

ETHICS AND VALUES

Volume-1, Semester-1

WOMEN, SOCIAL INSTITUTIONS AND PRACTICES

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ETHICS AND VALUES

Volume-1, Semester-1

For undergraduate (+3) CBCS-AECC course in the State of Odisha

Women, Social Institutions and Practices

A course designed, prepared and prescribed by
ODISHA STATE HIGHER EDUCATION COUNCIL

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OBJECTIVES / LEARNING GOALS OF THE COURSE

- ◆ Development of a good human being and a responsible citizen.
- ◆ Developing a sense of right and wrong leading to ethically correct behavior.
- ◆ Inculcating a positive attitude and a healthy work culture.

Preface

Men and women require an equal atmosphere to grow and unfold their potential. Both need to enjoy dignity and their human rights. Attaining equality between women and men and eliminating all forms of discrimination against women are the cherished values enshrined in the national agendas of each nation. It is realised now that values cannot be created nor practices are easy to be changed through law. They require the development of a new consciousness, a new desire and changed attitude, mindset and practices. This is the focus of this module.

In its attempt to bring out the common issues on women, the authors have tried to contextualise the discussions on the institutions like family, marriage, property, women in workspace, women in community and society and the common practices that are in vogue in these institutions and places and to what extent they are ethically sound and value gender justice, dignity of women and their enjoyment of human rights. These institutions and spaces are within the knowledge and practice of the everyday lives of our students, so that they can easily relate the discussions of the module to the actual situation they experience in different spheres of their lives. The elaborations are mostly situational depictions that try to bring out to the conscious notice of the students about the prevalent practices and propel the students to visualise the values involved in them right now, whether they need a change and if needed, how can they be changed. It also contains the success or path breaking stories of some women which will inspire our girls to think of a

better world where they themselves can lead the change. The book is just a guide to stir the student's thoughts and reason, to allow them to ponder over the issues and it tries to initiate them to spell out the desirable values which they can practise or motivate their surrounding members to practise to change the situation of the women around them whether their sisters, peers, co-workers, mothers or grandmothers. Their changed values and ethical responsibilities towards women can change the situation for women as a gender group and create a healthy society where both the gender groups will cooperate and complement each other to make life meaningful and fulfilling of themselves.

The authors

Foreword

Introduction of a course on “Ethics and Values” in day to day activities at higher education institutions has been a long-standing wish of the State Government. Initiated during a number of brainstorming sessions of the Odisha State Higher Education Council (OSHEC) with esteemed academicians of the state, the idea was to demonstrate the concept of contemporary ethics and value system to our students through analysis of few selected examples of social, personal and professional conflicts that confront the youth in their daily lives. Since the course was visualised as a compulsory course for all disciplines, it was to be dealing with practical aspect of ethics and value systems applicable to day to day life and decisions. The ideas got crystallised through a number of lively discussion sessions with eminent academicians, Vice Chancellors of state universities, social workers engaged with vulnerable sections, administrators, thought leaders and many others. The sole objective was to develop an awareness and sensitivity in the students in relation to their interactions with the society at large and to empower them to distinguish good from evil, justice from injustice, fair practice from unfair practice as well as motivating them to internalise their duties, obligations and rights as responsible citizens.

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real-life situations. Therefore, this course has been prepared for the undergraduate curriculum as an ability enhancement compulsory module. The entire course is divided in to six modules (six credits) to be taught 1 module of 1 credit (15 classes) in each semester for all the streams and disciplines. Each module addresses a specific

social issue that has a great relevance to shaping ethics and values in young minds. Since, the books focussing on this approach to this topic are not available, eminent academicians and social workers are being requested to write books on these modules. This book is on the first module addressing issues of women in society and will be available in freely downloadable form at both OSHEC (<https://oshec.nic.in>) as well as <https://vtputkal.odisha.gov.in> sites. Simultaneously video lectures on these topics are being prepared to be made available as freely downloadable video lectures at the same sites.

Creating a course and content on the subject of ethics and values that will be simple and easily internalised by young students is truly a difficult task. The conceptualisation and support from Hon'ble Chairperson OSHEC, Principal Secretary Higher Education, all the esteemed Vice Chancellors of State Universities, eminent academicians who participated in the first brainstorming, representatives from various NGOs, the editorial group, all members of OSHEC and most importantly the authors who painstakingly gave words to the concept must be gratefully acknowledged.

As the world is increasingly tending towards materialistic consumerism, it is felt that schools, colleges and universities have a major responsibility in strengthening societal and individual values that would go a long way in creating a sustainable planet. It is hoped that this course will pave the first steps in the desired direction. The success of the course will critically depend on support from our faculty in higher education institutions. We humbly seek their cooperation.

Asoka Kumar Das

Vice Chairperson OSHEC

Introduction:

Why study this course titled 'Ethics and Values'?

To educate a man in mind and not in morals is to educate a menace to society.

(Theodore Roosevelt)

Education is only complete when it leads to all round development of the individual, which encompasses not only mental but also moral development. Moral education, which imbibes ethics and values in students, influences the social thinking of the individual and makes him/her distinguish between what is right and what is wrong. Moral education is a basic need for modern times where one is fast witnessing a degeneration of moral values. Moral education is important as it teaches diversity, tolerance, mutual respect and pluralistic values.

Moral values are values that express ideas about the good life. As such, concern for the moral virtues, such as honesty, responsibility, and respect for others, is the domain of moral education.

Since young people readily and unconsciously assimilate all types of influences, good or bad, it is important that society provides them with type of education that will make them acquire sound ethical and moral principles, and also develop appropriate attitudes and values that will help them to make good choices and decisions in their adulthood.

Moral education, then, refers to helping students acquire those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities.

The system must be designed as such that the individual at a formative stage should distinguish to differentiate between what is good and what is bad.

There is need to encourage the youth to understand why people do one thing and not another. They should be able to make choices in order to become ethically mature adults. They should be assisted to learn how to take a position and consider facts relevant about a moral issue.

The socio- culture changes like transition from joint family to nuclear family system, dysfunctional families, excessive competition, parental expectations, commercialization of education, increased crime and violence, effect of media and information over-load, misuse of information technology, globalization, consumerism etc. are putting immense pressure on individuals, families and societies leading to distortion and degeneration of values.

Moral values direct us to the right path to lead our lives. Imparting these from the early days helps one to distinguish between right and wrong. These values involve factors like loving others, helping others, respecting others, morality, honesty etc.

The benefits of 'Ethics and Values' Education are:

- ◆ It helps one to distinguish between right and wrong.
- ◆ It gets reflects in one's personality; aiming at holistic development of a person.
- ◆ It makes the youth aware of eroding values and helps in wiping out bad influences in the society like violence, crimes, agitations, child abuse, disregarding women etc.
- ◆ It helps in building self- confidence, motivation and a positive approach to things; also helps in ensuring harmony and peace with self.
- ◆ It helps in finding out the true purpose of life and motivates one to be dedicated, unselfish, loving and caring for others.
- ◆ It leads to an education that connects heart, head and hand; thus improves the quality of education.
- ◆ It leads to an understanding of interdependence between family, society, nation and the world; helps in developing a pro-active social conscience amongst the youth and thus creates a balance between the youth and their community.

