of the domestic work activity – often referred to as 'work like any other; work like no other', however needs further attention. A few pointers in this regard are as follows-

Registration of domestic workers is vital for many purposes an important one being framing of welfare schemes and provision of adequate funds for the same. However, it is practically impossible without the reasonably accurate estimate of the number of domestic workers. The estimates of number of domestic workers in India vary wildly (ILO2016) and there is no reliable source of information for the same. Registration of domestic workers is actually a first step in designing any meaningful policy instrument. In case of Maharashtra Domestic Workers Welfare Board, the registration with the Board is voluntary. Taking into account the low level of literacy and awareness among the domestic workers, it is unlikely that there would be 100% coverage for the domestic workers in the state.

The Policy does refer to fixing the wage rates for domestic workers. However, the work is so diverse and multi skilled that a uniform wage rate would not be a useful tool of intervention. A differentiated wage rate based on time/piece rate according to activity will be

'RESEARCH JOURNEY' International E- Research Journal | ISSN : 2348-7143
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013) | May-2019
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal

more appropriate though infinitely complicated to administer. Further, the issue of pension for the domestic workers is equally grave, as the older domestic workers find it difficult to carry on physically demanding work. The issue of protecting their human right to a dignified life becomes more relevant here. A more important policy question here would be that of bearing the financial burden of such pension scheme.

Further, the policy needs to consider participation from the employers as a critical element of the policy. At present, the Maharashtra Domestic Workers Welfare Board has no provision for including the employers in the working of the board or its deliberations. In the absence of such interactions, the Board in effect is a mechanism for doling out welfare benefits rather than a tri partite body for negotiations. The Task Force did talk about a Code of Practice for employers. However it is not seen as a part of the Policy.

While it is important to protect work rights of the domestic workers, it is equally important to elevate the status of domestic work from a household based, low value, women's work to a vital, skill based, remunerative occupation. This will, no doubt require a social change on the part of employers, who currently do not necessarily view themselves as employers of domestic workers but as consumers of their service. A legal provision in this respect will help in creating awareness among the employers about their responsibility as employers which essentially goes beyond payment of wages.

References:

- Alley Shirin (2009) "From Servants to Workers: South African Domestic Workers and the Democratic State" Cornell University Press.
- Armacost. Nicola Cunningham (1994) "Domestic Workers in India: A case for Legislative Action" Journal of the Indian Law Institute. Vol. 36. pp. 53-63
- Einat Albin and Virginia Mantouvalou (2012) "The ILO Convention on Domestic Workers: From the Shadows to the Light" Industrial Law Journal, Vol. 41, No.1, pp 67- 78.
- ILO (2010) "Decent work for Domestic Workers" Report IV (1), International Labour Organization, Geneva
- ILO (2011) "Convention 189 & Recommendation 201 on Decent Work for Domestic Workers" International Labour Organization, Geneva
- ILO (2013) "Domestic workers across the world: Global and regional statistics and the extent of legal protection" International Labour Organization, Geneva.
- ILO (2016) "Decent work for domestic workers: Achievements since the adoption of Convention C189" Briefing Note, International Labour Organization, Geneva.
- Labour Bureau (2015) "Report On The Working Of The Minimum Wages Act 1948 For The Year 2013" Ministry of Labour and Employment, Government of India
- Ramirez-Machado, Jose Maria (2003) "Domestic work. conditions of work and employment: A legal perspective" ILO. Geneva.
- Mantouvalou Virginia (2006) "Servitude and Forced Labour in the 21st Century: The Human Rights of Domestic Workers" Industrial Law Journal. Vol. 35. No4. pp 395-414.
- Smith Peggie (2011) "The Pitfalls of Home: Protecting the Health and Safety of Paid Domestic Workers" Canadian Journal of Women & the Law, Volume 23. Number 1, pp. 309-339.
- Task Force on Domestic Workers (2011) "Realising Decent Work" Final Report of the Task Force On Domestic Workers.

ISSN : 2348-7143
May-2019

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr.Arwah Madan
Associate Professor
Dept.of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

Swatidhan International Publications
For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com Website : www.researchjourney.net Mobile : 9665398258

INDEX

Our Editors have reviewed papers with experts' committee, and they have checked the papers on their level best to stop furtive literature. Except it, the respective authors of the papers are responsible for originality of the papers and intensive thoughts in the papers. Nobody can republish these papers without pre-permission of the publisher.

- Chief & Executive Editor

ST. MIRA'S COLLEGE FOR GIRLS * POONA-411001 *

Jayati

Principal Incharge
St. Mira's College for Girls, Pune.

41

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

The Policy of Financial Liberalization and Sustainable Economy : A Case Study of India

Dr. Meenal Sumant
Assistant Professor, Department of Economics
St. Mira's College for Girls, Pune
meenal.sumant@gmail.com

Abstract:

Financial liberalization can be considered as a process incorporating the liberalization of the capital and financial account and also elements such as less or different supervision and regulation of the banking sector and often liberalization of the foreign exchange rate regime. Thus, financial liberalization means changes in laws and regulation, leading to greater financial integration, i.e. situation where country's financial system is well integrated in the world financial system. The net impact of financial liberalization on poverty depends upon the initial economic conditions in an economy, the sequencing of financial liberalization, the macroeconomic stability, macroeconomic policies and the quality of domestic institutions, human capital and the composition of capital flows, etc. Economic and social conditions specific to the developing countries do affect the relation between financial liberalization and poverty. Though the policy of financial liberalization does not affect poverty directly, there are remote linkages between both. Financial liberalization may affect poverty positively as well as negatively. Financial liberalization-led-financial integration may reduce poverty through higher economic growth, domestic financial sector development, access to the foreign capital, access to advanced technology, removal of domestic credit constraints, employment generation, smoothing out of consumption and output volatility. Financial liberalization may have some negative effects on poverty through concentration of credit, increased volatilities; income and wealth inequalities, lower social expenditure, and sometimes financial crises. The paper makes an attempt to analyze the impact of financial liberalization on poverty.

Keywords: Financial Integration, Financial Liberalization, Poverty, Multidimentional, Sustainable Growth,

Introduction:

Sustainable Economic Growth has assumed immense importance nowadays. Not only higher economic growth but socially sustainable growth is the aim of every economy. Sustainable economy implies that economic growth is socially sustainable i.e. economic growth is reaching to the poorest of the poor. Building inclusive society is one of the objectives of policies for economic growth. Poverty is an important concern when we talk about economically sustainable society. The presence of poverty and inequality make economic growth unsustainable. Poverty hampers GDP growth rate; affects consumption adversely. It pulls down the aggregate demand, savings, investment and income levels gradually. Thus higher level of economic growth may not be sustainable in the presence of poverty. Once the vicious circle of poverty sets in; economy continues to remain poor making economic growth unsustainable.

Financial liberalization can be considered as a process incorporating the liberalization of the capital and financial account and also elements such as less or different supervision and regulation of the banking sector and often liberalization of the foreign exchange rate regime.

ISSN : 2348-7143
May-2019

Thus, financial liberalization means changes in laws and regulation, leading to greater financial integration, i.e. situation where country's financial system is well integrated in the world financial system.

Poverty is a multidimensional concept having lots of measures and complexities in its measurement. In the present study, Poverty will be considered as absolute poverty. Absolute poverty is defined in reference to a poverty line that has a fixed purchasing power determined so as to cover basic needs.

Though the policy of financial liberalization does not affect poverty directly, there are remote linkages between both. Financial liberalization may affect poverty positively as well as negatively. Financial liberalization-led-financial integration may reduce poverty through higher economic growth, domestic financial sector development, access to the foreign capital, access to advanced technology, removal of domestic credit constraints, employment generation, smoothing out of consumption and output volatility. Financial liberalization may have some negative effects on poverty through concentration of credit, increased volatilities; income and wealth inequalities, lower social expenditure, and sometimes financial crises.

The net impact of financial liberalization on poverty depends upon the initial economic conditions in an economy, the sequencing of financial liberalization, the macroeconomic stability, macroeconomic policies and the quality of domestic institutions, human capital and the composition of capital flows, etc. Economic and social conditions specific to the developing countries do affect the relation between financial liberalization and poverty.

Background

India's financial integration, initiated in the early 1990s and financial sector reforms accompanying it were expected to enhance economic growth. And, it was hoped that this accelerated economic growth would bring more rapid poverty reduction.

The financial integration in India has contributed to higher foreign investment flows, accelerated growth, piling foreign exchange reserves. But, is this growth economically sustainable? Or can one call this growth pro-poor? Has this financial integration-led growth served the welfare objective of poverty reduction and become economically sustainable?

According to the World Development Indicators, in 2009, 362 million people were below national poverty line in India; in 2011, this figure decreased to 273 million people. In terms of the international poverty line of USD 1.90 per day (measured at 2011 purchasing power parity exchange rates), there were 378.3 million poor people in India in a year 2009; this figure has decreased to 259.5 in 2011.

The NSSO data shows that, in the post-reform period, poverty is declining as headcount ratio has decreased from 38.9% in 1987-88 to 36 % in 1993-94, to 26.1% in 1999-2000, to 27.5 in 2004-05 and to 29.8 % in 2009-10[47].

The paper makes an attempt to analyze the impact of financial liberalization on poverty. The paper also aims to analyze the economic sustainability of the policy of financial

[47] The Head Count Ratios for the years 1987-88, 1993-94, 1999-2000 and 2004-05 are taken from the Planning commission's Official estimates; i.e. Lakadawala Committee estimates. The Head Cont Ratio for 2009-10 has been taken from the Tendulkar committee estimates. According to the Tendulkar committee report, both the estimates are not comparable.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

liberalization; to analyze the links between financial liberalization-led-financial integration and poverty; and the ways in which the policy of financial liberalization can be made pro-poor.

Hypothesis:

Financial Liberalization-led-financial integration affects poverty. i.e. FDI/GDP affects HCR (Head Count Ratio).

Data Analysis:

In a regression pertaining to the above hypothesis, poverty is the dependent variable and the explanatory variables are - the level of growth, the financial integration, the trade integration, the financial deepening, the inflation, the human capital and the role of the government.

The present study is totally based on the secondary data i.e. basically time series. The data has been compiled for the period 1980 – 2012 from the following sources.

Sr. No.	Variable	Indicator	Source
1	Poverty (measured in percentage)	Percentage of people below Poverty Line/ Head Count ratio i.e. $HCRT\_CAGR_t$	'Handbook of Statistics on Indian Economy': The Reserve Bank of India
2	Growth (measured in Rupees)	Per Capita Net National Product at factor cost i.e. $PCNNP\_FC_t$	'Handbook of Statistics on Indian Economy': The Reserve Bank of India
3	Financial Integration (measured in percentage)	FDI flows as a percent of GCF i.e. $FDI\_PER\_GCF_t$	World Development Indicators': The World Bank
4	Trade Integration (it is a Ratio of Exports[measured in billions of Rupees] plus Imports [measured in billions of Rupees] divided by GDP [measured in Rupees at constant prices])	Exports + Imports / GDP i.e. $EXP\_IMP\_GDP_t$	'Handbook of Statistics on Indian Economy': The Reserve Bank of India & 'World Development Indicators': The World Bank
5	Financial Deepeing (measured in percentage)	M2 as a per cent of GDP i.e. $M2\_GDP_t$	'World Development Indicators': The World Bank
6	Inflation (measured in annual percentage change)	Consumer Price Index i.e. CPI_t	'World Development Indicators': The World Bank
7	Role of the Government (measured in Billion Rupees)	Combined Social Expenditure of the centre and the states i.e. $COMB\_SOC\_EXPND_t$	'Handbook of Statistics on Indian Economy': The Reserve Bank of India
8	Human Capital (measured in percentage)	Youth Literacy Rate i.e. $YLTR\_CAGR_t$	'World Development Indicators': The World Bank

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Time series data may encounter the problems of non-stationarity, multicollinearity and / or autocorrelation. The data on the variables given in the appendix is exhibiting increasing trend in general indicating the presence of non-stationarity i.e. varying mean or variance or both. Regression of the non-stationary variables may result into spurious relationship between the variables. Thus the variables in the regression are tested for the stationarity using unit root test.

Unit Root Test Result:

Augmented Dickey Fuller test[48] was chosen to test the stationarity of the series. Augmented Dickey Fuller test with intercept, with trend and intercept, without intercept were performed on all the variables with a null hypothesis that the series has a unit root; i.e. the series is non-stationary. If p value of the test is less than 0.05, then null hypothesis stands rejected and vice versa. The following table shows the result.
The following are the p values and the result of the ADF test of all the variables.

The

Type of Test → / Variables ↓	ADF with intercept and with trend	ADF with intercept and with no trend	ADF with no intercept and no trend	Result
HCRTcagr$_t$	0.1534	0.8316	0.0000	Has a Unit Root.
PCNNPfc$_t$	0.9999	1.0000	0.9986	Has a Unit Root.
FDI_PER_GCF$_t$	0.0301	0.4152	0.3182	Has a Unit Root.
EXP_IMP_GDP$_t$	1.0000	1.0000	0.9999	Has a Unit Root.
CPI$_t$	0.0460	0.0113	0.1966	Has a Unit Root.
EMPRATIO$_t$	0.0141	0.8011	0.0001	Has a Unit Root.
YOUTHLIT$_t$	0.7191	0.9726	1.0000	Has a Unit Root.
COMSOCEXPND$_t$	1.0000	0.9992	0.9554	Has a Unit Root.
M2/GDP$_t$	0.7490	0.9487	1.0000	Has a Unit Root.

Table clearly shows that all the variables have unit root or they are non-stationary in nature. To transform non-stationary time series into stationary series, all the non stationary time series are transformed into logs and then first differences have been taken thereof[49]. Again the transformed time series are tested for the stationarity.

---

[48]Gujarati D.N. (2004); 'Basic Econometrics'; McGraw-Hill Companies; fourth edition.

[49]This kind of transformation can be found in research papers – i) Gaurav Datt and Martin Ravallion (2011) "**Has India's Economic Growth Become More Pro-Poor in the Wake of Economic Reforms?**"; The World Bank Economic Review, Vol. 25, No. 2, pp. 157–189; and ii) Aremo, Adeleke Gabriel and Aiyegbusi, Oluwole Oladipo(2011), "**Can Globalisation Induce**

Unit Root Test of the Transformed variables:

The Augmented Dickey Fuller test with intercept, with trend and intercept, without intercept are performed on all the transformed variables.

Type of Test → / Variables ↓	ADF with intercept and with trend	ADF with intercept and with no trend	ADF with no intercept and no trend	Result
DLOG_HCRTCAGR$_t$	0.0049	0.0014	0.0097	Doesn't have unit root.
DLOG_PCNNPFC$_t$	0.0007	0.0028	0.3356	Doesn't have unit root.
DLOG_FDIPERGCF$_t$	0.0002	0.0000	0.0000	Doesn't have unit root.
DLOG_EXPIMPGDP$_t$	0.0007	0.0001	0.4946	Doesn't have unit root.
DLOG_CPI$_t$	0.3904	0.1737	0.0197	Has unit root.
DLOG_EMPRATIO$_t$	0.0000	0.0000	0.0000	Doesn't have unit root.
DLOG_YLTRCAGR$_t$	0.9726	0.7191	1.000	Has unit root.
DLOG_COMBSOCEXPND$_t$	0.0935	0.0236	0.2617	Has unit root.
DLOG_M2GDP$_t$	0.0145	0.0023	0.0063	Doesn't have unit root.

The above table shows that all the variables except inflation, the youth literacy rate and government's expenditure, have become stationary after the transformation.

Regression Analysis

Regression of DLOG_HCRTCAGR$_t$ (Poverty) on Financial Integration Dummy (DUMMY$_t$) and other transformed variables [DLOG_EXPIMPGDP$_t$ (Trade Integration), DLOG_PCNNPFC$_t$(Growth) and DLOG_M2GDP$_t$ (Financial Deepening)].

Purpose: to study the impact of DUMMY$_t$ (Financial Integration Dummy), DLOG_EXPIMPGDP$_t$ (Trade Integration), DLOG_PCNNPFC$_t$ (Growth) and DLOG_M2GDP$_t$ (Financial Deepening) on DLOG_HCRTCAGR$_t$ (Poverty).

Statistical Test: Stepwise Multiple Regression

Variables and Measurement:

Dependent Variable - DLOG_HCRTCAGR$_t$

Independent Variables- DUMMY$_t$, DLOG_EXPIMPGDP$_t$, DLOG_PCNNPFC$_t$, DLOG_M2GDP$_t$

The variable DLOG_COMBSOCEXPND$_t$ (Role of the Government) has been excluded from the regression as it was posing a problem of severe multicollinearity. DLOG_CPI$_t$ (Inflation Rate)

Economic Growth In Less Developed Economies? Evidence from Nigeria Small Open Economy", Journal of Emerging Trends in Economics and Management Sciences (JETEMS) 2 (6): 511-519

ISSN : 2348-7143
May-2019

and $DLOG\_YLTRCAGR_t$ (Human Capital) have been excluded for being nonstationary even after transformation.