SEMESTER-I

Unit-1

Title: - Issues Relating to Women

Total no. of Periods-15 Full mark-25 Credit point -1

1.0 Aims of the Unit:

- ◆ The module aims to generate a sensitivity among the students towards women.
- ◆ Enable them to value the contributions of women, from family to the larger society.
- ◆ To generate among them a distinct urge to respect women
- ◆ To appreciate that women should have equal status and equal entitlements as member of the society.

Learning Objectives:

After going through the contents of the module and the classroom transactions on the contents, the students are expected to

- ◆ Have changes in their perceptions and practices towards women.
- ◆ Develop proper attitude towards women and value their work and contribution.
- ◆ Come forward to challenge the unethical treatments against women.
- ◆ End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.

- ◆ Allow women to realize their self worth and contribute their best for betterment of the society.
- ◆ Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society.

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.

1.2 Women and Family

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.

1.3 Women and Work

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.

1.4 Women, Community and Society

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights.



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1.0 Aims of the module and Expected Learning Outcomes

Aims: The aims of the module are two fold:

- The module aims to generate sensitivity among the students towards women, enable them to understand and value the contributions women make to society and to generate among them a distinct urge to respect women, recognise their unique identity and to understand their equal status and entitlements as members of society.
- Among girl students, it aims at removing certain ideas embedded in their minds and infusing in them a new spirit which would help them understand their identity, their equality with their complementary sex group, their rights and roles and would enable them to occupy a better position in family and community, workplace and society.

Expected Learning Outcomes: After going through the contents of the module and the class-room transactions relating to these, the students are expected to

- Change many of their established beliefs and behaviour towards women
- Realise the value of women's contribution to society and understand their worth
- Come forward to raise their voices against any bad treatment against women

- Try to create an environment in all spheres of life (public and private) where women will be treated as the equals of men and which will ensure their security and happiness.
- Instil in them the conviction that women and men are not antagonists, but complement each other and that each gender group needs the support and cooperation of the other
- Allow women to change their existing concept of self and realise their self-worth in the society
- Treat women with the respect they deserve, realise the responsibility they have for women, condemn, raise voice against and combat the practices which oppress women and seek to ensure their wellbeing and happiness.

1.1 Contextualisation of the Module:

Men and women constitute society and contribute to its smooth functioning. The role women play in sustaining it is as important as that performed by men. So, they need to be treated as the equals of their male counterparts. Parity between men and women can help create a balanced society and ensure better development, growth and progress of society.

1.1.1 Gender equality as an essential precursor to social progress:

Social progress is achieved when a society meets the basic human needs of its citizens, allows the members to enhance and sustain the quality of their lives, and creates the conditions for all individuals to realise their full potential. But no society can

develop without improving the condition of women. Evidences show that societies with greater gender equality achieve higher levels of social and economic rights for all their members. To put it simply, gender equality impacts Human Development. Therefore, Mahatma Gandhi rightly said, “If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family.” Making women equal in all spheres would bring qualitative change in society. It improves people's health, raises the nutritional standards of the family, reduces child mortality and ensures better educational outcomes for the next generation. Gender equality is intimately related to sustainable development and economic progress. Women can also play a significant role in the conservation of natural resources, and combating climate change. Once they acquire knowledge and training, food, water and energy crisis can be dealt with more effectively. Women contribute equally to the economy. Gender equality can successfully reduce poverty. So, in order to achieve social progress we should make sure that “No one is left behind”.

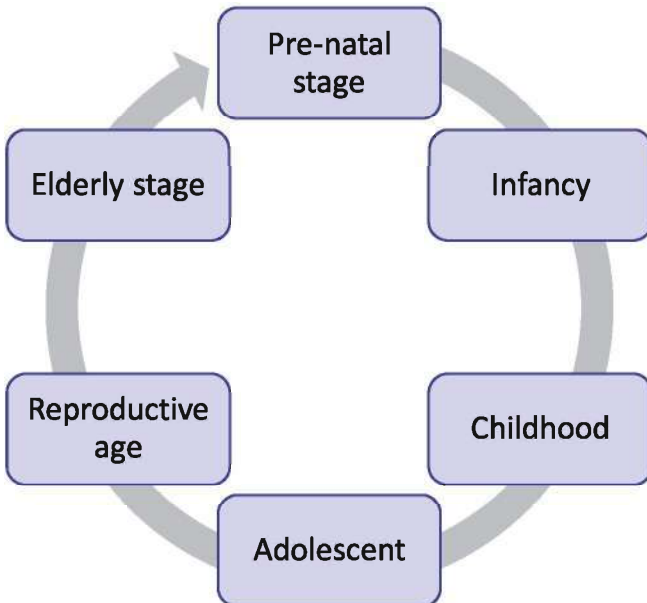
1.1.2 The present scenario

Even now women throughout the world are still treated as unequal to men. But gender equality is vitally important for society. Realising this, social reformers tried to fight against many customary practices that undermined women's position in society. Developmental activists, the international community and national policy planners are trying to ensure equality to women in various spheres of life. Considerable progress has been made in this direction so far as education, access to health services and participation in the economy and polity are concerned. But this progress has not benefited all women. Still a major portion of the

women population and girls face inequality in their homes, communities, work places and in the larger society. They fail to enjoy their human rights and are denied privileges and opportunities available to men. They do not lead a life of dignity.

Women's position in society can be better understood through a “life cycle” approach. The” life cycle “approach simply means that a woman's lifespan comprises different stages. There are six definable stages through which every individual goes: the pre-natal stage, infancy, childhood, adolescence, reproductive age and old age. In each of these stages we find a few women enjoying some degree of equality with men. But biological differences between men and women make women lead a different type of life in each of these stages.

The chart below depicts the stages of life a woman passes through:



In each of these stages, it is noted that boys and girls, men and women lead different types of lives and their experiences become diverse. Customary practices, age-old beliefs, unequal power relations, social institutions like family, marriage, property do not treat men and women, boys and girls equally. Different set of rules, different attitudes and behaviour patterns on the basis of sex create gender inequality in society.

If we want to change these practices, let us take up this module and find ways to get rid of them. In this module, we are going to look into how many of our gender practices are against human values, morality and ethics and what we can do to eradicate them. Let us hope that a new wave of consciousness will shape a new generation of girls and boys in these class rooms, who will respect one another and work together to protect the rights of all people.

1.1.3 Desirable gender-related values

In this module we will be talking about some desirable gender-related values like

- Gender Justice
- Gender equality
- Dignity of women
- Eradication of discrimination on the grounds of sex
- Respecting and honouring the human rights of women
- Recognising and appreciating the contributions of women
- Developing compassion, care and respect for women
- Social and economic inclusion of women

1.2 Women and Family

A girl passes through her entire lifecycle within the framework of a family. She is conceived in the mother's womb; she arrives in a family as a baby girl, spends her childhood in the family, attains her adulthood after adolescence, reaches reproductive age and finally grows old. As an adult, she performs different roles like those of a daughter, sister, wife, mother, and grandmother. In each of these stages, she has to make well-defined and definite contributions to her family. She undertakes different responsibilities in these roles. In discharging these responsibilities, she faces restrictions and risks which are heavier than those facing her male counterparts. In this sub-unit, we will bring under discussion the plight of women in the family as they perform different roles and explain what should be our ethical responsibilities towards them.

1.2.1 Pre-natal sex selection and women

Indian parents invariably have a son preference. Gradually, this mindset is changing with the spread of education, advocacies and campaigns promoted by the state and non-state actors. But this change is confined to the higher classes, educated families living in urban areas. Majority of the poverty-ridden families, who do not have education, awareness about the importance of girls and women in a society continue to believe that lineage is traced through males, a son is expected to perform certain last rites which daughters cannot, that a son (putra) saves his parents from the hell called “put”. As for the daughters, they are considered “parayadhan”(property belonging to others). In short, daughters

are treated as liabilities while sons are looked upon as assets. These beliefs compel parents to opt for prenatal sex selection. The detection of a female foetus leads parents to kill it in the mother's womb itself. This results in a declining sex ratio in society. The 2011 census shows that there are 940 females per 1000 males in our country. It is alarmingly low in some states and Union Territories like Haryana (877), Delhi (866), Chandigarh (818), Dadra Nagar Haveli (775), Daman and Diu (618). In our own state Odisha, the districts like Nayagarh (916) and Khordha(925), Anugul (942) and Dhenkanal (947) also have a low sex ratio.

Similarly, many girls are thrown on river banks, into wells or left on streets after birth. Such painful incidents take place during their infancy (i.e. Between 0 to 5 years of age). These are more common in northern states such as UP, Bihar, MP, and Rajasthan. It is also a gender-selective killing.

A short movie of duration of 5minutes 29 seconds on Female Foeticide to be projected to the students for their understanding of the gravity of the issue.

<https://www.youtube.com/watch?v=Uzp-4yHSVWw>

PCPNDT is the Pre-conception and Pre-Natal Diagnostic Techniques Act, 1994 passed by the Parliament of India to stop female foeticides and arrest the declining sex ratio in India. The act banned prenatal sex determination. This Act has undergone subsequent Amendments in 2003, 20013, 2018, 2019.

Devan, a small village in Rajasthan, was famous for its Rajput population. Rajputs are usually warriors, but due to age-old beliefs, son preference and continuous practice of female foeticide, this village has become a place having almost no girls. A barat was last seen in the village some twenty years ago. There is no sister to tie a rakhi on the hands of the boys, no girls in the local girls' school, no colourful dresses, no festivals, no celebrations, and no companionship for grownup boys. The whole village looks colourless and young boys are frustrated. Lots of violent behaviour is witnessed inside families and boys are rejected as grooms in other villages. No one wants to get their daughters married into families which are known for their discriminating behaviour towards girls. Now boys from this village are going to far-away states and getting married there. They do not want to come back to their village or to their parents. All the old parents

Piplantri is a collection of six connected hamlets in Rajasthan. In 2007, the 17 year-old daughter of the local sarapanch Shyam Sundar Paliwal died. Paliwal's family planted a tree near the entrance of the village in her name. Soon, under his leadership other villagers began to follow his example. Now, every time a girl is born in Piplantri, villagers' plant 111 trees - an auspicious number for the local Hindus. The region now has more than 3,50,000 trees including mango, gooseberry, sandalwood, neem, peepal and bamboo, growing across the once barren lands and covering an estimated area of 1000 hectares. Along with this, parents of new born daughters also sign an affidavit saying that they won't marry off their daughters before they turn 18 and

are left in the village and receive no proper care and treatment when they fall ill. Members belonging to the older generation realise what a terrible mistake they committed by killing their girls before and after birth. The proud warriors today are left feeling utterly miserable.

will let them finish school. Villagers are also opening a fixed deposit account for each girl with Rs 31,000 that she can access once she reaches the age of 18, either for her education or for her wedding.

Discussion

- ◆ A society needs both boys and girls. The entire future of a society rests upon the procreative capacity of its women. If we make girls disappear from a very early age, how can we imagine a future for our society?
- ◆ Many societies have come to face the acute problem of finding brides for young men with the number of women declining sharply.
- ◆ Many societies are gradually facing negative population growth and imbalanced work division without women.
- ◆ Mankind will perish without women.

Lessons learnt

- ◆ Girls are an integral part of our society and society cannot survive without them.
- ◆ Their lives are as precious as those of boys.
- ◆ A girl has the right to life once she is conceived as a foetus in the mother's womb. We have no right to kill her, which amounts to a heinous crime.
- ◆ We need to protest against this practice and stop it to make the world a better place for both boys and girls and ensure the survival of mankind.

1.2.2 Gendered practices in the family :

Men and women together constitute a family. Both contribute to its functioning and development. Thus, in a family, men and women complement and supplement each other. But does this really happen in our families? Even today, in many families, a woman's identity is derived from that of her father, and the father is recognised as the so-called head of the family.

- ◆ Is it not a common practice noticed by all of us that when a child excels in any field, people ask who his/her father is and the child's identity is traced through his/her father?
- ◆ But if the mother has established her identity through a job she does or by excelling in some field, then only we say the child's identity is derived from that of the mother.
- ◆ When a field or house or any property's ownership is traced, it is again through a male person. Women who do not earn an income own hardly any property.

Sons and daughters are nature's gifts to families. But often they are treated unequally. In many households, sons are regarded as more valuable than daughters. Accordingly, their birth is celebrated with more pomp and their needs are given priority over those of daughter. This makes boys more privileged in comparison to girls. While a son is given better educational opportunities, given better nutrition and access to health facilities, a daughter's access to such facilities is severely restricted. These lay the foundation for gender-based discrimination.

Similarly, the socialisation process varies for children on the basis of their gender. A daughter is taught to display some typical

traits like submissiveness, shyness, and is required to be less demanding, more empathetic and accommodating while a boy is taught to be smart, aggressive, and demanding. Family members insist on girls getting used to doing household chores and taking up sibling care responsibilities from their very childhood. During adulthood, daughters face many restrictions. The world shrinks for them while it expands for boys. The freedom and autonomy of daughters are severely curtailed and sons are allowed to enjoy more freedom and autonomy.

No doubt, today, the scenario is changing. Girls are enrolled in larger numbers in schools and colleges. They excel academically. This has no doubt changed family attitudes towards girls' education. In the urban-based affluent families, equality of opportunity in education, health services are increasingly enjoyed by girls. But in the rural, poverty-stricken families, many girls fail to complete their school education. The higher becomes the level of education; the lower becomes the share of girls in rural areas. Even if they get enrolled in schools and colleges, parents send them to the educational institutions run by the government where investment is almost zero. The girls still bear the burden of doing chores at home, which affects their academic performance while boys are allowed to go to better educational institutions and are totally freed from household responsibilities. Thus, families do not provide equal opportunities to boys and girls. This is a gender discriminatory practice.

Women provide food and comfort to all in the family as wives and mothers. As wives, women seem to sacrifice their own comforts and happiness. They eat after everyone else in the family have eaten and eat whatever little is left. They are the prime care-

givers in families. They render services like cooking meals, collecting fuel, water, taking care of children, husbands, elderly members and pets. They spend sleepless nights to tend members of the family when they fall ill.