H_0: $DUMMY_t$ (Financial Integration Dummy), $DLOG\_EXPIMPGDP_t$ (Trade Integration), $DLOG\_PCNNPFC_t$ (Growth), $DLOG\_M2GDP_t$ (Financial Deepening), do not influence $DLOG\_HCRTCAGR_t$ (Poverty).

H_1: At least one of the independent variables has an impact on $DLOG\_HCRTCAGR_t$ (Poverty).

Level of Significance: $\alpha = 0.05$

Model Summary										
					Change Statistics					Durbin-Watson
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.373[a]	.139	.110	.013828065	.139	4.837	1	30	.036	1.864
a. Predictors: (Constant), DLOG_PCNNPFC										
b. Dependent Variable: DLOG_HCRT										

From the above tables, it can be seen that $DLOG\_PCNNPFC_t$(Growth) can explain 11.0% of the variance of $DLOG\_HCRTCAGR_t$ (Poverty). (Adjusted $R^2 = 0.110$)

From the Durbin-Watson distribution table, it can be seen that the lower and upper critical values of Durbin-Watson (for d 32, 1) are 1.373 and 1.502. The computed value of Durbin-Watson is 1.864. Hence the assumption of independence of error is supported.[50]

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.001	1	.001	4.837	.036[a]
	Residual	.006	30	.000		
	Total	.007	31			
a. Predictors: (Constant), DLOG_PCNNPFC						
b. Dependent Variable: DLOG_HCRT						

From the ANOVA table it can be seen that the F test is significant [F*(1, 30) = 4.837, P value = 0.036]. Hence it can be concluded that the regression model has predictive ability.

[50] 0----d_L----d_U----2

If 0<computed d<d_L → there is the presence of autocorrelation.

If d_L<computed d<d_U→ no decision can be taken regarding the autocorrelation of first order.

If d_U<computed d<2 → there is absence of autocorrelation.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

From the coefficient table, it can be seen that DLOG_PCNNPFC$_t$ (Growth) is a significant negative predictor of DLOG_HCRTCAGR$_t$ (Poverty) (b= -0.530, t = -2.199, p = 0.036). Hence if DLOG_PCNNPFC$_t$ (Growth) is increased by 1 unit, DLOG_HCRTCAGR$_t$ (Poverty) will go down by 0.53 units.

From the above discussion the regression equation can be presented as follows.

DLOG_HCRTCAGR$_t$ = - 0.005 - 0.53 (DLOG_PCNNPFC$_t$)

Excluded Variables								
						Collinearity Statistics		
Model		Beta In	t	Sig.	Partial Correlation	Tolerance	VIF	Minimum Tolerance
1	DLOG_M2GDP	.067[a]	.369	.715	.068	.907	1.102	.907
	dlog_expimp_gdp	.055[a]	.316	.755	.059	.987	1.013	.987
	DUMMY = 1,	-.116[a]	-.593	.558	-.109	.765	1.307	.765
a. Predictors in the Model: (Constant), DLOG_PCNNPFC								
b. Dependent Variable: DLOG_HCRT								

Coefficients										
	Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	-.005	.005		-1.059	.298					
DLOG_PCNNPFC	-.530	.241	-.373	-2.199	.036	-.373	-.373	-.373	1.000	1.000
a. Dependent Variable: DLOG_HCRT										

DUMMY$_t$ is the key independent variable in the model. The step regression method has excluded DUMMY$_t$ (Financial Integration Dummy), DLOG_M2GDP$_t$ (Financial Deepening) and DLOG_EXPIMPGDP$_t$ (Trade Integration) from the model for being insignificant predictors of DLOG_HCRTCAGR$_t$ (Poverty).

Findings and Recommendations:

The regression analysis excludes financial integration for being insignificant predictor of poverty. Thus it can be said that the links between financial integration and poverty like growth, financial deepening, inequalities, employment, etc. have important mediating role to play. Though financial integration enhances growth, the relationship has not been observed to be strong. It can be concluded that the growth has bypassed many of India's poor. Insignificant relationship between growth and poverty may be explained with declining employment ratio. The fact that financial liberalization-led-growth has not touched upon the sectors related to the poor like an unorganized sector, agricultural sector, etc. cannot be ignored. These sectors have remained excluded from the financial liberalization-led-growth process and failed to reduce poverty. Thus, the financial integration and financial integration-led-growth cannot reduce poverty automatically and hence, the role of the government in poverty eradication gains importance. There is a need for the role as mediator to make growth more pro-poor through welfare policies. Besides, financial deepening and employment ratio as strong links between financial integration and poverty also have not proved to be significant in the present analysis.

It can be concluded from the findings of the study that financial integration is not meant for poverty eradication, unless and until the policy of financial liberalization is introduced, designed and driven especially to benefit poor. There is a need for a well defined policy on financial liberalization specially to benefit poor to help towards poverty eradication

References:

- Adam Anokye M. (2011) "Financial Openness Induced Growth and Poverty Reduction", The International Journal of Applied Economics and Finance (5)1.
- Agenor Pierre-Richard. (2004) "Does Globalization Hurt the Poor?", Policy Research Working Paper Series 2922, The World Bank.
- Arestis Philip and Asena Caner. (2004) "Financial Liberalization and Poverty: Channels of Influence", Working Paper No. 411; The Levy Economics Institute of Bard College, July 2004.
- Datt Gaurav and Martin Ravallion. (2011) "Has India's Economic Growth Become More Pro-Poor in the Wake of Economic Reforms?", The World Bank Economic Review, VOL. 25, NO. 2, pp. 157–189.
- Gilbert Christopher, Gregor Irwin and David Vines. (2000) "International Financial Architecture, Capital Account Convertibility and Poor Developing Countries", A research paper prepared for One Day International Seminar, "Capital Account Liberalization: The Developing Country Perspective." Overseas Development Institute: London, 21st June 2000.
- Giovanni Andrea Cornia, and Julius Court. (2001) "Inequality, Growth and Poverty in the Era of Liberalization and Globalization", Policy Brief No. 4, UNU, World Institute for Development Economics Research (UNU/WIDER); ISBN 92-9190-013-3.
- Harrison Ann. (2006), "Globalization and Poverty", NBER Working Paper No. 12347, Issued in July 2006.
- Heshmati Almas. (2005) "The Relationship between Income Inequality, Poverty, and Globalization", Research Paper 2005/037; Helsinki: UNU-WIDER (2005).
- Ninan K.N. (2000) "Economic Reforms in India: Impact on the Poor and Poverty Reduction", IDS, working paper 102, Institute of Development Studies, 2000,
- Nissanke Machiko and Erik Thorbecke. (2005) "Channels and Policy Debate in the Globalization-Inequality-Poverty Nexus", United Nations University; WIDER; Discussion Paper No. 2005/08.

ISSN : 2348-7143
May-2019

- Santarelli Enrico and Paolo Figini. (2002) "Does Globalization Reduce Poverty? Some Empirical Evidence for The Developing Countries", Part of the International Labour Office (ILO) project "Understanding Globalization, Employment and Poverty Reduction."

Appendix 1

Variables in the Regression (Poverty regressed on financial integration & other variables) pertaining to the Hypothesis:

Variable	Poverty	Growth	Financial Integration	Trade Integration	Financial Deepening	Inflation	Role of The Government
Indicator	Head Count Ratio	Per Cap NNP at factor cost in period t	FDI Inflows as a per cent of Gross Capital Formation Ratio	X+M/GDP	M2 as a % of GDP	CPI	Combined Social Expenditure
Specifications	calculated with CAGR method	(□) At Constant Prices Base Year 1999-2000; For 2009 and 10 base year is 2004-05.	Calculated	calculated : Exports and Imports in Billion (□); source RBI; GDP in (□); source	(%)	Annual % change	billion (□) Calculated
Source/Year	RBI	RBI	World Bank	World Bank	World Bank	World Bank	RBI
1980	48.28	10712	0.23	0.02223	33.87	11.37	76.09
1981	47.32	11091	0.21	0.02332	33.86	13.12	89.01
1982	46.37	11089	0.16	0.02430	35.48	7.89	108.61
1983	44.5	11742	0.01	0.02694	35.61	11.87	124.77
1984	43.17	11889	0.04	0.02728	37.50	8.32	145.64
1985	41.87	12095	0.19	0.02742	38.85	5.56	160.36
1986	40.61	12328	0.20	0.02788	40.94	8.73	189.47
1987	38.9	12417	0.33	0.03124	41.90	8.80	217.78
1988	38.51	13418	0.13	0.03643	41.77	9.39	250.79
1989	38.13	13947	0.35	0.04468	42.08	3.26	288.35
1990	37.74	14330	0.29	0.05092	41.46	8.97	332.34

Variable	Poverty	Growth	Financial Integration	Trade Integration	Financial Deepening	Inflation	Role of The Government
Indicator	Head	Per Cap	FDI Inflows	X+M/GD	M2 as a %	CPI	Combined

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

	Count Ratio	NNP at factor cost in period t	as a per cent of Gross Capital Formation Ratio	P	of GDP		Social Expenditure
1985	41.87	12095	0.19	0.02742	38.85	5.56	160.36
1986	40.61	12328	0.20	0.02788	40.94	8.73	189.47
1987	38.9	12417	0.33	0.03124	41.90	8.80	217.78
1988	38.51	13418	0.13	0.03643	41.77	9.39	250.79
1989	38.13	13947	0.35	0.04468	42.08	3.26	288.35
1990	37.74	14330	0.29	0.05092	41.46	8.97	332.34
1991	37.37	14157	0.12	0.06113	42.67	13.87	372.57
1992	37	14643	0.39	0.07382	43.38	11.79	413.41
1993	36	15181	0.91	0.08600	44.11	6.36	464.27
1994	34.2	15835	1.26	0.09745	45.23	10.21	536.14
1995	32.49	16675	2.24	0.12017	42.80	10.23	641.67
1996	30.87	17714	2.75	0.12574	43.91	8.98	734.76
1997	29.32	18103	3.45	0.13329	46.64	7.16	833.81
1998	27.86	18934	2.61	0.14045	48.06	13.23	1005.46
1999	26.1	20079	1.73	0.15205	50.19	4.67	1177.70
2000	26.36	20418	3.12	0.16972	53.70	4.01	1283.91
2001	26.62	21093	4.33	0.16928	56.74	3.69	1291.20
2002	26.89	21578	4.30	0.19831	61.54	4.39	1410.21
2003	27.16	22985	2.68	0.21719	62.09	3.81	1534.55
2004	27.5	24143	2.46	0.27031	63.52	3.77	1728.11
2005	23.25	26015	2.54	0.31520	64.46	4.25	2039.94
2006	22.29	28067	5.88	0.36479	67.43	6.15	2393.40
2007	21.34	30332	5.36	0.39242	71.00	6.37	2945.84
2008	20.39	31754	9.98	0.50159	75.79	8.35	3806.28
2009	19.44	33901	7.18	0.46114	77.72	10.88	4463.81
2010	18.49	36342	4.39	0.53367	76.08	11.99	5293.98
2011	17.53	38037	5.34	0.67682	76.74	8.86	6237.95
2012	16.58	39168	3.72	0.74108	76.33	9.31	6956.12

Impact Factor – 6.261 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr.Arwah Madan
Associate Professor
Dept.of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

SWATIDHAN INTERNATIONAL PUBLICATIONS
For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

ISSN : 2348-7143
May-2019

INDEX

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

British Policies during Transition: A Study of the Social Policies in 19th Century Western India

Dr. Sandhya Pandit,
Assistant Professor, Department of History,
St. Mira's College for Girls, Pune
sandhyapandit@gmail.com

Abstract:

The Marathas were defeated by the British in the Third Anglo-Maratha War in 1818. With this administration of the Maratha country fell in the hands of the British administrators. Bajirao II, who headed the Maratha power at this crucial juncture, lacked leadership qualities. The administration of both these Governments was based on different principles and policies. During such a crucial period of transition from the Maratha Government to the British Government, the policies which were the British were to bring in was going to decide the fate of their rule here in Western India. In this paper, therefore, a study of the social policies in nineteenth century western India has been done to understand the challenges faced by the new rulers to administer a region which was traditionally very independent in rule and mind.

Key Words: British Rule, Social Policies, Ideological influences, Transition, Social Reform

Introduction:

A Public policy, broadly put, is a combination of need and problem-oriented approach taken by governments or rulers in response to the challenges faced by them and thereby provide solutions for the same to enable an effective and efficient handling of administrative affairs of the territory under their rule. This was formalised by and large due to a need for coordinated efforts for the well-being of the people at large.

With the defeat of the Marathas by the British in the Third Anglo-Maratha War in 1818 the reins of administering the Maratha country fell in the hands of the British administrators. The Maratha power at this crucial juncture was headed by Bajirao II who lacked leadership qualities. He could not succeed in preventing the 'final act of destruction of the Maratha power' as opposed to the 'brilliant achievements in diplomacy and statecraft' showcased by the British residents in Pune – Palmer, Close and Elphinstone.[1] This was a transitionary phase of this period — a transition from the Maratha Government to the British Government. The administration of both these Governments was based on different principles and policies. Initially the British tried to continue some of the policies of the Maratha Government in order to prevent the development of antagonistic feelings among the people. Captain Henry Dundas Robertson who was appointed Collector of Poona, in fact says that he was perfectly satisfied that the people of his district were much pleased at finding the change of Government had made but little change in their feelings or relations towards each other as members of society.[2]

Ideological Influences on Framing of the British Policies

By the beginning of the 19th Century, various schools of thought openly contended to reform India which guided the framing of the East India Company's attitudes and policies. Edmund Burke, a Conservative, propagated that India should be administered in accordance with the existing traditions andinstitutions'.[3] According to the Conservatives, a policy of restraint, responsibility and a corruption-free administration should be advocated by the Company. At the

Jayak
Principal Incharge
St. Mira's College for Girls, Pune.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

same time, Imperial attitudes towards India started emerging. According to G. D. Bearce, Imperial attitudes more often came from policies and action than a comprehensive statement of theory. Lord Cornwallis though personally inclined to Conservatism, pursued an essentially imperial policy in India. His task was not to preserve the principles and institutions existing in India but to introduce British principles and British institutions in India.[4] His successors believed that the Indian economy had to be promoted to strengthen the empire. In addition to that, the joint prosperity of both Britain and India had to be the chief goal of imperial policy.[5] To maintain the empire or to expand it reluctantly, to enjoy the benefits of trade but not to develop the commercial possibilities of India, and to rule the country without introducing many changes constituted the characteristic imperial attitude.[6] There were several new intellectual currents in Britain which propagated both improvement and reform. Evangelicalism advocated the permanence of British rule so that Indians could get the benefit of good government in keeping with the "best ideas of their age".[7] This was also the age of British Liberalism. That the British administrators' task was to civilise rather than conquer was Thomas Macaulay's liberal vision, which set a liberal agenda for the emancipation of India through active governance.[8] Utilitarian philosophy condemned interference in the name of social and economic liberty by the State, in the affairs of the community. It was believed that the things necessary to bring about significant changes in India would be: an improvement in the intellectual level of society, the growth of western liberty, the modernisation of law, and the establishment of an orderly and rational government on Utilitarian lines. They also believed that these intellectual and political reforms should be followed by social and economic changes which had not been very well fulfilled.[9] The growth of Romanticism in Europe in the early 1800s brought to India a new kind of awareness that enhanced the appeal of a more personal style of rule. Romanticism with its belief in impersonal laws and limited government challenged the Cornwallis system with its focus on the emotions and the glories of the past, its lack of trust of pretence, uniformity and abstract learning, and its concern for individual introspection. As a whole, what the Romantics revealed were some basic British sentiments about India. There was nothing to serve as a guide to British policy. They showed what they liked about India – wealth, entertainment, scenery, and adventure – and what they disliked –social and political institutions that weren't British. In Thomas Munro, this romanticism resulted in something more important politically. It was a sympathetic approach towards India and a readiness to accept conditions as an authentic expression of the human spirit. Over a period of time, it became clear that an imperial policy in the age of Liberality had to be conducted with humanity. To the British public and its political leaders the best justification for their expansion in India was to accomplish Liberal and Humanitarian reforms. Thus, the combination of imperialism and progress became 'the mature policy of the empire'.[10]

The British mainly depended on their thoughts and experiences rather than their knowledge of India while forming their attitudes towards India. Amidst such prevailing doubts, a bunch of enlightened, dedicated and decisive administrators like Thomas Munro, Mountstuart Elphinstone, etc. arose. These officers, while being totally committed to the Company and British interests, were equally empathetic to the needs of the people. From their Indian experiences, these officers learnt on how the country should be judged and governed. They understood the languages, the customs and sentiments of the Indian people. However, this Indian influence over British attitudes waned towards the end mainly because of imperialism and westernisation becoming predominant in British minds.[11] As Meera Singh rightly says, these officers as men in charge, allowed pragmatism and humanitarianism to reign supreme. 'Restraint, continuity and caution were their watchwords, and evolution their methodology'.[12] These men imparted a personal warmth and paternal touch to the administration. To possess power but not exercise it was a difficult task, but from 1818-1840, these administrators upheld the existing institutions.