Gender practices of our families have unequal expectations from men and women. Men are not expected to do the household chores even when they have free time. But, women are expected to do all household chores. We take them for granted. We hardly care for their wishes, aspirations and needs. Below are some situations which can make you realise the plight of women in your families and think of some small changes that can bring a difference to their situation.

- ◆ There are four cakes and five members in a family. Who sacrifices her share? - It is always the wife and the mother.
- ◆ When, during a celebration, men enjoy themselves talking, sitting together, playing cards, where do you find the woman of the family? - She heads for the kitchen to feed everybody.
- ◆ Imagine the lunch and the dinner time. While every-

Just think what the following actions can do:

- ◆ Can we not cut the four cakes into five pieces and share them with our sisters, mothers and wives?
- ◆ During a celebration, if we can share the responsibilities, our mothers can also enjoy playing, singing and sitting with us.
- ◆ If we can help our mothers with the cooking, chopping vegetables,

one sits to enjoy hot meals, who is the hostess? - The mother running from the kitchen to the dining space serving each one with the delicious, steaming dishes.

- ◆ After dinner, everyone retires to bed. Who cleans the house? - Women do it and sleep late as if they never feel tired.
- ◆ In the family, who finds little time to rest when indisposed? - The woman.

serve food on plates and invite her to sit with us, it will be a pleasantly different experience.

- ◆ After dinner, if we can wash our own plates and share the cleaning work with her, together we can enjoy our sleep.
- ◆ Our mothers also need recreation, relaxation and rest in normal times and when they feel tired weak and sick.

Grandmothers are the eldest surviving support system of families. They are treasure houses of wisdom and experience. You might have enjoyed the warmth of their lap, the fascinating fairy and folk tales told by them and the unconditional love and sacrifice they lavished on you during your childhood. But when they age and grow infirm, they are left uncared for in many families. Their presence is not valued; their integration into family affairs is avoided. They feel neglected. At this stage of their lives, they are really in need of care and support. In exceptional cases, they are forced to work, and sometimes get verbally and physically abused. They are even thrown out of their houses. These traumatise them and society.

The teacher can show a short movie of 3 minutes 29 seconds duration about a real story of elder abuse. The link is----

https://www.youtube.com/watch?v=_5qpxfkTmcw

- ◆ Maintenance and Welfare of Parents and Senior Citizens Act, 2007 states that Children/grandchildren are under obligation to maintain his or her parents.
- ◆ The National Policy on Senior Citizens 2011 clearly states that elderly women need special attention.
- The elderly women bear the disproportionate burden of neglect.
- ◆ According to The State of Elderly in India Report (Help Age India), every second, an elderly person suffers abuse within the family.
- ◆ 04 in 10 testify to verbal abuse and one-third to disrespect. Many are forced to work through the day “worse than domestic servants,” and even their basic needs are ignored.

The status of women in the family becomes more deplorable when they become widows. When a woman loses her husband, she is referred to as a “widow”. Widowhood rituals are characterised by unbearable severity in India. They impose an oppressive life of denial on widowed women. A widow has to give up everything that beautifies her like bangles, bindis, sindoor, mangalsutras. She is often tabooed. Her very presence is treated as inauspicious. You might have seen widows treated in this manner in places where you live. She is also considered unlucky, and is therefore forbidden from participating in ceremonies thought to be auspicious, including weddings and child-naming ceremonies. Are these treatments not discriminatory? Do we treat a man who loses his

wife in the same way? Do we call him a “widower” and prevent him from participating in auspicious ceremonies?

- ◆ According to the United Nations, India is home to almost 55 million of the world's 258 million poor widows.
- ◆ The United Nations observes 23rd of June as the International Widows' Day.
- ◆ The Government of India introduced the widow pension scheme for providing financial support to the poor widows of India. Widows do have property rights.

Widows not only experience personal tragedies, but are subjected to social ostracization in the family, community and society. They are stigmatized. They are compelled to give up the things they love and cherish. They are required to give up colourful dresses and delicious food. They are not allowed to consume non-vegetarian dishes cooked with spices, garlic and onion. They are thrown out of their families. They are often forced to shave their heads. Thus, instead of leading a life of their choice, they lead one full of compulsions.

Discussion

- ◆ Do the sons and daughters enjoy the same privileges and opportunities in the families in your surroundings?
- ◆ Who is your first teacher in your family?
- ◆ Do you feel your mothers to be overburdened with household work?

Lessons learnt

- ◆ Both boys and girls create a balanced society and therefore their birth into the family is a need. Both are human beings, have dreams and aspirations and both should enjoy their human rights which include right to life, education, health, nutrition and recreation. Differentiating between them needs to be avoided.

- ◆ Can you describe the daily routine of your mothers?
- ◆ How much leisure do your mothers enjoy and how much care they receive from the members for whom they work day in and day out?
- ◆ Don't you know old age is a biological stage which each one of us will go through?
- ◆ Don't you feel we need to care the elderly and the grandma particularly?
- ◆ Suggest what you can do to keep your grandma's life happy.
- ◆ Don't you feel that the life of widows in our society is one of acute discrimination and deprivation?
- ◆ Is it human to treat widows badly, to stigmatise them?
- ◆ Are we not discriminating between a widow and a widower?
- ◆ Both father and mother jointly own children and household properties. Mothers' role as procreator and early educators of children and in creating wealth for the family need to be recognised.
- ◆ We need to repay our debts to our grandmothers by keeping them happy through our care and gentle and loving behaviour. We need to spend quality time with them. Our respect and heartfelt appreciation for what we have received from them, listening to their advice and our efforts to associate them with our daily lives will make them realise their worth.
- ◆ We need to realise that widows are human beings. They need sympathy and empathy after they undergo a terrible personal loss. Their rights need to be protected in the family. Stigmas imposed on the widows by orthodox rituals deprive them of their basic human rights. They need to be given the benefits of social justice, social security and treated with dignity.

1.2.3 Gender-based division of labour in the family

In a household or a family, men and women both work. But they do not do the work as they like. They do the work they are allotted to do on the basis of their gender. This sex-based allotment of work is called gender division of labour. Gender division of labour is based neither on capacity nor on rationality, but on age-old practices and belief systems. When we claim that our society has advanced, that women have occupied several public spaces, that they are visible in almost all important fields like Board Rooms, space missions, and that they have emerged as political leaders in this country at village and the national levels (Palli to Parliament), let us ask ourselves if the gender division of labour in the family has been affected by these success stories?

In real life, the number of women joining the employment market has gone up. A large number of women have joined the workforce. But it has not relieved them from domestic work. They are now “doubly burdened”. The situation of women doing white collar jobs is different from that of women who earn their daily wage. Millions of women struggle to perform their domestic chores while doing work outside home. This places a heavy burden on them.

Women's work at home is invisible. Shockingly, only paid or remunerated activities are defined as work. A woman who does the bulk of the work in the family is never paid. So, her contributions are never considered as work. Her economic contributions to the maintenance and development of the family and its members go unrecognised. Care has long been considered to be the 'natural' responsibility of women. Women's work within families is variously known as “domestic work”, “reproductive labour”, “care

work” and “emotional labour”. These works remain invisible, are under-recognized, undervalued and unremunerated. It is not taken into account in the National GDP Account or the census enumeration of work.