This paper is confined only to the study of social policies of the British during the transitionary phase. This might help answer the question raised in a contemporary editorial of the newspaper, The Hindu, dated 16 April, 1894, as to 'What is the greatest boon of the British rule?'[13]

Social Policies of the British during Transition in Western India

In the initial years, Thomas Munro worked to preserve Indian institutions and customs. In his opinion, a statesman had to begin by appreciating the people and understanding their wants. He cannot be prejudiced and begin by praising everything British and depreciating everything Indian.[14] Of all Munro's supporters, Mountstuart Elphinstone, appointed as Commissioner of the Deccan, proved to be the most enthusiastic advocate of his policies. Elphinstone expressed a belief, similar to that of Munro's when he said, "It is not enough to give new laws, or even good courts; you must take the people along with you and give them a share in your feelings, which can be done by sharing theirs".[15] After 1813, the chief concern for Munro and Elphinstone became that of introducing improvements into India. As officials and Governors, they had to deal with practical problems, a result of which was Elphinstone's policy of '**Cautious Innovation**'.

According to Ravinder Kumar, before 1818, the consensus in religious values tying different social groups in an intimate relationship, and the extent to which the Brahmins in general dominated the rest of the society — were the two striking features of society in Maharashtra. The displacement of one social group by another in a position of dominance occurred quite frequently. The vision and the values which inspired the administrative policy of the British beset the task faced by them with serious difficulties. Elphinstone believed that natural innovation as opposed to artificial innovation was based on the principle of continuity in the processes of change. He further believed progress to be an affirmation of the ideals and objectives which formed the moral basis of a community.

Elphinstone's view of social change in Maharashtra presented him with a serious dilemma. On the one hand was his belief in an intimate relationship between the moral principles which sustained a community and on the other, were its social and political institutions. Elphinstone could not initiate reforms which he considered desirable and essential without forcing the pace of social progress and without violating the principles of natural innovation.[16] What had characterised the work of improvement in the early nineteenth century – Caution and gradualness – was later replaced by immediate and rapid enactment of reforms. The fundamental theory on which these early British administrators functioned was the philosophy of proceeding slowly until the people of India were ready for a change. This theory, they believed, which would guide the direction of Indian reform had to be ultimately derived from Britain. However, this did not mean that Indian opinion and experience was going to be wholly disregarded.[17]

The introduction of Western ideas and learning had a major effect on the Indian society and culture. This was especially emphasised by the British after about 1800. Thus the journey of the transformation of India into a 'modern nation' by the British began. The Indians were definitely discerning in their use of the social and cultural ideas of the West. Essentially, the Indian mind remained deeply rooted in the traditional religious beliefs of the country. Fortunately the British maintained the belief in their own attitudes that intellectual and spiritual changes must be voluntary. 'In the end Indians preserved what was useful in their own traditions and adapted what was necessary from the West'.[18]

As British rule progressed, humanitarianism and rationality became deeper, broader and more powerful.[19] They were quite cautious towards certain socio-religious practices like sati. Though they hoped for an eventual abandonment of the practice they allowed officials only the function of dissuading widows from burning themselves as they were still governed by their policy of '**No Innovations**'. The British believed that the abolition of the practice would have to come from Indians themselves. They would have to avoid an outright abolition of sati as their priority was the stability of British rule.[20] However, Captain Robertson, Collector of Poona, made untiring efforts at convincing the widows, the Shastris, and the people of this inhuman practice. These efforts were made as early as 1819 in Pune.[20a] This process of the prevention of Satis began much before the Prohibition of Sati Act was actually passed in 1829. The British could not comprehend this practice and found it to be abominable. This was completely in contrast with the rationalism they were brought up with. The religion and culture of the British was completely different from what they saw and experienced in India. They were products of a culture which was guided by logic behind every action. Hence they found it extremely difficult to digest such inhumane, illogical and irrational behaviour. However, they were also aware that touching the people of this country on the point of religion would pave for them a way back to Britain. Hence 'Caution' was to be their watchword.

The attitude of the officials in power is brought out well in this statement: 'In native opinion the voluntary nature of the act of Suttee diminishes the right of the Government to interfere and it must be remembered that the safety and the expediency of suppressing the practice must be judged by referring chiefly to native and not European habits of thinking'.[21] By saying this were they trying to justify their stand — is a thing which makes one wonder.

Improved education among the people was the only ray of hope for the British Government to help them put an end to this practice. Spread of education was hoped by the Government to be the great solvent of all superstition.[22] They believed that the success which arose from 'increased intelligence among the people would be the most acceptable form in which the cessation of the practice could be exhibited'.[23] Chaplin too felt that education was the best remedy – '…I fear we cannot hope to subdue prejudices which have taken so deep a root except by means of a long and gradual process of improvement in knowledge, which can alone subvert such superstitious ceremonies'.[24] The impact of western education was soon evident when some liberal Indians criticised the penance to be given to the Sati on her courage failing her and coming out live from the funeral pyre as an inhuman and absolute obstinate attitude of the Shastris.[25]

Inspite of the initial British attitude of abstaining from all interference with the established customs of the country, the British could not desist the temptation of at least making an effort to convince the people to give up this dreadful practice of Sati.[26] In John Malcolm's farewell minute, he declared that the abolition of satis "must be quoted to our native subjects as an exception to that rigid rule we had prescribed to ourselves, and meant scrupulously to maintain, as a general principle, of not interfering on any point connected with their religious usages".[27]

As far as education was concerned, Elphinstone wanted to transform Maharashtra into a society which would absorb liberal and rational ideas. He wanted to destroy the Brahmin domination over the profession of teaching. Hence, organisation of education was to be done in a manner which would introduce them to the arts and sciences of the West.[28] For this, Elphinstone would have to again move away from his initial policy of 'No Innovations'. Elphinstone's education policy was based on the gradual introduction of western science and philosophy in the educational institutions created for the Brahmins. As Ravinder Kumar quite aptly stated of Elphinstone's belief that 'Such a policy would create a class of liberal brahmans who would subscribe to the social ideals and the political objectives of the British Government, and who would, therefore, play a creative role in bringing together, the new rulers and the wider community'.[29] According to Elphinstone, the morals of the people could be improved by improving their education. Though there were schools in all towns and in many villages, reading was restricted to a few classes of society. He feared that establishment of free schools, would not alter the circumstances, but would probably create a suspicion of some hidden motives on their part.[30] However, Elphinstone hoped that education would spread knowledge of their principles and opinions and also eradicate prejudices against the British. He declared in 1823 that his aim was not to 'provide clerks for offices but to diffuse knowledge among all orders of the people of this country'.[31]

Conclusion

The fervour with which Thomas Munro pleaded for the advance of the principles of freedom and progress under the benevolent dominance of the British rule in the East was quite remarkable.[32]

As a means to providing freedom and progress, education was made open to all. Through this the British tried to remove the obstacles and provide ample facilities for the acquisition of knowledge. With this English education a class of western educated people emerged in Maharashtra. Along with this the impact of introduction of education led to basic literacy levels being achieved among the people that was useful for their day-to-day activities. This also led to loss of the indigenous people's faith in the traditional and religious customs of the country as was expected by the British. Infact the attention of this newly emerged western educated Indian middle class was now drawn to the social conditions which had quite deteriorated.[33] With this the path for a major upheaval in the Indian society was laid out on which walked these social reformers achieving major milestones in the form of the Sati Prohibition Act, Widow Remarriage Act, Age of Consent Bill to name a few.

According to the editorial in The Hindu, "There can be no hesitation in acknowledging that this freedom, this liberty, this tendency to progress, is the greatest boon for which the Indian people are indebted to the British rule and which more than compensates them for the wrongs and injuries that they have now and again suffered from its measures and policies."[34]

The strong foundation of this basic social policy introduced by the early British administrators for the benefit of their subjects based on rationalism and humanitarian ideas speaks volumes of their contribution to the steady advancement of our society. Not only did the

ISSN : 2348-7143
May-2019

British give us a share in their feelings (as Elphinstone believed in) but they also generously shared a part of their highly developed, progressive and modern outlook of society as they saw it.

References

1. S.J. Varma, Mountstuart Elphinstone in Maharashtra (1801– 1827) – A Study of the Territories Conquered from the Peshwas, (Calcutta: 1981), p. 70.
2. Selections of Papers from the Records at the East - India House relating to the Revenue, Police, Civil and Criminal Justice under the Company's Government in India, Vols. III and IV, (1820– 1826), (London: 1826), Para 194, p. 594.
3. Meera Singh, British Revenue and Judicial Policies in India – A Case Study of Deccan (1818-1826), (New Delhi: 1994), p. 2.
4. George D. Bearce, British Attitudes towards India 1784-1858, (London: 1961), p. 44-45, (Hereafter this book will be referred to as Bearce, British Attitudes).
5. The Times, 17 Feb. 1817, cited in ibid, p.59
6. Bearce, British Attitudes, p. 63.
7. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India, (New Delhi: 2004), p. 70-71.
8. Ibid., p. 71.
9. Bearce, British Attitudes, pp.169-170
10. Ibid., pp. 180-212
11. Ibid., p. 300.
12. Meera Singh, British Revenue and Judicial Policies in India – A Case Study of Deccan (1818-1826), p. 6.
13. Mukund Padmanabhan, ed., The First Hundred-A Selection of Editorials from the Hindu (1878-1978), (Chennai:2017), p. 53, (Hereafter this book will be referred to as Padmanabhan, ed., The First Hundred).
14. East India Company, Selection of Papers, Vol. 2, p. 120, 22 Nov.1813; cited in Bearce, British Attitudes, p. 134.
15. Elphinstone to E. Strachey, 21.04.1821, Colebrooke, Life of Elphinstone, Vol. 2, p. 125. Sir T.E. Colebrooke, Life of the Honourable Mountstuart Elphinstone, Vol. II, (London: 1884).
16. Ravinder Kumar, Western India in the Nineteenth Century – A Study in the Social History of Maharashtra, (London: 1968), pp. 319 - 322.
17. Bearce, British Attitudes, pp. 156 – 159.
18. Ibid., pp. 304 - 305.
19. M. N. Srinivas, Social Change in Modern India, (New Delhi: 1995), p. 52
20. Bearce, British Attitudes, p. 143.

20a. Robertson to Elphinstone, 28.5.1819, Letter No. 325, Deccan Commissioners File-Vol. 94; Robertson to Elphinstone, 18.8.1819, Letter No. 422, Deccan Commissioners File-Vol. 95; Robertson to Chaplin, 3.11.1819, Letter No. 480, Deccan Commissioners File-Vol. 96

21. Enclosure to From 'Unknown Person (sign not recognised)' to J. Farish, Secy to Govt., 3.12.1824, Letter No. 52, Judicial Department, Vol. 17/101 of 1825.
22. Kenneth Ballhatchet, Social Policy and Social Change in Western India 1817-1830, First edition, (London: 1957), p. 291.

23. Ibid., p. 169.

24. Chaplin to Greenhill, 17.6.1825, Letter No. 4083, Deccan Commissioner's File - Vol. 395.

25. C.G. Karve, Maharashtratil British Rajvatichi Pahili Ghadi (1818-1857), Dattopant Apte Smarak Mandal, an essay published in Prasad, August 1857, p.22

26. R. D. Choksey, The Aftermath, (Bombay:1950), p. 126.

27. Bom Reg. XVI, 1830 and Malcolm's Minute. 30.11.1830, as cited in Ballhatchet, Social Policy, p. 305.

28. Ravinder Kumar, Western India, p. 53.

29. Ibid., p. 330.

30. Mountstuart Elphinstone, A Report on the Territories Conquered from the Peshwa, (Bombay:1872), p. 334.

31. Elphinstone's Minute, No date, Para 4, 44, Bombay General Consultation, 10.3.1824, as cited in Ballhatchet, Social Policy, p. 251

32. Padmanabhan, ed., The First Hundred, p.54

33. C.G. Karve, Maharashtratil British Rajvatichi Pahili Ghadi (1818-1857), p. 42

34. Padmanabhan, ed., The First Hundred, p. 53

भारत इतिहास संशोधक मंडळ, पुणे

त्रैमासिक

वर्ष : ९५ । अंक : १ ते ४ । शक : १९४१

'द ट्रॅव्हल्स ऑफ मस्य द तेवनो इन टू द लिव्हन्ट' हे भारत इतिहास संशोधक मंडळाच्या ग्रंथालयातील सर्वात जुने आणि दुर्मिळ पुस्तक, लंडनहून इ. स. १६८७ मध्ये छापून प्रकाशित झालेले तेवनोंचे इंग्रजी प्रवासवृत्त.

QUARTERLY

BHARAT ITIHAS SAMSHODHAK MANDAL, PUNE

Vol. : 95 | No. : 1 – 4 | April 2018 – March 2019

भारत इतिहास संशोधक मंडळ,
पुणे.

त्रैमासिक

वर्ष : ९५

अंक १ ते ४

शक १९४१

Bharat Itihas Samshodhak Mandal,
Pune.

QUARTERLY

Vol. 95

No. 1-4

April 2018 - March 2019.

प्रमुख संपादक
श्री. मा. भावे.

संपादक मंडळ
बी. डी. कुलकर्णी. चंद्रकांत अभंग. संदीप तिखे.

भारत इतिहास संशोधक मंडळ, पुणे
त्रैमासिक

प्रकाशक :
डॉ. श्री. मा. भावे.
अध्यक्ष, भा. इ. सं. मंडळ.
१३२१, सदाशिव पेठ, पुणे - ४११०३०.
इ-मेल - bismpune@gmall.com

प्रकाशन : जून २०१९

अक्षर जुळणी व मुद्रक :
अपरांत
४१, गिरिजाधाम, राजेंद्रनगर,
पुणे - ४११०३०. फोन : ९४०३६०५७८३
इ-मेल - aprantbooks@gmail.com

मूल्य : रु. १८०/-

या नियतकालिकात प्रसिद्ध झालेल्या लेखातील विधानांची व मतांची जबाबदारी सर्वस्वी लेखकाकडे आहे. त्याचे उत्तरदायित्व मंडळाकडे नाही.

- अनुक्रमणिका -

इतिहासाचार्य राजवाडे स्मृति-व्याख्यान

पुण्यातील स्थित्यंतराचा काळ - पहिला कलेक्टर म्हणून रॉबर्टसन याची कारकीर्द (इ. स. १८१८-१८२९)

डॉ. संध्या पंडित

इतिहासाचार्य वि. का. राजवाडे यांच्या स्मृतीला वंदन करून मी माझे व्याख्यान सुरू करते.

हे व्याख्यान अस्सल अप्रकाशित, प्रकाशित साधनांवर आधारित आहे. इ. स. १८१७-१८१८च्या तिसऱ्या इंग्रज-मराठा युद्धात खडकीच्या लढाईत मराठ्यांचा पराभव करून इंग्रजांनी पुण्यावर आपली सत्ता बसविली. पुणे हे पेशव्यांच्या सत्तेचा केंद्रबिंदू असल्यामुळे हा प्रांत इंग्रजांच्या हाती लागणे हे त्यांचे खूप मोठे यश ठरले.

जनरल वेलस्लीने १८०३ सालीच दुसऱ्या बाजीरावाची कृत्ये बघून ओळखले होते कि मराठा सत्तेचा ऱ्हास जवळ आला आहे.

पेशव्यांकडून हाती लागलेल्या प्रदेशाचे प्रशासन उरलेल्या भारतासारखे करणे शक्य नाही असे वाटल्यामुळे इंग्रजांनी त्याला मुंबई किंवा मद्रास इलाख्याशी न जोडता त्याच्यासाठी स्वतंत्र अशी 'डेक्कन कमिशनरेट'ची स्थापना केली. असा प्रयोग त्यांनी प्रथमच केला होता. भौगोलिकदृष्ट्या नाविन्य आणि वेगळेपणा असलेला आणि राजकीय महत्त्व असलेला हा प्रदेश संभाळणे हेसुद्धा इंग्रजांसाठी एक मोठे आव्हानच होते.

५०,००० चौरस मैल आणि ४ लाख लोकसंख्या असलेल्या प्रदेशाला इंग्रजांनी ४ कलेक्टोरेट - पूना (पुणे), अहमदनगर, खानदेश व धारवाड आणि पोलिटिकल एजंटच्या अमलाखालील सातारा राज्य असे विभाजित केले.

पुणे प्रांतावर कॅप्टन हेन्री डंडास रॉबर्टसन याची नियुक्ती करण्यात आली. पुणे कलेक्टोरेटचा भाग ५३५० चौरस मैल होता आणि त्याचे उपविभाग जुन्नर, खेड, मावळ, हवेली, शिरूर, पुरंदर, भीमथडी आणि इंदापूर असे होते. रॉबर्टसनच्या प्रशासनाखाली आलेला भाग हा भीमा आणि नीरा नदीच्या मधला होता. पुण्याची लोकसंख्या १,४०,००० इतकी होती. पुण्यातले हवामान युरोपियनांसाठी खूप सुखदायी होते असेही म्हटले गेले आहे.

ह्या डेक्कन कमिशनरेटचा कमिशनर म्हणून माउंटस्टुअर्ट एल्फिन्स्टन ह्याची नेमणूक केली होती. १८११ पासून एल्फिन्स्टन पुण्यात ब्रिटिश रेसिडेंट म्हणून रहात होता. पुण्यात राहिल्यामुळे त्याला मराठा देश, इथले लोक आणि त्यांच्या परंपरांची चांगलीच ओळख होती. पण जेव्हा येथे ब्रिटिश राजवट प्रस्थापित करण्याची वेळ आली तेव्हा त्याचे मत असे होते कि -

१) चांगले आणि स्थिर सरकार असणे म्हणजे फक्त चांगले नियम-कायदे असणे नव्हे तर ज्या प्रशासनात लोकांचा सक्रिय सहभाग असतो ते होय. (In a Letter to E. Strachey,

he expressed "It is not enough to give new laws, or even good courts you must take the people along with you & give them a share in your feelings, which can be done by sharing theirs.")

२) कायदे हे हळू-हळूच आणणे योग्य होय. मराठ्यांसाठी काय चांगले आहे हे कोणीच सांगू शकत नाही. त्याच्या मते येणारा काळच ब्रिटिशांना हे शिकवून जाईल.

३) पेशव्यांचे सरकार हे खूप व्यक्तिगत स्वरूपाचे होते (Personalised)- संस्थात्मक नव्हते - म्हणून त्याला जुन्या सरकारमध्ये रूजु असलेल्या अधिकाऱ्यांना राखून ठेवायचे होते. एल्फिन्स्टनच्या मते जे राष्ट्र जुन्या व्यवस्थेमध्ये भरभराटीचे होते, ती व्यवस्था वाईट असू शकत नाही.

४) म्हणून एल्फिन्स्टनने सुरुवातीला 'No Innovation'चे धोरण हाती घेतले.

नवीन सुधारणा आणण्यापेक्षा त्याने लोकांची मने जिंकणे व त्यांचा विश्वास संपादन करणे ह्याला जास्त महत्त्व दिले.

जशी जशी ब्रिटिशांची सत्ता प्रस्थापित झाली तसे त्यांनी 'Cautious Innovation' चे म्हणजे सावधपणे सुधारणा करणे असे धोरण स्वीकारले.

५) एवढे सगळे असताना एल्फिन्स्टनला ही खात्री होती की ब्रिटिशांना भारतातून वेगळे व्हावे लागेल कारण सुधारणा केल्याचा परिणाम हा वेगळे होण्यातूनच दिसतो.

He said - "It is better to have an early separation from a civilized people than a violent rupture with a barbarous nation."

म्हणूनच वेळेत वेगळे होणे हेच योग्य असते.

ह्याप्रमाणे एल्फिन्स्टनने त्याचे धोरण ठरवले :

१) १५० वर्षे स्वतंत्र असलेल्या लोकांवर ब्रिटिश सत्ता प्रस्थापित करणे.

२) ह्या प्रदेशात शांतता व सुव्यवस्था राखणे.

हे धोरण अंमलात आणण्यासाठी कलेक्टरांना त्याने काही सूचना केल्या. त्याप्रमाणे

१) मराठा सरदार ह्यांचा दर्जा आणि मान लक्षात घेऊन त्यांच्याशी वागणूक करावी.

२) सर्व सामान्य लोकांशी सुद्धा मिळून मिसळून वागलात तर आपल्याला राज्यकारभार करताना त्यांची मदत घेता येईल. म्हणून सारखे जेत्यांच्या भूमिकेतून येथील लोकांना तुच्छ लेखू नये असे सांगितले.

पुणे प्रांताचा कलेक्टर असलेल्या रॉबर्टसनचे ह्या प्रदेशातल्या लोकांबद्दलचे मत असे होते कि :-

१) साधारणपणे मराठे हे संकटात संयमी व सहनशील आहेत पण चेतविल्यावर तितकेच धीट व धाडसी पण आहेत आणि म्हणूनच त्यांना शूर व धाडसी म्हणणे योग्य आहे.

२) ते कृतज्ञ आहेत.

३) पण कोणी त्यांचा अपमान किंवा मानहानी केली तर त्याचा सूड घेतल्याशिवाय ते

Jayak

८

स्वस्थ वसत नाहीत.

४) घरगुती नात्यांमध्ये ते खूपच उदार व प्रेमळ आहेत.

५) घरातल्या महिलांचा घरावर मोठा प्रभाव असे.

६) मराठे हे खूप सौम्य आणि आनंदी लोक आहेत.

७) ते खूपच काटकसरीने राहत असले तरी त्यांच्यात चिकाटीपणा तेवढाच आहे आणि सगळ्यात महत्त्वाचे म्हणजे सारखे फिरतीवर असणाऱ्या विनम्र लोकांमध्ये जितका मित्रत्त्वाचा भाव असेल तितका ह्या लोकांमध्ये आहे.

मराठ्यांबद्दल त्याने टीकाही केली आहे.

मराठे बाहेरच्या प्रदेशात गेले परंतु त्यांनी तेथील ज्ञान गोळा केले नाही किंवा तेथील कायदे कसे वापरतात हे जाणून घेतले नाही.

जोपर्यंत ते लष्करी विजय मिळवित होते तोपर्यंत ते सामर्थ्यवान होते. परंतु शेवटच्या काळात लष्करी कामगिरी करणे सुटले तेव्हा ते नुसत्या जुन्या विजयाच्या आठवणी काढत बसले.

ब्रिटिशांच्या हाती पुणे आल्यानंतर, इथल्या लोकांची भावना काय होती – ह्याचाही उल्लेख रॉबर्टसनने केला आहे.

१) जेव्हा रॉबर्टसनने शनिवारवाडा हाती घेतला तेव्हा त्याने लोकांना काहीही त्रास दिला नाही तरीसुद्धा लोकांची प्रतिक्रिया संमिश्र होती. ज्या लोकांना दुसऱ्या बाजीरावाच्या काळात कुठलाच त्रास झाला नव्हता ते ब्रिटिश राज्यावर नाखूष होते.

२) सुरुवातीला काही लोकांची मते ब्रिटिशांच्या अतिशय विरोधात होती. त्यांची खात्री होती की मराठे सरदार ब्रिटिशांना पळवून लावतील आणि सहाजिकच असले काही न घडल्यामुळे काही काळासाठी ते निराश व दुःखी होते.

३) रॉबर्टसन पुढे सर्वात मोठे आव्हान हेच होते की लोकांना ब्रिटिशांच्या राज्याबद्दल पटवून देऊन शांत करणे.

४) एक महिन्यानंतर पुण्यातले लोक त्रयस्थासारखे वागायला लागले – ना बाजीरावाचे समर्थक, ना इंग्रजांचे.

५) आणि जेव्हा लोकांना ही खात्री पटली कि ब्रिटिश त्यांच्या राज्यावर कायम राहणार आहेत–तेव्हा समाजातले आदरणीय आणि समजुतदार लोक रॉबर्टसनला निर्धास्तपणे रात्रीऐवजी दिवसा भेटू लागले.

काही वर्षांनी काही ब्राह्मणांनी त्यांचा विरोध केला होता पण सर्वसामान्य लोकांनी बहुतांशी ब्रिटिशांचे राज्य मान्य केले होते.

लोकांच्या अशा प्रकारच्या संमिश्र भावना लक्षात घेऊनच रॉबर्टसनला ब्रिटिश प्रशासनाचा पाया मजबूत करावा लागणार होता.

पुण्यात शासन करण्याची संधी मिळणे ही एक मानाची गोष्ट होती. सर्वसामान्य लोकांच्या मनात ही भावना होती कि 'जो पुण्यावर राज्य करतो तो जगावर राज्य करतो.' आणि म्हणूनच रॉबर्टसनच्या मते पुण्यातल्या लोकांना समाधानी ठेवणे महत्त्वाचे आणि गरजेचे होते.

रॉबर्टसनने लोकांची मने कशी जिंकली किंवा इंग्रज राज्यकर्त्यांचे हेतू चांगले आहेत हे कसे पटवून दिले हे काही उदाहरणांवरून आपल्याला कळून येते.

१) गावांमधील जास्तीचे कर रद्द केले. मावळमध्ये रयत गरीब होती आणि आधीच करांच्या ओझ्याखाली दबलेली होती. त्यांच्यावरील ओझे कमी करण्यासाठी काही कर त्याने रद्द केले.

२) जे गाव सोडून गेले होते त्या गावांना परत वसविण्यासाठी गावकऱ्यांना सवलती दिल्या जेणेकरून वसती वाढेल आणि काम असल्यामुळे लोक लूटमार करणार नाहीत आणि त्या भागात सुव्यवस्था प्रस्थापित करता येईल.

३) भवानी पेठेतल्या वाण्यांनी पेशव्यांकडून कर्ज घेतले होते. हे कर्ज त्यांनी स्वतःला प्रस्थापित करण्यासाठी व पुण्याची समृद्धि वाढविण्यासाठी घेतले होते. पैसे परत केल्यानंतर कर्जातली फक्त रू. २,२६४-३-८२ ही रक्कम फेडायची बाकी होती. जर ही रक्कम वसूल करण्याचे ब्रिटिशांनी ठरविले असते तर ते ह्या वाण्यांना परत करणे कठिण ठरले नसते. त्याचे कारण म्हणजे १०३ वाण्यांनी मिळून ही रक्कम परत केली असती आणि त्यांच्यापैकी कुणावर सुद्धा भार पडला नसता. पण रॉबर्टसनच्या मते जर ब्रिटिशांनी ह्या कर्जाची रक्कम माफ केली तर – 'This would gain more popularity than to be acquired by spending ten times the amount.' त्याच्या मते ही रक्कम परत न घेऊन ब्रिटिशांचे फार नुकसान होणार नाही परंतु लोकांमधला एक मोठा वर्ग ब्रिटिशांच्या बाजूने होईल आणि वेळ पडल्यास त्यांना भविष्यामध्ये मदत पण करेल.

४) लोणी व कोंडापूरच्या गावकऱ्यांना गावाला दारे लावण्यासाठी लाकूड हवे होते. त्या भागातले जे सरकारी कुरण होते, तेथे योग्य दर्जाचे लाकूड उपलब्ध नव्हते. म्हणून ह्या लोकांनी रॉबर्टसनकडे विनंती केली. रॉबर्टसनने त्यांची मदत करण्यासाठी कमिशनर साहेबांकडे परवानगी मागितली कि सरकारी कचेरी बांधण्यासाठी जे जास्तीचे लाकूड शिल्लक होते व त्या इंजिनिअरला न लागणारे होते ते त्याने ह्या गावाच्या लोकांना लाकडी दार बांधण्यासाठी द्यावे. त्याचे कारण असे कि खडकीच्या लढाईत हे लोक ब्रिटिश सैनिकांबरोबर खूप चांगले वागले होते आणि म्हणून जे दुःख ह्या लोकांनी सोसले आहे त्याच्या समोर ह्यांची मागणी खूपच क्षुल्लक होती.

५) पेशव्यांनी हिराबागेत पर्वती तलावात गणेशाचे मंदिर उभारले होते. त्या देवळात भक्तांना एका छोट्याश्या बोटीत न्यावे लागायचे. ही बोट जुनी झाल्याने त्याची दुरुस्ती करणे भाग होते. पण ह्या बोटीच्या डागडुजीचा खर्च नवीन बोटीच्या अर्ध्या खर्चापेक्षा जास्त होता.

म्हणून रॉबर्टसनने एक नवीन बोट घेण्याचे कमिशनर साहेबांना सुचविले. असे केल्याने लोकांच्या मनात ब्रिटिशांच्या प्रति चांगली भावना निर्माण करण्यासाठी मदत होऊ शकेल.

६) पुण्याच्या लोकांच्या भावनेला इजा न करणे कारण तसे केल्यास लोकांचा इंग्रज राजवटीवरचा विश्वास उडेल यासाठी काही नियम करण्यात आले.

१. गोमांस (Beef) हे फक्त कॅम्पमध्ये युरोपियन शिपायांसाठी उपलब्ध असेल.

२. परवानगीशिवाय कोणताही इंग्रज शिपाई शहर परिसरात दिसता कामा नये.

३. कोणत्याही युरोपियन व्यक्तिला शहरात राहण्याची परवानगी नव्हती.

ही सगळी होती ब्रिटिशांनी प्रयत्न केल्याची उदाहरणे जेणे करुन ते पुण्यातल्या लोकांच्या मनामध्ये त्यांच्या राजवटी प्रति एक समाधानाची भावना निर्माण करू शकले होते.

पण जेव्हा दुसऱ्या बाजीराव पेशव्याने घेतलेले कर्ज परत न केल्याची बाब समोर आली आणि हे कर्ज आता ब्रिटिशांनी फेडावे अशी अपेक्षा दिसू लागली तेव्हा ब्रिटिशांनी वेगळे धोरण स्वीकारले.

ब्रिटिशांच्या मते :-

१. ब्रिटिश सरकारला बाजीरावाचे कर्ज फेडणे न्यायाप्रमाणेसुद्धा बंधनकारक नाही.

२. तसेच त्यांचे म्हणणे असे होते कि बाजीराव दुसरा हा नेहमी आपले कर्ज वेळेवर फेडत असे.

म्हणून त्यांच्या सरकारवर आधीच्या राज्याची कर्ज फेडण्याची वेळ येणारच नाही आणि जो कुणी असा दावा करेल तो खोटा असणार असे म्हणून अत्यंत हुशारीने ब्रिटिशांनी पैसे देणे टाळले.

सामाजिक बाबी

ब्रिटिश समाजापेक्षा येथील समाज भिन्न होता. त्यांच्या प्रथा, चालीरीती अगदी वेगळ्या होत्या. सामाजिक प्रश्नांबाबत धोरण ठरवण्यामागे ब्रिटिश अधिकाऱ्यांचे विचार असे होते कि :

१) लोक परिवर्तनासाठी तयार होईपर्यंत हळूहळू बदल करणे.

२) हा बदल स्वतः लोकांनी स्वेच्छेनी केला पाहिजे.

सतीची प्रथा

याबाबत ब्रिटिशांनी विशिष्ट धोरण स्वीकारले होते. त्याप्रमाणे विधवांनी सती जाऊ नये यासाठी त्यांचे फक्त मन वळवण्याची परवानगी होती. तसेच सती प्रथेची बंदी भारतीयांनी स्वतः केली पाहिजे. ब्रिटिशांची प्राथमिकता त्यांचे राज्य स्थिर करण्याची होती. त्यांना असे वाटले कि आता सती प्रथा पूर्णपणे बंद केली आणि ती अयशस्वी झाली तर भविष्यात ती

कधीच बंद करता येणार नाही.

सती प्रथेत विधवा तिच्या निर्णयाने सती जात असताना परत फिरु शकत नव्हती. ती तसे करु लागल्यास तिला जबरदस्तीने चितेमध्ये ढकलले जात असे. त्यातूनही ती वाचली तर तिला समाजात मान मिळत नसे व तिला जातीतून बहिष्कृत केले जात असे. समाजात अशीही अंधश्रद्धा होती कि कुठल्याही विधवेने असे केल्यास पूर्ण गावावर अरिष्ट येते.

सती जाण्याला काही आर्थिक कारणे होती. विधवा म्हणून आयुष्य जगणे त्या काळात खूप कठिण होते. त्याच्या पेक्षा सती गेलेले बरे असे तिला वाटे. आर्थिकदृष्ट्या दुसऱ्यांवर अवलंबून असल्यामुळे तिची जबाबदारी घ्यायला कोणीच तयार नसे. अशा अवस्थेत तिच्या मनावर झालेल्या परिणामामुळे ती हा निर्णय बहुतांशवेळा घाईने व विचार न करता घेत असे.