Thus, there are many areas of human activity which are excluded from economic measurement. The unpaid services include household maintenance, subsistence agriculture, voluntary work, family sustenance activities and reproductive work. All these are undertaken by women. A simple example given below can explain the difference between visible and invisible work:

The teacher here can also cite the example of recognized productive and unrecognized productive work of “pickle making”. All over India, women at home make different kinds of pickle, which is a side dish and for some it becomes a principal dish. When this pickle is made by women as part of a cottage industry or S.H.G. endeavor and sold in the market, it acquires an economic value. Here the work becomes paid work. On the other hand, the pickle made by womenfolk for home consumption becomes a regular consumption item without monetary value and is unpaid, unrecognized and invisible.

As per the U.N. Report, 2020

- ◆ On an average day, women globally spend about three times more hours on unpaid domestic and care work than men. This includes cooking, cleaning, fetching water and firewood and other non- market essential daily tasks within households. These works go unpaid.

- ◆ In some countries, women end up spending 11 times more time than men on such tasks.
- ◆ When someone says 'She is a working woman', we understand that she is doing some paid job. The reality is that all women are working. Repeatedly, we hear that 'my wife does nothing or my mother is a housewife'.
- ◆ 'Housewife' is a degrading term. We know that no house needs a wife. Women are actually doing the job of managing the affairs of households, they are home makers and managers.
- ◆ A short movie of 2 minutes and 30 seconds on the invisible work of women can be shown to students in the class.

<https://youtu.be/RTKtvp0-2wI>

Discussion

- ◆ Is there really a difference in men and women's capacities to perform household chores like cleaning, cooking, fetching water, caring for the sick, the aged and children or are such differences invented by our society?
- ◆ When the time devoted is longer, the physical exertion, emotional involvement are too heavy, why then women's work

Lessons learnt

- ◆ Traditional mindsets relating to care functions within the home for women and doing a remunerative job outside its confines for men have no basis in reality and are unfair.
- ◆ Except procreation, all tasks can be per-

is unrecognised and underestimated?

- ◆ Don't you feel we exploit our women by not acknowledging their work and treating them as non-workers?
- ◆ Don't you feel women's invisible work eases our lives at home and outside?
- ◆ Is it not true that their sacrifice saves our money and labour?
- ◆ Don't you think that women's work needs to be shared to allow them opportunities for taking up activities outside home?
- ◆ Can't the financial and household loads be shared between men and women in a family? Is it a great job to accomplish this ?

formed by boys and girls alike.

- ◆ Boys need to take pride in doing the chores women perform and vice versa.
- ◆ Jobs can be shared in a family by everyone in the family and training needs to be imparted to children from early childhood.
- ◆ Women's work at home needs to be acknowledged and appreciated.

1.2.4 Marriage and Women:

Marriage plays a significant role in establishing families. In India, marriages are life-changing events for girls and women. Due to marriage they have to change their living place, their life styles, are expected to learn a lot of new social duties and they get into a new family. Marriages are given much importance in Hindu religious scriptures. As per religious prescriptions, men cannot

observe any religious rite alone. They can take part in panchamahayagnas only when they are married and are accompanied by their wives. Thus, marriage confers a special status on both men and women. But many times, women face problems after marriage. Very often, they become silent sufferers. They opt for a “culture of silence” while the partner's family opts for a “culture of violence”. Why does this happen?

- ◆ It is because, the institution of marriage always treats a woman as subsidiary to man.
- ◆ Early marriage creates problems for women.
- ◆ A woman's choice and consent hardly play any role in a marriage.
- ◆ The man and his family have an upper hand in a marriage.
- ◆ The girl is often regarded as a marketable commodity in a marriage.
- ◆ Very often she is treated as a consumable item.
- ◆ Heavy dowry is demanded from the groom's side.
- ◆ A woman is undervalued in marriage negotiations. Her competence, capacity and worth are never taken into consideration.

In this sub-section, we can discuss issues of women's consent, child marriage and the practice of dowry.

1.2.4.1 Marriage and Women's Consent:

Marriage consists in a tie between a man and a woman. Here, consent needs to be obtained from both of them. Consent is a form of agreeing to the tie. Our epics suggest that Draupadi and Sita had given their consent for their marriage through a system called “swayambar” and enjoyed the freedom to choose a partner of their choice. Today this is called 'consent' in legal parlance. So far as the issue of consent is concerned, families give less weightage to the

consent of girls. However, today, only the educated, employed urban-based girls are able to assert their right to consent in a marriage whereas many girls who are uneducated and get married in their childhood fail to exercise this right to consent.

Article 16 (2) of the Universal Declaration of Human Rights states, “Marriage shall be entered into only with the free and full consent of the intending spouses.” The opposite of marriage by consent is forced marriage. Forced marriage is organised to safeguard family honour, to retain ancestral land, property, and wealth, to give daughters in marriage in the interest of family prestige and community prestige and avoid social stigmatization. It also takes place due to poverty and indebtedness which drive parents to coerce their children into marriage in return for dowry. Forced marriages take place when a girl is in her childhood or adulthood stage. According to figures released by the UK Home Office, in 2017, India was among the top four countries as far as forced marriages were concerned. In 2019, out of all the cases handled by the Forced Marriage Unit, UK, from around the world, 80% of the forced marriage victims were women. Thus,

- ◆ The right to consent before marriage signifies the freedom of personhood provided to adult persons to freely choose their life partners.
- ◆ Men and women enjoy equal privileges in Islam. The Holy Quran says the Allah (SWT) forbids a Muslim man to take a woman as his wife without her consent. Marriage is invalid (haram) without the consent of woman in Islam.
- ◆ In India, marriages are often forced or negotiated by parents. Here, a girl's choice and consent have no place.

- ◆ Traditionally, marriage in India is regarded as a union of two families rather than that of two individuals regarded as equals. So, it takes the form of an arrangement-based marriage.
- ◆ In an arranged marriage, a marital union is established between a man and a woman where family members play a significant role in deciding the marriage and its terms and conditions. The woman's free will in choosing her partner has no role here.
- ◆ Many girls fall prey to marriages without consent as they marry before attaining marriageable age. This is called child marriage. The Protection of Women from Domestic Violence Act, 2005 (PWDVA) and Prohibition of Child Marriage Act, 2006 try to prevent forced marriages. The PWDVA recognises forced marriage as a form of domestic violence.
- ◆ The Delhi High Court declared that the right to choose one's life partner is a fundamental.

Even if the right to choose one's own partner is recognised by the court as a fundamental right, many killings take place when a girl chooses to marry someone of her own choice. This is known as honour killing. This happens under the pretext of protecting the honour of the family and its reputation and status. Parents often think that, if a girl, in marrying someone, violates the norms of their caste, community or culture, it brings dishonour to the family, she deserves to be killed. This practice is rampant in states like Punjab and Haryana. Article 19 and Article 21 of the Indian Constitution spell out the Right to Freedom and the Right to Life respectively. In the case of honour killing, both these fundamental rights of a person are violated.