ब्रिटिशांना ही प्रथा अगदी न पटणारी, निर्दयी आणि विवेकशून्य अशी वाटत होती. रॉबर्टसनने याच्यातून मार्ग काढण्याचा प्रयत्न केला. ज्या गरीब विधवांना आर्थिक मदत करून सती जाण्यापासून परावृत्त करता आले त्यासाठी त्याने अतोनात प्रयत्न केले व ते बऱ्याच प्रमाणावर यशस्वी ठरले.

परंतु १८२३ मध्ये एका विधवेच्या अयशस्वी प्रयत्नामुळे रॉबर्टसनला मोठा धक्का बसला. राधाबाई म्हसकर, ही विधवा सती जाण्यास चितेवर चढल्यावर, आगीचे चटके बसल्यामुळे तिचा धीर खचला व तिने स्वतःचा जीव वाचवण्याचा प्रयत्न केला. अशा वेळी उभ्या असलेल्या समुदायाने तिला जबरदस्तीने सती जाण्यास भाग पाडले. ज्यामुळे तिचा मृत्यू झाला-पण सती म्हणून नव्हे तर, झालेल्या जखमांमुळे दुसऱ्या दिवशी दवाखान्यात झाला.

हे सगळे बघितल्यावर एक अधिकारी म्हणून रॉबर्टसन खूप अस्वस्थ झाला व त्याने अशी घटना परत होऊ नये म्हणून पुण्यातल्या शास्त्र्यांची सभा बोलावली व त्यांच्याशी शास्त्रांचा स्वतः सखोल अभ्यास करून चर्चा केली. ह्या सभेत त्याने शास्त्रांमध्ये लिहिल्याप्रमाणे सती जाण्याची पद्धत पाळावी असे बजाविले. असे न केल्यास व विधवांवर जबरदस्ती केल्यास त्यांना खूनी मानण्यात येईल असेही बजाविले.

ह्या नंतरच्या दक्षिणा वाटण्याच्या प्रसंगी उपस्थित असलेल्या शास्त्र्यांबरोबरसुद्धा त्याने योग्य पद्धतीची चर्चा केली व ती ऐकून त्या विद्वान शास्त्र्यांनी सुद्धा त्याने येथील स्त्रियांना वाचविण्यासाठी घेतलेल्या कष्टांचे कौतुक केले. त्या शास्त्र्यांनीसुद्धा कबूल केले की त्यांनी स्वतः सुद्धा शास्त्रात दिलेली पद्धत जाणून घेण्यासाठी इतके कष्ट कधीच घेतले नसते.

अशा सततच्या प्रयत्नांमुळे नंतरच्या काळात सती जाण्याचे प्रमाण कमी झाले.

सती बंदीचा कायदा १८२९ मध्ये झाला. परंतु त्यापूर्वीच्या काळात रॉबर्टसनने येथे सती बंदीसाठी केलेले कार्य वाखाणण्याजोगे आहे.

धर्मासंबंधी धोरण

ब्रिटिश सरकारने धार्मिक संस्थांना आधी जसे पैसे देत असत तसेच देत राहावे असे

नमूद केले. पुण्यात रॉबर्टसनला तिथल्या देवस्थानांचा वार्षिक खर्च रू. २७,०००चे कमी करून रू. २०,००० करण्यास सांगितले. पण रॉबर्टसनच्या मते असे करण्याचे परिणाम खूप धोकादायक असू शकतात. तो म्हणतो कि, काही हजार रूपयांसाठी बाजीरावाच्या परतीची शक्यता खूप जास्त प्रमाणावर असू शकते म्हणून असे करणे योग्य नव्हे.

पुण्यातल्या लोकांच्या भावनांची जाणीव ठेवून त्याने सिंहगडावर सापडलेल्या पर्वती मंदिरातल्या देवांच्या मूर्ती परत मंदिरात द्यायचे ठरविले. ह्याने रॉबर्टसनने पुण्यातल्या लोकांच्या मनामध्ये आपले स्थान निर्माण करण्याचे प्रयत्न केले.

पुण्यात अधिकारी म्हणून नेमल्यामुळे रॉबर्टसनच्या हाती मोठी कामगिरी होती. येथल्या लोकांना आपलेसे करण्याचे त्याने प्रयत्न केले. होळी निमित्ताने त्याने पुण्यातल्या नामवंत लोकांना आमंत्रित केले व स्वखर्चातून त्यांचे मान-पान व मनोरंजनही केले. त्या काळात त्याला हा खर्च रू. ३३१/- असा पडला.

ब्रिटिशांना ह्या प्रांतातल्या रीतीरिवाज आणि सणांसाठीचे खर्च सुरु ठेवण्यास हरकत नव्हती. उदाहरणार्थ :

१) शिवरात्री उत्सवासाठी रू. २००० मंजूर करण्यात आले.

२) बेलबागेतल्या विष्णूच्या मूर्तीचा मुकुट दुरुस्त करण्यात आला आणि त्याचे दागिने परत देण्यात आले.

३) तुळशीबागेतल्या रामाला वस्त्रे देण्यात आली.

दुष्काळाच्या वेळी लोक महादेव पाण्यात बुडवून टेवत असत. रॉबर्टसनच्या काळात दुष्काळ पडला असताना त्याने लोकांना महादेवाला पाण्यात ठेवण्याची परवानगी दिली. योगायोगाने पाऊस पडला आणि त्यामुळे लोकांना आनंद होऊन त्यांना हे सरकार उदार आहे असे वाटू लागले.

काही लोक ख्रिश्चन धर्माचा प्रसार करण्यासाठी त्या धर्माची पुस्तके वाटत होते. त्यावेळी रॉबर्टसनने त्या लोकांना अटक केली कारण नाहीतर लोकांचा गैरसमज झाला असता की, हे लोक सरकारनेच पाठविले आहेत.

दक्षिणा

पेशव्यांच्या काळात पुण्यामध्ये श्रावण महिन्यात ब्राह्मणांना त्यांच्या ज्ञानानुसार दक्षिणा दिली जात असे. ब्रिटिशांनी ह्याचे स्वरूप बदलून त्याच्या ऐवजी हिंदू धर्माच्या शिक्षणाला उत्तेजन देण्याचे धोरण स्वीकारले. आधीची पद्धत त्याने कमी करून त्यातील पैशातून हिंदू कॉलेज स्थापन केले. ह्या कॉलेजमध्ये शिक्षण घेणाऱ्या विद्यार्थ्यांना दक्षिणा देण्यास सुरुवात केली.

शिक्षण

ह्या प्रांतातील समाज तर्कशुद्ध विचार करणारा तसेच उदारमतवादी व्हावा म्हणून

ब्रिटिशांनी पाश्चात्त्य पद्धतीचे कला आणि विज्ञान यांचे शिक्षण द्यावे असे ठरविले. त्याप्रमाणे इ. स. १८२१ मध्ये हिंदू कॉलेज सुरू झाले. त्यामध्ये हिंदू शास्त्रांबरोबरच कायदा, गणित ह्यासारखे विषयही शिकविले जात. हे कॉलेज विश्रामबागवाड्यात सुरु करण्यात आले आणि नंतर १८६४ मध्ये त्याचे रूपांतर डेक्कन कॉलेजमध्ये झाले. ह्या कॉलेजचे पहिले प्रिन्सिपल म्हणून राघोबा आचार्य रामानुज ह्यांना नेमण्यात आले.

मद्यविक्री

मद्यविक्रीची दुकाने उघडण्यासाठी पुणे शहरात तसेच आसपासच्या अर्धा मैल परिसरात ब्रिटिशांनी परवानगी दिली नव्हती. जी दुकाने होती ती रात्री ८ वाजता बंद करणे बंधनकारक होते. रॉबर्टसनच्या मते पुणे शहरातील लोकांना मद्य पिण्याची सवय नव्हती. त्याच्या मते पुण्यातील लोक अधिक नीतीमान होते आणि त्यामुळे सरकारचा महसूल वाढावा ह्यासाठी मद्यविक्रीची दुकाने सुरू करणे योग्य नव्हते. पुण्यातल्या लोकांबद्दल रॉबर्टसन खात्रीने म्हणतो - 'I can certainly say that a majority of this district, if they had the option of drinking a dram, or refusing it, would rather not take it'.

आर्थिक बाबी व व्यवस्था

१) विक्री व मालमत्ता हस्तांतरणावरचे कर - रॉबर्टसनच्या प्रमाणे मालमत्ता, विक्री किंवा हस्तांतरणावर कर लागू करणे योग्य नव्हते. त्याच्या शब्दात सांगायचे झाले म्हणजे, 'This was because such a tax increased the revenue of the Sovereign at the expence of the Capital of the people' सोप्या शब्दात सांगायचे झाले म्हणजे लोकांच्या भांडवलातून अशा कराने सरकारचा महसूल वाढेल आणि रॉबर्टसन प्रमाणे हे योग्य नव्हते. दुसरे कारण म्हणजे हे कर नेहमी मालमत्ता विकणारा भरत असे. कारण मालमत्ता विकणाऱ्यांची गरज मालमत्ता विकत घेणाऱ्यापेक्षा जास्त असते आणि रॉबर्टसनच्या मते अशा पद्दीचा भार बहुतांश वेळी एका गरजू व्यक्तिलाच सोसावा लागतो. म्हणून ब्रिटिश अधिकारी असूनसुद्धा त्याला असे कर अयोग्य वाटले.

२) स्टॅम्प कर - १८२१-२२-जरी या करामुळे सरकारला उत्पन्न मिळाले असते तरीही हे कर रॉबर्टसनला लोकांना फसवण्यासाठी आकारलेली एक योजना वाटे. हे कर न्याय पद्धतीत व कायदेशीर व्यवस्थापनेमध्ये आणले होते. हे कर लावल्यामुळे लोकांना आपली तक्रार सखोल लिहिण्यास संकोच वाटत असे. कारण सारखे त्यांच्या मनात त्यावर होणाऱ्या खर्चाचा विचार असे.

रॉबर्टसनच्या मते तक्रार करणाऱ्या व्यक्तिला आपली तक्रार विनाखर्च सखोल माहिती देऊन लिहिण्याने जे एक समाधान प्राप्त होते त्याच्यावर ह्या करामुळे अतिक्रमण केल्यासारखे होते आहे. नवीन आणि वेगळा कर असल्यामुळे लोकांना तो जुलमी वाटू शकतो.

रॉबर्टसनला खात्री होती कि लोक माहित असलेला 'हरकी' कर २५% भरायला तयार असतील पण २% कर अशा रीतीने भरणे त्यांना मंजूर नसेल.

समारोप –

इंग्रज जिल्हाधिकारी म्हणून मूल्यमापन करताना आपल्याला हे नोंदवावे लागेल कि रॉबर्टसन, एल्फिन्स्टन यांच्यासारख्या उदारमतवादी आणि भारतीयांप्रती सहानुभूती असलेल्या अधिकाऱ्यांमुळेच इंग्रजी राजवटीचा पाया भक्कम होऊन ती स्थिरावली. १५० वर्षे संपूर्ण स्वातंत्र्यात असलेल्या लोकांशी जुळवून घेऊन त्यांना शांत ठेवणे हे कठीण काम त्याने केले. त्यामध्ये त्याला कधी कधी वरिष्ठांबरोबर संघर्षही करावा लागला. त्यामध्ये त्याला कधी यश तर कधी अपयश आले. परंतु येथील इंग्रजी राजवट पक्की करण्यामागे त्याचा मोठाच सहभाग होता.

रॉबर्टसनचे मूल्यमापन करताना त्याच्याच अमलाखाली असलेल्या लोकांची त्याच्याबद्दलची भावना त्याचे खरे यश ठरविते. त्याची पुण्यातून बदली झाली तेव्हां पुण्यातील १३०० हून अधिक लोकांनी त्याला एक Memorandum दिला. त्यामधून तत्कालीन लोकांची त्याच्याबद्दलची भावना कळते.

"This Memorandum is presented to Captain Henry Dundas Robertson who from the first establishment of the Company's Government in Poona discharged for seven years the duties of Judge and also from the same time until now the duties of Collector and Magistrate, as a token of remembrance on the part of the undersigned of their sense of the manner in which he has maintained their respectability, and given to all according to their degree, due consideration, whereby he has highly gratified every one. When the Company's Sircar was first introduced the people were ignorant of its principles, and customs; but he, by the wisdom he displayed, effected the objects of his Government at the same time that he allowed no one to be treated with injustice or disrespect - Now he being removed from his offices here, in order to fill a higher situation, he may feel gratification, but that we might assure him that his kindness to us will ever remain fresh in our recollection, we have great pleasure in presenting this Memorandum, to remain by him, in remembrance of our sentiments towards him."

❖❖❖❖

Select Bibliography

1. Deccan Commissioner's Files, Peshwa Dafter Pune.
2. European Manuscripts, India Office Library, London.
3. Various Department Volumes for the period AD1818 to 1838, Maharashtra State Archives, Mumbai.
4. Choksey, R. D., The Aftermath (1818-1826), Bombay; 1950.

सुमारे १०० वर्षांपूर्वीचा लेख
परिंच्याचे जाधवराव

वा. सी. बेंद्रे

मला. रा. रा. आबासाहेब गोविंदराव जाधव पाटील, परिंचे, यांनी तारीख १७ रोजी ५ अस्सल सनदा व १ आज्ञापत्र असे कागद पहावयास दिले व त्यांची नक्कल ही करून घेण्यास परवानगी दिली. रा. रा. आबासाहेब जाधव हे स्वतः संमेलनास हजर राहून अस्सल कागद दाखविणार होते. परंतु, त्यांना तसे करतां आलें नाहीं व अस्सल सनदा ह्या त्यांचे चालू वतनाबद्दलचे अस्सल पुरावे असल्याकारणाने व त्यांचे घराण्यात आपापसांत भाऊबंदकीचे दिवाणी खटले चालू असल्याकारणानें त्यांचेजवळ असलेल्या अस्सल प्रती ते दुसरे कोणाजवळ देण्यास नाखुष दिसले म्हणून मीहि त्यांचे जवळ फारसा आग्रह धरला नाही. ह्या ६ अस्सल पत्रांपैकी ४ शाहु महाराजांनी दिलेल्या सनदा इनाम कमिशनमध्ये नोंदल्या गेल्या असून तसे शिक्केहि त्यांवर आहेत. त्यांचे घराण्याची अर्धीमुर्धी एक वंशावळहि त्यांनी दाखविली व त्याची मी नक्कल करून सोबत जोडली आहे. ही वंशावळ म्हणजे म्हणजे इनाम कमिशन कडून रा. रा. गोविंदराव म्हणजे आबासाहेब यांचे वडील यांचे अर्जावरून देण्यांत आली आहे. रा. रा. आबासाहेब जाधव व त्यांचे पुतणे बाळासाहेब जाधव यांचे जवळ बरींच जुनीं कागदपत्रें आहेत परंतु एकदां स्वतः परिंचे मुक्कामीं गेल्याशिवाय तीं हातास लागतील असें वाटत नाही. असो; आतां आपणांस मी उतरून घेतलेल्या नकला वाचून दाखवितों.

८ वंशज नांदनज येथें. ९ सांघारेस गेले, १० यांनी २७ शिवाजी हा दत्तक घेतला. ११ घार येथें (निंबंधलेखक) १२ शंकराज २५ यांस दत्तक

श्री

स्वस्ति श्री राज्याभिषेक शके १९ अंगारानाम संवत्सरे माघवदि अष्टमी भृगुवासरे क्षत्रीयकुलवतंस श्री राजाराम छत्रपति यांणी देशाधिकारी व लेखक वर्तमान व भावी सुभा प्रांत

श्री राजाराम
नरपति हर्षनिदान
मोरेश्वर सुत निळकं
ठ मुख्य प्रधान

सातारा यांस आज्ञा केली यैसीजे गणोजी बिन बाळाजी जाधव ये विशई राजश्री संताजी घोरपडे सेनापती याणी चंदीचे मुकामी सनिध येऊन विनंती केली यैसी जे गणोजी बिन बाळाजी जाधव यांनी स्वामीचे पायापासी येऊन येकनिष्ठता धरून देसीहून कर्नाटक प्रांतास चंदीस येऊन येकभावे सेवा केली ती यांस येक गाव नुतन इनाम करून घ्यावयास पाहिजे म्हणून विदित केले. त्यावरून त्याचवरी कृपाळु होऊन मौजे कुसवडे...... प्रांत सातारा हा गांव नुतन इनाम करून देहे १ येकरास कुलबाब कुलकानु हलीपटी व पेस्तरपटी सहित हक्कदार

Volume 26 Number 1 & 2 February-June 2019 **Indian Journal of Gender Studies**

Contents

Special Issue: Narratives of Bodily Functions
Guest Editor: Kamini Prakash

Film Review

Talking Point

Classics Re-visited

Book Reviews

New Resources

Shelley, Mary W., & Butler, M. (1994). *Frankenstein: The 1818 text.* Oxford: Oxford University Press.

Indian Journal of Gender Studies
26(1&2) 215–223, 2019

DOI: 10.1177/0971521518813278
journals.sagepub.com/home/ijg
SAGE

Snober Sataravala[1]

Introduction

Science and technology, the catch phrase that becomes one of the world's slogans from the 19th century onwards, is rooted in the spirit of the Enlightenment. The defining feature of this age is its decision to choose to embrace the rational and scientific. However, despite being an inheritor of the attitude of Enlightenment, Mary Shelley (1797–1851) is prophetic as in her novel *Frankenstein*,[1] she questions the celebration of science, knowledge and reason by revealing its dire consequences.

Not even the slightest inkling of doubt existed with respect to the hazards of technology in the works of any of those reputed thinkers of modernity, be it Immanuel Kant (1724–1804), Georg Wilhelm Friedrich Hegel (1770–1831), Charles Darwin (1809–1882) and many others. Some would argue that such an expectation would be unfair, as the world had neither experienced advanced technology nor scientific discovery. Perhaps it is only fair to say realisation has always been in retrospect when it comes to evaluating carcinogenic potential—literally or metaphorically—as is the case today with respect to issues of privacy and social media. Historically,

[1] Department of English, St Mira's College for Girls, Pune, Maharashtra, India

Corresponding author:
Snober Sataravala, Department of English, St Mira's College for Girls, 6, Koregaon Road, Pune, Maharashtra 411001, India.
E-mail: snober18@gmail.com

17

dissent is only heard of as recently as in the post-world war period when the world witnessed first-hand the devastating potential of technology. Walter Benjamin (1892–1940), Theodor W. Adorno (1903–1969), Max Horkheimer (1895–1973) and Michel Foucault (1926–1984), all in their own particular way questioned this valorising of science and technology only as late as in the 20th century.

However, Mary Shelly's remarkable book *Frankenstein* addresses many issues far ahead of its time and is visionary, as anticipating its harmful potential, it challenges this blind worship of technology and science. Primarily, the book with its man-made monster, the product of a rational scientific mind, that goes forth deliberately and premeditatedly to wreak havoc and mayhem is a clarion call against the dangers of technology. Although published in 1818, at the very inception of modernity, it has the courage to see things against the prevailing intellectual climate of that time. Consequently, this article simply wishes to highlight Shelley's foresight at identifying evil juxtaposed with thinkers who failed to do so. In fact, her book *Frankenstein* lays the foundation for the archetypal mad scientist who evolves into an evil one as varied as Dr Jekyll (Stevenson, 1886) by R. L. Stevenson, Philip Pullman's Mrs Coulter (Pullman, 1995) or the 20th-century cartoon show *Phineas and Ferb* featuring Dr Heinz Doofenshmirtz (2007). The key issues at stake, apart from science and technology and yet related to it, are power and education. The equation of knowledge with forbidden fruit that results in sin and mortality is as old as *The Book of Genesis*.

Kant in 'Answering the Question: What is Enlightenment?' (1784) emphasises two important paradigms: knowledge and equality. According to him, knowledge gives equality and equal opportunity to acquire knowledge is available for all, one just has to work hard and seize it. However, for Shelley, knowledge gives Frankenstein, the scientist, power to create and kill. Knowledge also brings about awareness of inequality in the monster and no matter how hard he tries, he is never treated as equal with humans. He learns from humans love and desire but he also learns from them rejection and denial, rage and revenge. He is a man-made machine with intelligence but due to a lack of empathy, he possesses a flawed morality. Thus, knowledge for Shelley gives power which brings about discrimination or an epistemic violence[2] which is a very 20th-century concept discussed by Michel Foucault in his books *The Archaeology of Knowledge* (2012) and *Discipline and Punish* (1991) and later on by other culture studies groups.

In the very first lines of the preface itself, Mary states, 'The event on which this fiction is founded has been supposed, by Dr Darwin, and some of the physiological writers of Germany, as not of impossible occurrence' (Shelley & Butler, 1994, p. 3), thus establishing the influence and potential of science. The monster is initially pure, celebrating nature, the song of the birds. It is his difference and the way he is treated that makes him evil. Even though it may sound trite due to excessive repetition, it must be repeated once more as the corollary to what Beauvoir says—one is made and not born evil (Beauvoir, 1989). Thus, more evil than the monster is the creator who abandons and does not take responsibility for his creation.

The first chapter is in the form of a letter from an explorer, a pioneer who is a scientist and discoverer at heart, who wishes to confer 'inestimable benefit' on all mankind by charting out a path to the pole using the magnetic compass needle. The tension immediately evolves out of the conflict between science and human relations which seems to be mutually exclusive. The reader is introduced to Victor Frankenstein teetering between life and death in 'Letter IV'. His advice to Robert Walton, the explorer, is, 'You seek for knowledge and wisdom, as I once did; and I ardently hope that the gratification of your wishes may not be a serpent to sting you, as mine has been' (ibid., p. 17) colouring it with religious undertones. After all, the serpent did tempt Adam and Eve with the fruit of the tree of knowledge.

Once again, the tension between human relations and science reasserts its presence when Frankenstein, whilst narrating his life's story, reveals he chose science over his best friend Henry Clerval and his beloved Elizabeth Lavenza. His study of Cornelius Agrippa leads him to search for the philosopher's stone and the elixir of life. The first mention of evil in the novel, ironically, is a natural one. When Frankenstein loses his mother to scarlet fever and death, he says

> I need not describe the feelings of those whose dearest ties are rent by that most irreparable evil [death].... These are the reflections of the first days: but when the lapse of time proves the reality of the evil, then the actual bitterness of the grief commences. (ibid., p. 27)

This foreshadows the many unnatural deaths that will follow and serves to magnify his misconception, for the true evil is that unnatural cause which takes life wilfully.

When Frankenstein journeys to Ingolstadt to complete his education, he is informed that all his earlier studies of natural philosophy are redundant. However, he is unable to motivate himself to explore modern natural philosophy because, 'It was very different when the masters of Science sought immortality and power; such views, although futile, were grand:

but now the scene was changed' (ibid., p. 29). This is the source of evil—the masking of one's intentions with what is desirable, precluding its covert potential for self-serving mayhem which begins with a desire to feed the ego and a human being's deluded notion of self-importance. Humans who are made in the image of God become godlike when they create. In the process, every other creature may die but the powerful creators must live at any cost.

However, this changes after he attends a motivating lecture by M. Waldman who says

> The ancient teachers of this science promised impossibilities, and performed nothing. The modern master promises very little; they know metals cannot be transmuted, and the elixir of life is a chimera. But these philosophers, whose hands seem only to dabble in dirt...have acquired new and almost unlimited powers; they can command the thunders of heaven, mimic the earthquake, and even mock the invisible world with its own shadows. (ibid., p. 31)

These words seem to reverberate with the sounds of modern warfare, where human beings are built to order and destroyed at whim.

Frankenstein's belief that 'To examine the causes of life, we must first have recourse to death' (ibid., p. 33) leads him to spend time in charnel houses and graveyards observing the 'corruption of death' and how the 'worm inherited the wonders of the eye and brain' (ibid., p. 34). In those dark vaults, he experiences a blinding revelation. Whilst narrating this story to Walton, he will not reveal its secret for he realises when a human tries to play God, it results in '...your destruction and infallible misery' (ibid., p. 35). Thus, he begins the process of creation of the body of a human being but fails to consider its mind. His ego believes that 'A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me' (ibid., p. 36). Throughout history, people in power have used this argument to justify their creation by surreptitiously funding terrorist groups hoping they will serve their purpose only to discover their monsters have a mind of their own and have spun out of control.

All Frankenstein's labours come to fruition when the dull yellow eye of the creature opens and he responds like most creators of monsters; he fails to claim responsibility and runs away until the damage done is too great to restore. The trail of corpses that will follow the corpse animated to life begins with his youngest brother William, then Justine Moritz who is falsely implicated for William's murder and sentenced to death, his best friend Henry Clerval, and his beloved Elizabeth Lavenza. Interestingly, Frankenstein's mental torment is aggravated by the sciences and alleviated by studying the orientalists, discussed by Joseph W. Lew (1991). It is through the study of languages and other cultures that 'life appears to consist in a warm sun and a garden of roses—in the smiles and frowns of a fair enemy...' (ibid., p. 50). It is a little less than midway through the book that we hear daemon's voice, his feelings, experiences and desires. Victor Frankenstein will confront him as the former climbs to the top of Montanvert, an Alpine glacier on the northern slopes of Mont Blanc which marks the border between France and Italy. It is interesting that all he desires is love and companionship, however being deceived and denied, he turns into a killing machine. When Frankenstein threatens to kill him, he retorts, 'You purpose propose? to kill me. How dare you sport such with life?' (ibid., p. 77) and then 'You accuse me of murder; and yet you would, with a satisfied conscience, destroy your own creature. Oh, praise the eternal justice of man!' (ibid., p. 78).

The story within the story commences as daemon recounts his development from the first night of cold and fear in the forest to being stoned by the villagers, till he takes residence in the hut adjoining the cottage of Felix, Agatha and their blind father DeLacey. Therein begins a symbiotic relationship where daemon helps the family with physical labour and acquires food and education without ever making visual contact. Spivak has commented on the problematic depiction of Safie in her essay 'Three Women's Texts and a Critique of Imperialism' (Spivak, 1985). In the process of reading and learning what Felix teaches Safie, daemon, the voyeur, ruminates:

> Was man, indeed, at once so powerful, so virtuous, and magnificent, yet so vicious and base? He appeared at one time a mere scion of the evil principle, and at another as all that can be conceived of noble and godlike. (ibid., p. 95)

Once again it is literature not science which is a source of comfort and teaches daemon abhorrence of vice. However, rejection by the DeLaceys, followed by the rustic shooting him whilst in the woods after saving the young girl, builds up to the climactic strangulation of young William because the boy bravely asserts he is Frankenstein.[3] The purpose behind daemon narrating his life story is to put forth the ultimatum, which is he must be provided with a she-daemon to share his life or else Victor must face his wrath. There is scope for multiplication not just in progeny but in the potential for mayhem. Frankenstein says, 'May not even this be a feint that will increase your triumph by offering a wider scope for your revenge?' (ibid., p. 121).

After a tumultuous chase through an icy wilderness to exterminate the fiend, Victor's final dying advice to Walton captures Mary Shelley's visionary worldview, 'Seek happiness in tranquillity, and avoid ambition, even if it be only the apparent innocent one of distinguishing yourself in science and discoveries' (ibid., p. 186). Ironically, the fiend's words of farewell are, 'Polluted by crimes, and torn by the bitterest remorse, where can I find rest, but in death?' (ibid., p. 190) and where shall that death be found but in a conflagration. Thus, ambition disguised in the form of innocent science can only eventually lead to death and annihilation. On the other hand, many would argue that without science and technology this article would not exist, would not be read but perhaps because of the former there will eventually be no one to read the latter. That is Mary Shelley's worldview.

In the *Dialectic of Enlightenment* (Adorno, 1944), for Adorno and Horkheimer, knowledge and technology comes to mean domination of the world. At no point does Frankenstein introspect or question his decision regarding his creation; however, Mary Shelley does so in her sympathetic depiction of the monster. She portrays his anguish, pain and longing for acceptance with great sensitivity. The duo, Adorno and Horkheimer, quote Francis Bacon to stress that only accidental knowledge, as opposed to what is obtained through systematic enquiry, is exempt from the influences of wealth and power which is how daemon acquires his knowledge of love and family. It is as an accidental voyeur that he learns these values from the DeLaceys.

In Shelley's world, the dominator/dominated, creator/created binaries are exclusive. Knowledge is patriarchal, where 'knowledge which is power knows no limits, either in its enslavement of creation or in its deference to lordly masters' and it serves the purpose of bourgeois economy, where 'Technology is the essence of this knowledge. It aims to produce neither concepts nor images, nor the joy of understanding, but method, exploitation of the labour of others, capital' (ibid., p. 2). All the characters in Shelley's novel belong to the bourgeois class and all share the same attitude of revulsion towards the monster.

The Enlightenment attempts to replace God with man which is what Frankenstein attempts to play at. Man becomes the agent, the creator, that gives commands and the subject that decides what will happen and what counts. This increase in power is purchased at a price which is estrangement. Thus, even though man has more power, he is estranged from the very things he is trying to understand. This is central to the relationship between Frankenstein and his fiend—they are unable to understand each other. In the process they both become evil, one overtly whilst the other more deceptively and hence dangerously so.

Shelley is aware that if only one strata of people benefit whilst the other is excluded, there will be an eruption of terrible violence. Thus, the singular monster is metonymic for a mass of oppressed people with one face. Mary Shelley wrote to a friend in 1823, 'It seems to me that in what I have hitherto written I have done nothing but prophecy'. In the light of current problems with terrorism, the Snowden[4] (1983) controversy or WikiLeaks founder Julian Assange's (1971) incarceration[5] indeed much of her concerns with science have come to pass. Technology creates the monster watching us through the webbed window or remote-control drones, learning our every move, our likes and dislikes and uses it against us. On the other hand, if technology is used against or to expose the master, then the user must be hunted and destroyed. Both Snowden and Assange are such monsters who wish to exploit technology and challenge the master and now must hide or run. *Frankenstein* can be read as a metaphor for the violence rocking the world, the rise of terrorism, the displacement, loss and the birth of the refugee—the most vulnerable and neglected member of society.

Critics have glossed over the magnitude of the impact of long discussions that Mary Shelley shared with her husband, the poet, Percy Bysshe Shelley and their doctor friend William Lawrence and Lord George Gordon Byron's doctor John William Polidori. Mary was also influenced by her father's training in the Enlightenment tradition and for her, modern science is masculine and 'serves to fuel the fires of human conflict rather than quench them' (Easlea, 1983). If women give birth to children, ironically, the men in the novel give birth to violence which is their inheritance. Walton inherits from the dying Frankenstein his feud with the monster perhaps ensuring that the cycle of violence continues.

Conclusion

Frankenstein opens with one of the colonising pioneers of the Enlightenment—Robert Walton—who with great sympathy and deep admiration listens to the confessions of the raving scientist as he struggles with consciousness and his conscience as he lures his creation, daemon, to both their deaths. In turn, Walton will record this story and pass it on to his sister in England through a series of letters. Ironically, Frankenstein confesses that all the fiend was really longing for was love and companionship but the reason for not creating a mate for the fiend lies in the fear that it will result in mass production of an ostensibly hideous species and hence must be annihilated. At one level, this is an overt rejection of the Other on the part of the scientist but at another level it is also a critique of technology by Shelley.

This article argues that the narrative reads as a metaphor for the dangers of technology which manufactures androids be it phones or monsters equipped with intelligence but lacking empathy. It also anticipates through the voyeuristic monster the consequences of digital surveillance and invasion of the private and public sphere, manipulation of its data, making not just nations but individuals vulnerable and exposed to the eye behind the machine. Perhaps Shelley's vision does not specifically anticipate WikiLeaks but she definitely cautions against culpable creations.

Notes

1. The standard version is the 1831 version; however, this article refers to the 1818 one.
2. *Episteme* meaning knowledge. Epistemic violence is a term often used by Foucault in his book *Archaeology of Knowledge* and later used by Spivak as well.
3. Ironically, later on, the name Frankenstein, which was that of the scientist, is confused and ascribed mistakenly to the monster in popular adaptations.
4. Edward Snowden, former US Intelligence Community Officer and whistleblower disclosed, in *The Guardian* and *The Washington Post* on 6 June 2013, the US National Security Agency (NSA) and its international intelligence partners' mass surveillance programmes and the consequent dangers to democracy. This data was obtained on 22nd July 2018 from the webpage *Courage Snowden home comments*.
5. Julian Assange has been incarcerated since November 2010 at the Ecuador Embassy in London to avoid deportation to face rape charges. He claims these charges have been fabricated as he leaked top secret US defence documents. The WikiLeaks home page on 22 July 2018 continued to contain along with the Spy files of Russia, the Angelfire project of the CIA dated 3 August 2017 described as a 'persistent framework used to infect Microsoft Windows System' and the CIA hacking tools of Vault 7 which were uploaded on 7 March 2017.