Discussion

- ◆ Who are the ultimate victims of marriage without consent?
- ◆ Don't you think that marriage without consent is illegal?
- ◆ Please give your ideas about how this affects the lives of girls? (physically, emotionally, socially and economically)
- ◆ Please suggest how the freedom of expression and choice of a girl and her right to be treated as equal with a boy and will be equally upheld in a marriage.
- ◆ Please think about caste, community and cultural norms on the one hand and mutual love and affection, on the other. Which should be given precedence?

Lessons learnt

- ◆ Freedom in choosing one's partner and consent before marriage are essential for boys and girls alike.
- ◆ Consent of both boys and girls need to prevail over caste, community and cultural norms.
- ◆ Consent before marriage can contribute to making a union stronger and lasting.

1.2.4.2 Child Marriage:

Child marriage is a common practice in many South Asian countries. Girls are most vulnerable to this practice. It refers to giving in marriage a girl before she attains the age of 18. Gender inequality, poverty, social norms and insecurity promote the practice of child marriage. At many places in India and worldwide, girls are marrying at a very tender age. Child marriage violates children's rights to education and health and exposes them to high

risks of violence, exploitation, and abuse. It generates poverty and gender inequality. Child marriage affects both girls and boys, but it affects girls disproportionately.

This is a form of forced marriage without the consent of the girl. In some countries, girls as young as 7 or 8 are forced by their families to marry men much older than them. Parents prefer to get their daughters married early due to poverty, customary practices and to ensure protection of their daughters from sexual assaults. But they forget and fail to understand that child marriage itself exposes girls to sexual exploitation.

Government legislations, campaigns and public awareness along with the education of the girls have led to a decline in the number of child marriages in the country. But it has not yet been fully stopped. In many areas, especially in tribal and rural pockets, it is a continuing phenomenon.

- ◆ According to a United Nations report, India records the second highest number of child marriages.
- ◆ The UNICEF Report 2019 states that India is a home to 2.23 million child brides. This is one third of the global total.
- ◆ Over 47% of minor girls in India get married before the age of 18.
- ◆ 7 percent i.e. 102 million girls marry before the age of 15.
- ◆ Each year, at least 1.5 million girls under 18 get married in India.
- ◆ The states of Uttar Pradesh, Bihar, West Bengal, Maharashtra and Madhya Pradesh are the frontline states in housing the child brides.

- ◆ For the first time, the British Government had passed the Child Marriage Restraint Act in 1929 to prevent child marriage in India. It was also known as the Sarada Act.
- ◆ Child marriage has been declared illegal according to the provisions of the Prohibition of Child Marriage Act (PCMA), 2006. This act is meant to prohibit child marriages rather than merely restrict them.
- ◆ Under this law, children have the choice to declare their marriage void within two years of reaching adulthood.
- ◆ The Prohibition of Child Marriage Act 2006 imposes a fine of \$1,535 and two years' imprisonment on parents for marrying off their underage children.
- ◆ A National Action Plan to prevent underage marriages was drafted by the Ministry of Women and Child Development in 2013. This Action Plan focuses on “law enforcement, changing mind-sets and social norms, empowering adolescents, quality education and sharing knowledge.”
- ◆ A report prepared by the Law Commission in 2017 recommends making marriage registration compulsory to prevent forced and early marriages.

Irrespective of such laws, action plans, child marriage is still rampant in our country. Customary practices supersede legal provisions prohibiting it. This becomes vividly clear from the following practice:

Akshyaya Tritiya or Akha Teej is celebrated on the third day of shuklapakhya(bright fortnight) of Vaisakha when both the sun and the moon are at their extreme points. This occasion is considered very auspicious for marriages and over the years mass child marriages, particularly in the state of Madhya Pradesh, came to be held on this day. The massive effort of the district administration to prevent these marriages has till date failed to achieve spectacular success. People of the state blindly support and practise this custom thus undermining the laws and their implementation.

The movie having a duration of 3 minutes5 seconds with the link <https://youtu.be/E1SFz-AXyDg> may be shown in the class.

Payal- A Hopeful Story

Payal, a girl from Rajasthan was just 11 years old when she took the decisive step of fighting against her family members who were forcing her to discontinue her school education and get married. She was part of Kailash Satyarthi's Children's Foundation Bal Mitra Gram which encouraged children to take democratic action to bring about positive change in their lives and in the lives of the entire community. As the second Bal Pradhan (Child President/Chief), she realized the need to set a positive example for other children in her village, Hinsla in Rajasthan's Alwar District. It was a long and arduous journey but her persistence paid off. Her family finally called off her marriage and she could continue her education. Inspired by the change she could bring about in her own family, she decided to mobilize other children to end the age-old tradition of child marriage in her village. She could also stop her sister's marriage and continued her fight against child marriage and 'Ghunghat

Pratha'. It took a year to bring about the change and the village women joined her to speak out and voice their opinions.

In 2013, Payal was chosen as the jury member for the 'World's Children's Prize' for her work in Hinsla. She was also awarded the 'Sawdhan India Samman' instituted by Life Ok channel to award real life heroes who have helped create a safer society by fighting against such crimes in 2016 and 'Young Achiever Award' by global sports and fitness brand Reebok in 2017. On September 25, 2019, Payal received the 'Goalkeepers Global Goals Changemaker Award' by the Bill and Melinda Gates Foundation when she was just 17. Now Hinsla is known as a child marriage free village.

Why can't we be like Payal?

Discussion

- ◆ The students can be given group tasks to stage innovative street plays to create public awareness against child marriage.
- ◆ Students may be asked to prepare slogans against child marriage.
- ◆ Don't you think that child marriage is a gross violation of child rights?
- ◆ Don't you feel that giving girls in marriage and getting married to girl children is bad?

Lessons learnt

- ◆ Like boys, girls, too, have dreams and aspirations. We should not impede their journey towards fulfilling their aspirations by forcing them into early marriage.
- ◆ Instead of getting them married at an early age, we need to safeguard their human rights by giving them opportunities.
- ◆ This will reduce inequality, poverty, violence

- ◆ Don't you think girl child marriage is forced marriage?
- ◆ Does this not amount to shunning responsibility on the parts of the parents?

and a lot of social evils oppressing them and create a gender equal world.

1.2.4.3 The Practice of Dowry

Dowry is a practice associated with marriage of girls. It refers to the property or valuable security given or agreed to be given to the groom or his family either directly or indirectly. It is a payment made by a woman to her husband's family upon marriage. It can take the form of money, property, or estate. The amount depends on several factors like region, religion, caste, the groom's education, the bride's skin tone, and the negotiation skills of both the families. Families' preparations for giving the groom a dowry start with the birth of a baby girl and continue until she gets married.