References

Adorno, T., & Horkheimer, M. (1944). *Dialectic of enlightenment*. London: Verso.

Assange, J. (2018, 22 July). *WikiLeaks—The Podesta emails*. Retrieved from https://wikileaks.org/podesta-emails/

Beauvoir, S de. (1989, c1952). *The second sex*. New York, NY: Vintage Books.

Easlea, B. (1983). *Fathoming the unthinkable*. London: Pluto Press.

Foucault, M., & Sheridan, A. (1991). Capitals- *Discipline and Punish: The Birth of the Prison.* London: Penguin Books.

———. (2012). Capitals- *The Archaeology of Knowledge*. London: Routledge.

Harvey, A. D. (1980). '"Frankenstein" and "Caleb Williams"'. *Keats-Shelley Journal*, *29*, 21–27. Retrieved from http://knarf.english.upenn.edu/Articles/harvey.html

Kant, I. (1784). 'Answering the question: What is enlightenment?' *The Project of Gutenberg*. Translated by D. Fidel. Retrieved from http://self.gutenberg.org/eBooks/WPLBN0002828702-Answer-the-Question-What-is-Enlightenment-by-Kant-Immanuel-Dr-.aspx

Lew, Joseph W. (1991). 'The deceptive other: Mary Shelley's critique of orientalism in Frankenstein'. *Studies in Romanticism*, *30*(2), 255–283. Retrieved from www.jstor.org/stable/25600894

Pullman, P. (1995). *Northern lights*. London: Scholastic Children's Books.

Rush, F. (Ed). (2004). *The Cambridge companion to critical theory*. Cambridge: Cambridge University Press.

Said, E. W. (1978). *Orientalism: Western conceptions of the orient*. New Delhi: Penguin.

Salotto, E. (1994). '"Frankenstein" and Dis(re)membered identity'. *The Journal of Narrative Technique*, *24*(3), 190–211. Retrieved from http://foresthillshs.enschool.org/ourpages/auto/2015/9/9/57704653/_22Frankenstein_22%20and%20Dis_re_membered%20Identity.pdf

Shelley, M. W., & Butler, M. (1994). *Frankenstein: The 1818 text*. Oxford: Oxford University Press.

Sherwin, P. (1981). 'Frankenstein: Creation as catastrophe'. *PMLA*, *96*(5), 883–903. Retrieved from http://knarf.english.upenn.edu/Articles/sherwin2.html

Smith, O. (2013). *Romantic women writers, revolution, and prophecy rebellious daughters, 1786–1826*. Cambridge: Cambridge University Press.

Snowden, E. (2018, 22 July). *Courage Snowden home comments*. Retrieved from https://edwardsnowden.com/

Spivak, G. C. (1985). 'Three women's texts and a critique of imperialism'. *Critical Inquiry*, *12*(1), 243–261. Retrieved from http://www2.warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/femlit/gayatri_spivak_three_womens_texts_and_a_critique_of_imperialism.pdf

Stevenson, R. L. (1886). *The strange case of Dr Jekyll and Mr Hyde*. London: Wordsworth Edition.

Tignor, R, Alderman, J., Brown, P., Elman, B., Kotkin, S., Prakash, G., Shaw, B., Aron, S., Lui, X., Marchand, S., Pittman, H., & Tsin, M. (2013). *Worlds together, worlds apart: A history of the world from the beginnings of humankind to the present* (4th edition). New York, NY: W. W. Norton & Company, Inc.

Impact Factor – 6.261 **ISSN – 2348-7143**

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

May-2019 Special Issue – 189

Thoughts, Ideologies and Public Policies

Guest Editor
Dr.Arwah Madan
Associate Professor
Dept.of Economics
St. Mira's College for Girls, Pune

Executive Editors of the issue:
Dr. Manisha Pimpalkhare
Dr. Meenal Sumant
Dr. Sandhya Pandit
Ms. Veena Kenchi

Chief Editor
Dr. Dhanraj T. Dhangar

SWATIDHAN INTERNATIONAL PUBLICATIONS

For Details Visit To : www.researchjourney.net

 Price : Rs. 800/-

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Published by –
© Mrs. Swati Dhanraj Sonawane, Director, Swatidhan International Publication, Yeola, Nashik
Email : swatidhanrajs@gmail.com **Website :** www.researchjourney.net **Mobile : 9665398258**

'RESEARCH JOURNEY' *International E- Research Journal*
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

INDEX

Jayak
Principal Incharge
St. Mira's College for Girls, Pune.

St. MIRA'S COLLEGE FOR GIRLS POONA-411001

Jayak
Principal Incharge
St. Mira's College for Girls, Pune.

(91)

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Special Issue 189- Thoughts, Ideologies and Public Policies
UGC Approved Journal
ISSN : 2348-7143
May-2019

Is Non-Violence relevant in the Age of Violent Politics?

(Reference to Violent Identity Politics in Maharashtra)

Veena Kenchi
Assistant Professor, Department of Politics
St. Mira's College for Girls, Pune
veenahkenchi@gmail.com

Abstract:

Politics is the struggle for power. How to achieve this power, by what means and how to use this power have been intriguing questions since the existence of man-kind. Political thinkers have advocated numerous theories on power and justified various means to achieve power and have also recommended justifiable use of this power. These theories have to be studied keeping in mind the age, time and place as to when and where they were formulated. Theories tend to be understood subjectively and according to one's own perceptions. The means to achieve power and the end, which is use of power have been elaborately been discussed by thinkers like Karl Marx and Mahatma Gandhi. Contemporary students of political science have always tried to find answers to contemporary problems in these age-old theories. One such problem is the problem of violence in achieving power by political parties and use of violence in politics of identity. This paper intends to discuss violence and politics of identity in Maharashtra and try to locate if non-violence is still relevant in the political sphere.

Keywords: Identity, Crisis, Belongingness, Violent Politics, Non-violence

Introduction:

Identity politics has become an important feature of political activities and political mobilization all over the world. It has also been a prominent subject of discussion in Indian politics. Rise of low castes, religious identities, linguistic groups and ethnic conflicts have contributed to its significance in India. Violence is being used by different groups to achieve the fulfilment of demands by combining orchestrated public outrage and coercion. Such violence has found support of political parties, civil organizations as well as general public. Maharashtra has witnessed politics of Marathi identity. The Samyukta Maharashtra Movement, politics of Shiv Sena and Maharashtra Navnirman Sena (MNS) - all formulate a platform for enhancement of identity politics with enforcing the ideas of Marathi pride, Marathi culture and Marathi language. Use of violence in this context by two regional political parties- Shiv Sena and MNS is the discussion of this paper.

"Identity politics signifies a wide range of political activity and theorizing founded in the shared experiences of injustice of members of certain social groups". These social groups are defined by their identity which is usually based on race, ethnicity, gender, language or religion or whatever identity that the person understands to be his identity. A person may have multiple identities but it is the identity which he or she recognizes to be the important one that determines that person's identity. "Identity politics promotes difference and separateness to stress one's distinct identity. People getting together and mobilizing on the basis of a common identity, whether race, ethnicity, gender, caste or religion, to put forth their demands or assert their rights of the State and society is termed identity politics". Identity politics is demand for recognition, and we have seen it emerge in both developing and developed nations. It is a way to achieve

ISSN : 2348-7143
May-2019

empowerment, recognition and political representation for social groups by using the very same characteristics that distinguished and differentiated them from the others and make use of those differences to achieve separate identity rather than achieve equality. In India identity politics based on religion, caste, language, ethnicity or tribal identity can be easily identified. Sometimes one of these factors is solely responsible and sometimes they are responsible in combination to each other.

Marathi Identity

The politics of India was characterized with the politics of language in the early period of independence. The citizens of India demanded to be organized on the basis of language. Linguistic agitations could be seen in many states. The Marathi speaking population demanded and agitated for the state of Maharashtra with the inclusion of Marathi speaking territories in India. The Samyukta Maharashtra Samiti was formed to agitate and fight for the unilingual state of Maharashtra with Mumbai (Bombay) as its capital.

The state of Maharashtra was formed in 1960 after a series of violent demonstrations by Marathi speaking people. These people formed the Samyukta Maharashtra Samiti and led a movement called Samyukta Maharashtra Movement (United Maharashtra movement). This movement started off with peaceful agitations but when their demands were neglected and the demand for Andhra Pradesh was accepted the agitation took a violent turn. This agitation characterizes formation of a Marathi identity by instilling the idea of regional pride and linguistic affiliations.

With the formation of the state in 1960, the Marathi speaking population created their distinct identity as 'Marathis' as the movement stressed the idea of Marathis being a distinct group with different characteristics, literary and symbolic affiliations in the language. Marathi leaders, authors, literature, culture, customs and traditions were highlighted and encouraged during this period. This 'Marathi identity-asmita' created during that period has since then played an important role in politics of Maharashtra.

The Samyukta Maharashtra Samiti formed during this period was a united front of all opposition parties who led the agitations for a united Maharashtra. After 1960s however the influence of the Samiti decreased. The Shiv Sena was formed against this background in Maharashtra. The Shiv Sena started as a nativist organization fighting for the rights of what it called the 'sons of the soil'. It took an aggressive stand against the outsiders- the south Indian population in Mumbai. This idea received huge response and with this support Bal Thackeray established the Shiv Sena. Shiv Sena was thus born out of the feeling of resentment about marginalization of Marathis in Mumbai. The party in the 1980s focused on Hindu identity but today we find them focusing on and switching between both the Marathi and the Hindu identity. According to Prof. Suhas Palshikar, Shiv Sena's functioning depended on two characteristics- oratory and mass hysteria. Speeches were characterized by volatile language, aggressive communication skills and aggressive challenges for Shiv sainiks. According to Eckert, the organization's use of violence appealed to its followers. Action orientation with simplified plausibility of ideological position made Shiv Sena's appeal very attractive and easy to serve- easy to consume. Violence thus played an important role in creating and stabilizing the idea of Marathi identity which was formed during the Samyukta Maharashtra movement and utilized by Shiv Sena

This issue of Marathi pride was ignited again by establishment of Maharashtra Navnirman Sena (MNS) in 2006. Raj Thackeray, nephew of Bal Thackeray formed MNS after splitting the Shiv Sena. It started with the development plank and an all-inclusive agenda but changed this stance in 2008. The party aggressively put forth the agenda of Marathi identity. The party agitated against migration of people in Mumbai especially the north Indians from Uttar Pradesh and Bihar. They revived the idea of sons of soil initially put forth by Shiv Sena. For Shiv Sena the outsiders were from south of India, for MNS the outsiders were from north of India. Both these parties aggressively claimed of restoring Marathi pride with the use of violence.

If we analyze the underlying factors for agitations by both these parties, these factors are very similar. Both these parties agitated for jobs- employment for Marathi youth combined with Marathi language, pride and culture.

Identity politics and violence

Shiv Sena launched its attacks against the south Indians claiming they took away jobs from the Marathi youth. Similarly MNS claims that north Indians took away jobs in Maharashtra and hence Marathi youth face unemployment.

Both these parties use coercive and violent forms of action as instruments for raising their demands. The so-called popularity of the Shiv Sena and MNS represents this tendency. Earlier, the Shiv Sena excelled in the use of such techniques. But now it seems that most political outfits support public violence to mark their presence on the political scenario. Physical coercion and violence is used for claiming public resources and showing their anger if the claims are not fulfilled. 'The streets become the theatre of public political discourse and coercion the language in which this discourse is conducted.' Such incidences can be seen everywhere in the country and not only in Maharashtra. 'Everywhere, orchestrated public outrage is fast assuming the status of the main language of politics. Petty violence to systematically planned riots constitutes the broad spectrum of this politics of coercion. The politics of coercion and collective violence has two dimensions. In the first place, it is justified in the name of public anger and the exercise of democratic rights, thus making it difficult for the law and order machinery to deal with it effectively. Rioters are considered political actors and therefore entitled to deference. This, in turn, enhances the efficacy and attraction of violence to articulate demands. In the second place, the politics of coercion and violence unfortunately hold a certain value as spectacle. Hence there is tremendous media coverage of such instances. Images of violence depicted in the electronic media ad nauseam bring into sharp focus the effectiveness of the act and the "bravery" and anger of the actors involved. It seems that bad politics is becoming good business not just for the organizations engaged in it but for many others as well.'

Is Non- Violence Relevant?

Non-violence means "personal practice of being harmless to self and others under every condition. It comes from the belief that hurting people, animals or the environment is unnecessary to achieve an outcome and refers to a general philosophy of abstention from violence. This may be based on moral, religious or spiritual principles, or it may be for purely strategic or pragmatic reasons."

Non-violence is a spiritual and political term. We intend to focus on political understanding and usage of the term. Non-violence was propagated by Mahatma Gandhi as the way of life, a way to retaliate and the Indian way to achieve independence from colonial rule.

His ideas of non-violence coupled with ideas of Satya and Satyagraha appealed the Indian masses which led to the Indian Independence movement. This methods has inspired world leaders and has been monumental in achieve peace in many parts of the world. As a method for social retaliation, nonviolent action has been considered as "the politics of ordinary people", reflecting its use by masses throughout the world and history.

Inspite of this, violence has been rising in political struggles and have gained popularity. The question arises is how and why does the general public support violence over non-violence? Why do they involve themselves in violent agitations and what are the factors for their involvement? Are unemployment, economic inequality and poverty the reasons for it? It is claimed usually that poverty can certainly make a person out raged and desperate, and a sense of injustice, related particularly to gross inequality, can be a good ground for rebellion - even bloody rebellion. The feeling of inequality coupled with poverty usually link itself to violence, but should be seen together with divisions between various factors such as nationality, culture and religion.

In case of Maharashtra all these reasons seem appropriate. Shiv Sena and MNS started their agitations by focusing on jobs for the unemployed then they combined this economic and social problem of migration with cultural, linguistic pride. This culminated in formation of a distinct Marathi pride. This Marathi pride is said to be hampered and endangered by south Indians in case of Shiv Sena and by north Indians in case of MNS. In short, one socio-economic problem has been politicized for gaining political popularity. This popularity comes with taking action- in the form of violence. The strength of both these parties has been the support and involvement of the youth population. Mary Katzenstein's observation about mobilization of the youth seems appropriate here, she says-, 'the forces which arouse the youth are distinct from those which mobilize the older population. Ideology or material incentives are central to most organizations, however, for the youth what is of key importance the feeling of belongingness; the exhilaration of being involved.' This force helped both the Shiv Sena and MNS to mobilize the youth.

Analyzing MNS support shows that it is not only the unemployed youth which supports them but the urban-rich-middle class who usually seems to have apathy towards politics and political parties also supports MNS. This class cannot be mobilized on the basic issues of food, clothing and shelter as they have achieved economically. This class however is looking for cultural and emotional bonding. MNS has used Marathi language, Marathi culture and Marathi pride as tools of cultural bonding for this class.

Lastly, does this justification regarding support to the party also justify violence? India is a democracy and in any democracy, various identities are bound to assert themselves politically and this assertion, within limits has its own legitimacy. It creates awareness and provides representation to all different and diverse groups. But if it crosses the limit and uses violence, it can cause serious conflict and destabilize the country. Hence, the researcher would like to raise questions for further discussions- will non-violence be of importance again or will it be limited to specific groups who do not have political ambitions? Will non-violence be just in texts and academic discussions and not in reality, in our daily lives? Or will people eventually will be disillusioned by violence again prefer non-violence?

References

- Karat Prakash, The Challenges of identity politics, The Marxist, XXVII 1–2, January–June 2011
- Kenchi, Veena (2015), Maharashtra Navnirman Sena, Department of Politics and Public Administration, University of Pune, May, unpublished work
- Palshikar, Suhas (1999), Shiv Sena- An Assessment, Department of Politics and Public Administration, University of Pune, March
- Politics of Coercion, Economic and Political Weekly, Vol. 43, No. 44 (Nov. 1 - 7, 2008), p. 5
- Dictionary of Power and Struggle: Language of Civil Resistance in Conflicts, Oxford University Press, New York, 2012.

'RESEARCH JOURNEY' International E- Research Journal
Impact Factor - (SJIF) – 6.261, (CIF) - 3.452(2015), (GIF)–0.676 (2013)
Issue 150 (A)- Sustainability : Aspects, Challenges & Prospects in the Global Perspective
UGC Approved Journal
IS: 2: F

19

Sustainable Event Management

Dr. Sulbha Patole*, & Rekha Kankariya**
*Research Guide,
MES Garware College of Commerece, Punr, (Maharashtra0
snpatole44@gmail.com

**Assistant Professor,
St. Mira's College for Girls, Pune, (Maharashtra)
rekhakankariya@rediffmail.com

Abstract

Sustainable Event Management is the process of integrating environmental and social accountabilityconcerns into event planning. It calls for considering the needs and values of different participants with the help of green meeting ideas and green policies to further a sustainable reach in a cost effective manner.