With the increasing access of women to education, employment, participation in public life, young girls are today raising their voices against dowry. Irrespective of their protest against the process, dowry-related cruelty, dowry-related exploitation and dowry deaths continue to take place in our society. The practice of giving gifts to girls at the time of their marriage by their parents has taken the ugly form of dowry today with demands made by grooms' families and dowry has emerged as an inescapable feature of marriages in our time. Just look at the new forms it has assumed:

Dowry: Past and Present

- ◆ In olden days, dowry was given to newly weds from the girl's family to help them start a new life.
- ◆ It fulfilled the everyday needs of the newly wed.
- ◆ It was a gift given willingly by the bride's parents and its nature was decided by her parents.
- ◆ As daughters did not inherit their parents' property, parents sought to make a 'one time' gift to the girls' at the time of the wedding.
- ◆ The best part was that it was given taking into account the capacity and willingness of the bride's family.
- ◆ Dowry in the past was looked upon as "streedhan" and was viewed as a safety net for the girls.
- ◆ Today, both giving and getting dowry, have become a mark of status.
- ◆ Today it is not limited to satisfying one's needs, but is meant to fulfil the greed of the groom and his family.
- ◆ Dowry today is decided by the groom's side. It is negotiated through bargains without considering the financial condition of the bride's family.
- ◆ Even after the inheritance rights are given to girls and girls have become economically empowered, dowry continues to be demanded and given.
- ◆ Unfortunately, the bride's family gives dowry under compulsion even when it cannot afford to do so.
- ◆ Dowry today functions as "purushadhan" to which the groom feels to be absolutely entitled.

Traditions, low level of education of girls, lack of economic self-sufficiency among girls, the greed of the groom and his family members and dowry perceived as a status symbol continue to perpetuate the practice of dowry. The impact of dowry on women, families and society is far-reaching. The dowry system creates gender inequality, promotes corruption, places a heavy economic burden on the bride's family. It affects the lives of women in multiple ways. It leads to female infanticide, loss of self-respect in women and diminishes their status. They are abused and harassed.

Dowry contributes to the phenomenon of child marriage in significant ways. The amount paid as dowry by the bride's family to the groom's family increases as the girl grows older and gets more educated. This compels parents to take children out of school and marry them off at an early age to avoid having to pay a higher amount of dowry. Reports suggest that dowry-related violence kills over 20 women on a daily basis across the country. The inability of the bride's family to pay dowry results in a married woman being tortured. This happens more often when she is a young girl. Such torture violates her human rights.

The reverse is the practice under Muslim law. Mahr and Dower are given in Islamic tradition. These are different from dowry as these are given by the groom to the bride. Mahr or Meher is the obligation, in the form of money or possessions paid by the groom, to the bride at the time of marriage in Islamic traditions. While the mahr is often given in the form of money, it can also be anything such as jewellery, home goods, furniture or land. Mahr is typically specified in the marriage contract signed at the time of a wedding as Islamic marriages are contractual.

Dower is the payment from the husband or his family to the wife, especially to support her in the event of the death of the husband. Under Islamic law, the wife also acquires inheritance

rights. However, mahr is distinct from dower in two ways:

- ◆ Firstly, mahr is legally required for all Islamic marriages while dower is optional.
- ◆ Secondly, mahr is required to be specified at the time of marriage (when a certain amount is promised, if not paid immediately), while dower is not paid until the death of the husband.

Mahr can also be classified as a form of "bridewealth", described by anthropologists as payments made from the kin of the groom to the kin of the bride; however, mahr is paid directly to the bride and not to her parents. In fact, as her legal property, mahr establishes the bride's financial independence from her parents and in many cases from her husband, who has no legal claims to his wife's mahr.

Do you know dowry is a punishable offense and a criminal act in India?

- ◆ The Dowry Prohibition Act came into force on 1st July 1961. It was passed with the purpose of prohibiting the demanding, giving and taking of dowry.
- ◆ The Dowry Prohibition Act clearly stipulates that a person who gives or takes or helps in the giving or taking of dowry can be sentenced to jail for 5 years and fined Rs. 15, 000/- or the amount of the value of dowry, whichever is more.
- ◆ In 1980, the Government set up a committee which recommended amendments in the Dowry Prohibition Act.
- ◆ An amendment to the law in 1986 mandated that any death or violence within the first seven years of marriage would be tried as a crime related to dowry.
- ◆ This Act empowers State governments to appoint Dowry Prohibition Officers, who not only have a preventive role but also have powers to collect evidence against people who take dowry.

Irrespective of such laws, dowry continues to be a chronic feature of Indian marriages bringing enormous problems for parents of the bride and the bride herself. It violates the sanctity of the institution of marriage.

Two video clippings of the durations of 2 minutes and 41 seconds and 4 minutes 44 seconds may be shown to the students in the class.

<https://youtu.be/t8O9qvckvxY>

<https://youtu.be/VFsa6Iz1nQg>

Discussion

- ◆ Don't you feel marriage which is a sacred institution is being reduced to a business deal due to dowry?
- ◆ Doesn't the practice devalue women and overvalue men?
- ◆ Don't you think that men should protest against being sold?
- ◆ Doesn't it curb the right and freedom of young men to have a free choice in selecting their own life partners?

Lessons learnt

- ◆ In a marriage men and women play the role of equal partners. But dowry degrades the institution of marriage and devalues women.
- ◆ Mahatma Gandhi rightly said, "Any young man, who makes dowry a condition for marriage, discredits his education and his country and dishonours womanhood".

1.2.5 Women and Family Violence

Families are nurturing and need-fulfilling places for children and adults. It is expected that members enjoy maximum safety and security within the four walls of their houses. But many a time children encounter violence within their families. Violence pollutes the family environment. It prevents the family from performing its functions for the members. Violence within the family environment has a negative impact on children. Further, it erodes victims' trust in and dependence on families as a source of security. It is often seen that girls and women become victims of violence at home. This brings discriminations and often violates their human rights. Violence against women clearly indicates that women are treated as powerless and less valuable in families whereas men are treated as powerful and more valuable. Violence within the family environment has a harmful impact on children. Violence faced by girls and women take many subtle forms. They are briefly discussed below.

Dowry death:

As we have discussed earlier, marriage is a sacred institution in Indian society. Here a woman is welcomed into the life of a man to build a family and to perform the social functions of procreation and the religious tasks of yajnas. But this is now followed by the ugly practice of dowry. Dowry reflects the greed of the groom's parents and the groom, who extract cash or gifts from the bride's family. When this greed is not satisfied, the newly married woman becomes a victim of dowry torture, and may end up being murdered.

Dowry deaths are deaths of married women who are murdered or driven to suicide by continuous harassment and

torture by their husbands and in-laws over a dispute about their dowry. Section 304B of the Indian Penal Code defines Dowry death as the death of a woman caused by burns or bodily injury or which occurs otherwise than under normal circumstances within seven years of her marriage. Dowry deaths are on the rise in the country. In 2019 alone, 7,115 cases of dowry deaths were registered under Section 304-B of the Indian Penal Code.

Honour killing

Honour killing is the murder of an individual, either by an outsider or a member of a family. Most often, it involves the murder of a woman or girl by male family members, who act on the belief that the victim has brought dishonour or shame upon the family. There are various motives behind honour killing such as love marriage, inter-caste marriage, homosexuality, divorce, disobeying elders, arguing with elders, choice of clothes, roaming with people, staying away from home till late at night.

Surprisingly, when a male child or member does anything that affects the honour of the family, he is not murdered in the name of honour. This practice of killing girls in the name of honour is a clear reflection of gender bias.

In some states, governments have taken steps to safeguard girls and women from honour killing.

- ◆ The Kerala government launched in December 2019 a service to manage safe houses in each district for inter-faith and inter-religious couples, aiming to avoid honour killings.
- ◆ There are safe houses for couples fearing honour-based violence in Haryana in the districts of Rohtak, Hisar and Karnal.