The Indian Event Management Industry needs to be encouragedto adopt green measures in hosting and organizing events. This is because events take a huge toll on our resources, society and the environment. Adopting Event Greening has minimum negative impact on the environment and the local economy as it avoids depletion of natural resources.

This paper is descriptive and historical in nature. It will trace the international practices in Event Greening and seek to understand its benefits. The researcher will also use the case study method to examine the current situation prevalent in India. The paper will bring out some of the ideas that can be implemented by the Event Planners.

In carrying out this research, a sample of 20 Event Management Companies situated in Pune city is considered. Data is collected with the help of a questionnaire. Secondary data iscollected from published sources viz. books, journals, websites and articles.

Keywords: Event Greening, Sustainable Events, Green initiatives, Green Event, Green Festivals.

Objectives:

- To trace some of the International Practices in Event Greening
- To judge the level of sustainable actions by the Indian Event Management Companies
- To gauge the understanding of Sustainability in the Indian Context

Methodology:

This paper is an attempt to provide an understanding of the concept of Event Greening. It is descriptive and historical in nature and based on primary as well as secondary data.Primary Data has been collected with the help of a Questionnaire from the Event Management Companies. About 40 companies operating in and around Pune were targeted, but response was elicited from 20 companies. No statistical tools have been employed for analyzing the data. Secondary data has been gathered from various published sources viz. books, journals, websites and articles relevant to the study.

Limitations of the Study:

- Time Factor
- Ignorance about the concept in the Indian market
- Low Response Level
- Lack of Interest by the Event Management Companies
- Non-use of statistical tools for analyzing data

Introduction

Events have been with us since time immemorial and they have taken a substantial space in the world today. The Event Industry in India is witnessing a mushrooming growth and is expected to grow by leaps and bounds. But, Events alsotake a substantial toll on our resources, society and the environment. They generate considerable waste and are a strain on the natural resources. According to meetgreen.com the typical conference waste attendee produces 1.89 kg of waste per day.If we calculate that number for 1000 attendees over 3 days we get 5670 kg of waste, the equivalent of 4 compact cars.

Sustainable Event Management is the process used to make an event with certain concerns for environmental, economic and social issues. It integrates socially and environmentally responsible decision making into the planning, organization and execution of an Event. It aims at hosting events in a responsible way. It should start at the very initial stage of planning an event and involve major elements like clients, organizers, venues, sub-contractors, suppliers etc. If the event organizer takes into consideration the environmental and social factors, then the event can be called as a sustainable event.

Sustainable events are one of the topmost choices for Event Managers. It is the need of the hour to brainstorm and find out the ways which can make events environmentally friendly.Being sustainable means to make changes to avoid exhaustion of natural resources. It makes a responsible event planner.It can be done by: going paperless, saying 'NO' to plastic, delivering zero-waste, using renewable energy sources, pollution control checks for vehicles etc. It can be adopted in the areas of transportation, selecting location, production, purchasing, catering etc.

The obvious question to be answered is "Why become sustainable?" The answer lies in knowing the footprint we are leaving on the environment. The world is moving towards a common agreement that doing nothing about sustainability issues is no longer an option and the need to adapt our societies and economies to sustainable patterns of consumption is a pressing one (Purt 2011). Sustainability is important because all our present actions will have an impact on our future. This impact falls into the category of CO_2 emissions (from transport and power usage), waste generation (containers, food scraps, water and sewage), consumption of non-renewable resources and possible damage to the site from foot and vehicle traffic.

Few Sustainable Practices outside India

Coachella's energy playground, US uses brightly colored bins designed to increase recycling throughout the festival site. an energy playground to power their energy sources, VIP ticket competitions for those who car share on the way to the festival.

UK's Glastonbury music festival uses bio-diesel generators since 2014 to ensure the use of renewable energy, provides 100% stainless steel water bottles for visitors and multiple water refill points, encourages volunteers to help pick up rubbish and recyclable materials to return the site to its normal state as a working farm.

Glasgow, 2014 were the first games to secure ISO 20121 sustainability standard ensuring that the event leaves behind a "positive legacy". They ensured that all the competition venues were car-free, a modern and locally based company provided clean and efficient energy and ensured that the games HQ was on a Green Tariff energy supply.

ICCA congress in Malaysia 2016, the speakers were handed out a charity donation instead of the usual plastic or other non-biodegradable material speaker gifts.

The MLB (Major League Baseball) All-Star Games, is the first professional sports league to ensure that its members are part of the Green Sports Alliance. It provides environmentally sustainable guidelines for the games. Green teams collect recyclables throughout the game, solar panel installations and red carpets are "green carpets" using recycled content, left over untouched food is donated to the needy.

A brief history of the emergence of the concept 'Sustainability'at the International Level

Event	Green Initiatives
1992 Albertville Winter Olympics, France	Environmental concerns were raised by the public
1994 Lilehammer Olympics, Norway	First 'Green Games'
1994, The Centennial Olympic Congress, Congress of Unity, Paris	Promoted sustainable development and regarded environment as the third dimension of Olympism, alongside sports and culture.
2000, Sydney Olympic Games	Facilities constructed in a more environmentally friendly manner. Organizers were honored the Global 500 Award in 2001 for organizing the greenest games ever.
2006 FIFA World CupTM, Germany	Green Goal was launched
2010 FIFA World CupTM, Cape Town, South Africa	Green Goal further implemented, awarded the International Olympic Committee (IOC) Sport and Environment Award. Efforts of this event aimed at mitigating negative environmental impacts of the FIFA World Cup and to maximize a positive environmental and social legacy
2002, World Summit on Sustainable Development (WSSD), Johannesburg	Discussions about sustainable developments by the United Nations. The Johannesburg Declaration was the main outcome of the Summit. It was agreed to restore the world's depleted fisheries for 2015.
UNFCCC – United Nations Framework Convention on Climate change	UNCCC (United Nations Climate Change Conferences) – yearly conferences. To assess the progress in dealing with climate change.

Sustainability in the Indian Context

A Delhi based entrepreneur Tamanna Sharma follows the principles of a circular economy and entails locally sourced, socially inclusive and environmental-friendly solutions for all the event requirements. She has come up with a sustainable model of handling waste that envisions events with zero waste contribution to the environment. Her company Earthling First Pvt. Ltd. is a sustainable events and event waste management service provider. The company has been part of Maruti Suzuki Devils Circuit and Border Security Force (BSF) events and has been able to successfully divert 75-90% of the waste generated by the clients for recycling. Careful waste assessment is done during the planning stage to bringing on board catering partners who offer biodegradable alternatives. The housekeeping staff is also carefully selected and trained for the event. They separate and categorize waste at the venue itself before transporting it to various composting/recycling units. The company also strongly advocates the social justice policy under which the staff is ensured a dignified and safe work environment. The staff wellbeing is kept in mind and they are made to feel respected.

Bengaluru, the IT city's cultural festivals have successful public campaigns around water scarcity, solid waste management, green cover and it is encouraging the city's community of artists and event organizers to be eco-friendly and minimize wastage. The International Arts Festival that was held in Oct 2018 hosts around 1500 artists from across the world, ensures that artists are part of the green drive that involves planting over 200 saplings. They also aim at reducing plastic usage and every guest is offered a sapling as a memento. The saplings are procured from the state forest department and ensuring a healthy survival rate for the plants.
According to RoshanNetalkar, director of the music festival Echoes of Earth "A sustainable event is often double the cost. Conventional options are always cheaper, but the point is to not plug and play, and be less destructive."Visitor camps, stage and stalls were made of bamboo, log wood, tyres and bottles sourced from scrap yards.

Vani Murthy, founder member, Solid Waste Management Round Table (SWMRT), opines "Cultural Events have the potential to make people ecologically-aware. When something is unconventional, it gets noticed. People are gradually realizing the importance of going back to basics, which is also leading to trends like green weddings and green marathons."

ISO 20121 – Event Sustainability Management System

ISO 20121 was published on 15th June 2012. It is a management system standard that has been intended to help organizations in the events industry improve the sustainability of their event related activities, products and services. It is based on the earlier British Standard called BS 8901 Specification for a Sustainability Management System for Events' which was first developed in 2007. It is a practical tool for organizing and managing events so that the events contribute to the three dimensions of sustainability – economic, environmental and social. ISO 20121 helps the event related organization to continue to be financially successful, become more socially responsible as well as reduce its environmental footprint. It applies to all types and sizes of organizations from caterers, lighting, sound engineers, security companies, venues etc.

Sample

Primary data was collected with the help of a questionnaire to know about the awareness level and actions taken by Event Management Companies for having Sustainable Events. Questionnaire was sent through online resources, watsapp and emails. Response level being low, personal calls were made and the survey was completed with a sample size of 20 Event Management Companies operating mainly in Pune city. The criteria for selection of the companies was the rating given by the customers and the popularity of the company. The Companies which were surveyed: Pros, Finer moments, J & R Events, AnandUdaye, Lifetym Creations, Make magic events, Amazing Eventz, Pratisad Event Management, Perfect Events, Prism Events, Fovero Events, Zeal biz media, The Grand Feast, Mulberry Media, Jayas Events, Silver Bells, Sanskruti Events, Urban Events, Sarika Events and Freedon Events.

Findings

The sample size consisted of Event Management Companies mainly into Personal Events and Corporate Events. 30% of the Companies have been in operation for less than 5 years, 25% in 5 to 8 years category and 45% have been in operation for more than 8 years.

ISSN : 2348-7143
February-2019

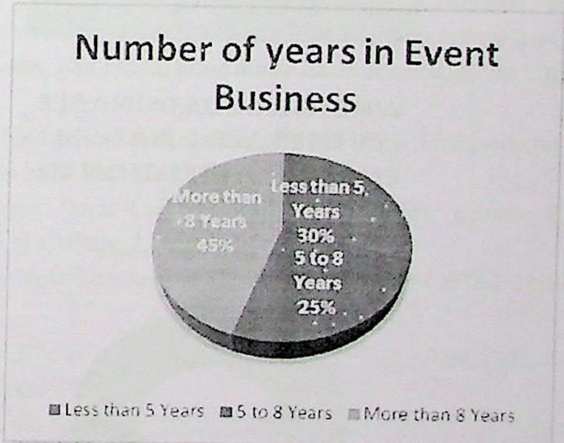
Interestingly 55% of the companies said that they have heard about the concept sustainability and 40% were not aware about the concept, 5% skipped this question.

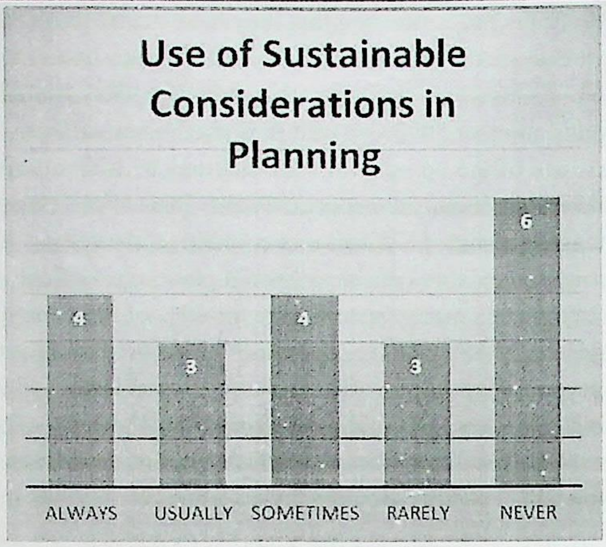
20% of the companies said that they always used sustainable considerations while planning their events, another 20% also said they used it sometimes.

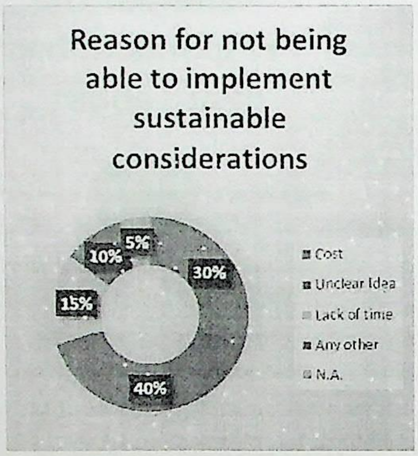
However, 30% of the companies said they never used sustainable considerations due to the cost and unclear idea about the concept. While 30% of the companies were in the 'usually' and 'rarely' response category. Cost factor accounted as the reason for 30% of the companies to not being able to use sustainable considerations in planning, unclear ideas was the cause for 40% companies, lack of time and other reasons were for 30% of the companies.

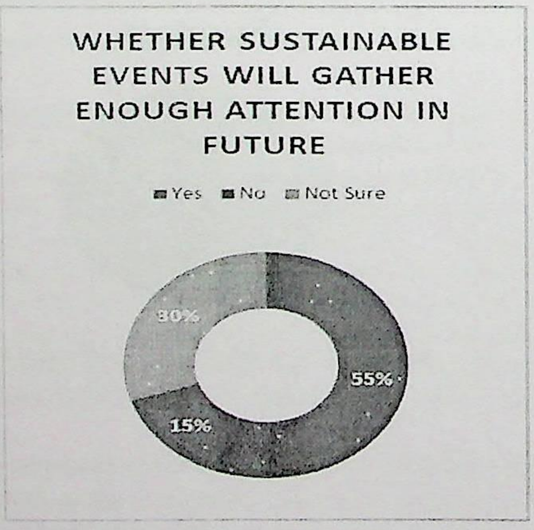
Surprisingly, only 55% of the companies were of the view that sustainable events will gather enough attention in future, 15% of the respondents felt otherwise and30% of the respondents were not sure about the future for sustainable events.

Of the companies who have been in event business for more than 8 years, 75% of them are always using sustainable considerations in their events




Use of Sustainable Considerations in Planning
4
3
4
3
6
ALWAYS
USUALLY
SOMETIMES
RARELY
NEVER


Reason for not being able to implement sustainable considerations
5%
10%
30%
15%
40%
Cost
Unclear Idea
Lack of time
Any other
N.A.


WHETHER SUSTAINABLE EVENTS WILL GATHER ENOUGH ATTENTION IN FUTURE
Yes
No
Not Sure
30%
55%
15%

Conclusion:

In the present day, where environment is a serious concern and the number of threats are looming large over the Indian economy, sustainability is the required tool that will salvage the future and not compromise on the well-being of the future generation and the society at large. The Event Industry should do its part and contribute to the efforts being made by other sectors of the economy in this direction. There needs to be more awareness among the Event Management Companies about this issue and they need to be made sensitive towards the same. While 55% of the companies felt that sustainable events will gather enough attention in future, only 20% of the companies are actually using these considerations in their events. Companies who have been in operation for more than 8 years i.e. a long time period are able to think and make efforts for Event Sustainability. The efforts by the Indian Event Management Companies are seen mainly towards waste management and non-use of plastic.Another major factor in not using sustainable considerations by the companies is the lack of interest as the Events Industry is glamorous in nature and the cost is ultimately borne by the Client. The Event Organizer has a minor role as the requirements are given by the Clients.

References:

1) A network perspective on managing stakeholders for sustainable urban tourismhttps://www.emeraldinsight.com/doi/abs/10.1108/09596110810873543
2) Meegan Lesley Jones – Sustainable Event Management-A Practical Guide https://www.taylorfrancis.com/books/9781315439723
3) Sustainability handbook for Event Organisers http://inside.fei.org/system/system/files.FEI_Sustainability_Handbook_for_Event_Organisers.pdf
4) Gallagher, Anthony, Pike, Kate Journal of Coastal Research Sustainable Management for Maritime Events and Festivals.
5) Tchobanoglous, George, Karagiannidis, Avraam, Leverenz, Harold, Cadji, Max, Antonopoulos, Ioannis-Sofocles Sustainable Waste Management at Special Events using Reusable Dish ware: The example of while earth festival at the University of California, Davis.
6) WaldemarCudnyNomosVerlagsgesellschaftmbH The Phenomenon of Festivals: Their Origins, Evolution and Classifications
7) Yi-De Liu Springer Socio-Cultural Impacts of Major Events: Evidence From 2008 European Capital of Culture, Liverpool
8) Shawna Mckinley New Sustainable Event Management (2018 Edition): A Free Guide to Better Green Meetings.https://www.google.com/amp/s/www.eventmanagerblog.com/sustainable-event-management/amp/
9) https://www.google.com/amp/s/www.thebetterindia.com/121225/want-to-have-a-green-and-clean-event-heres-a-delhi-woman-who-can-make-that-happen/amp/
10) https://www.insightssuccess.in/event-management-trends-that-aims-to-change-the-industry-in-india/