Femicide:

Femicide is the killing of a woman or girl, in particular by a man on account of her gender. Most cases of femicide are committed by partners or ex-partners. It involves ongoing abuse at home, threats, sexual violence or situations where women have less power or fewer resources than their partner to protect themselves. The reverse hardly takes place.

Domestic Violence:

One of the most heinous crimes against women is the violence that they experience at home. In most cases, it is committed by their intimate partners. Domestic violence is manifested in many forms such as sexual, physical or psychological. Research has established that there exists a direct and significant correlation between a country's level of gender equality and rates of domestic violence. Countries with less gender equality experience higher rates of domestic violence. Domestic violence goes mostly unreported or underreported.

- ◆ In 1993, The United Nations Declaration on the Elimination of Violence against Women defined domestic violence as: Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- ◆ Domestic violence increases in times of crisis. During the pandemic, it has seen an all-time increase worldwide. The National Commission of Women reports that, during the first phase of lockdown due to covid 19 in 2020, i.e. from March 25th to March 31st, the NCW got 1477 complaints of domestic violence which was an all-time high. When for thousands of women their own homes became most unsafe place the call, 'Stay home, stay safe' appeared strangely ironic.

Child Marriages/Forced Marriages:

Child marriages have been described previously in this chapter. Forced marriage means forcing a girl to get married without her consent. Forced marriage is a marriage in which one and/or both parties have not personally expressed their full and free consent to the union. A child marriage is considered to be a form of forced marriage. In India, forced marriages are illegal under Article 15 of the Indian Contract Act 1872. It is a violation of human rights. The Indian Constitution grants right to liberty and choices of living life to all under Article 21.

Female Genital Mutilation (FGM):

Female Genital Mutilation is a global practice. It is practised in about thirty countries of the world. It is usually practised in India by some Islamic groups. The procedure is generally performed when a girl is seven years old and involves the total or partial removal of the clitoral hood. Female genital mutilation (FGM) is also known as khatna or khafz in the Muslim Bohra community. The United Nations has declared female genital mutilation as a human rights violation.

Forced sterilisation:

Forced sterilization occurs when a woman is sterilised after expressly refusing to undergo the procedure, without her knowledge or when she is not provided an opportunity to give her consent. Forced sterilization takes place in large numbers across countries. It was very prominent during the World War II. In Nazi Germany, 400,000 men and women were forcibly sterilized. In Sweden, 63,000 people, mostly women, were sterilized. It is a barbaric practice affecting the health of women in large measures. It takes place against the choice and decision of the women and it does not honour the reproductive rights of the women.

Forced nudity:

Forced nudity is a state of undress that is imposed on an individual. This is a form of violence often perpetrated against women. It may occur when a woman's clothes are manually removed from her body by other people or when a woman is ordered to take off her clothes. Forced nudity can refer to both partial and total nudity. This also happens in public spaces.

A woman encounters nudity consciously and unconsciously.

- ◆ Many times, partners and boyfriends forcefully strip girls, take their pictures and make these go viral as porn videos.
- ◆ Cases of woman being forced to become nude and made to walk in the village streets have been recorded.
- ◆ In public spaces like malls, cases of pictures of women undressing inside trial rooms taken by cameras fitted there, which are sold at high prices have been reported. This is done without the knowledge of women. This is a crime against women.

Marital rape

Marital rape involves sexual intercourse with a wife by her husband without her consent. Marital rape is considered a form of domestic violence and abuse. This form of rape is more widely experienced by women. Marital rape is often a chronic form of violence for the victim, which takes place within the sphere of intimate relations. Women in India do face frequent incidents of discrimination and violence in the household and marital rape is most common across age, caste and class.

- ◆ Penal consequences have been provided to ensure the safety of women. But no law explicitly prohibits a man from raping his legally wedded wife.
- ◆ Section 375 of the Indian Penal Code, 1860 spells out that any form of sexual intercourse or sexual act committed by a man with his own wife is prohibited if the wife happens to be under 15 years of age.
- ◆ Similarly, 376B of the Indian Penal Code, 1860 pronounces that any form of sexual intercourse by the husband with his wife during a period of separation is illegal.

A short video clipping of 4 minutes 25 seconds duration on marital rape can be showed in the class. The link is <https://youtu.be/YD3toWpUe8M>.

Discussion

- ◆ Don't you think inflicting violence on women is an expression of gender discrimination in the family and an indicator of unequal power relations?
- ◆ When a family comprises men and women, boys and girls, why do women become the frequent victims of violence?
- ◆ Doesn't violence undermine the status of women in the family and keep them at the mercy of men?

Lessons learnt

- ◆ A violence-free family environment creates a good family where children grow up in a culture of tolerance, trust, care, a sense of honour and respect for the members living with them

1.3 Women and Work

Today, we find many women at work. Women work as agricultural labourers, as nurses, doctors, engineers, teachers, bankers, scientists, pilots, policewomen, administrators, business leaders and entrepreneurs. But this is not the story of every woman of the country or even the world. Participation in paid jobs is called employment. The share of women is not the same as men in the employment market.

Men and women do not participate equally in the labour market. Around the world, only 47 per cent women of working age participate in the labour market, compared to around 74 per cent men as per the report of the United Nations. The commonly held idea that women are meant for chulha-chowka (household work), deep-rooted customs, traditions, discriminatory practices, burdens of the care economy prevent women from acquiring the skills and training they need to enter the labour market. Gender discriminations leading to lower education, fewer health and nutrition opportunities from a very young age deter women from contributing to the employment market. Till date, higher education in competitive fields of Science, Technology, Engineering and Mathematics (STEM) is a male bastion and the presence of women is negligible. Further, employment opportunities are not available equally in rural and urban areas. In rural areas, these are not many opportunities for employment. So, a majority of women living in rural areas are engaged in household economic activities (in their own agricultural field, in their own handloom or handicraft units) for which they are not remunerated. Moreover, their care burden makes it difficult for them to migrate and to seek a job in the urban labour market. Even in many of the government flagship employment schemes their share is not the same as that of men.

The freedom to work by choice, with dignity in an environment which ensures their safety and gives them a fair deal still does not exist for millions of women. The majority of women are engaged in low-quality jobs under conditions which render them vulnerable. They are paid less in comparison to their male counterparts. Women find themselves discriminated against when it comes to getting their preferred jobs, the conditions under which they work and the remuneration they receive for doing their jobs. The situation of women is more miserable in India. The labour market in the country is biased in favour of men.

Women face safety issues at the work place. Many times, they do not get a congenial working environment. Their job is not secure, and they face disparity in wages. They encounter discriminations by their employers and male colleagues. Most significantly, carrying the dual burdens of work and family makes life extremely difficult for them.

- ◆ The recent World Bank Group report (2020) states that women account for only 19.9 percent of the labour force in India. Around 80 % of women in the country do not get an opportunity to join the employment market.
- ◆ According to the Gender Gap Index in 2020, India ranks 149th in economic participation and opportunity it offers to women.
- ◆ It ranks 117th in wage equality for similar work.
- ◆ 60 per cent of women in India in the productive age-group(15-59 years) are engaged in full-time housework.
- ◆ As per the records of the Government, 15.4 million women have lost their jobs during the pandemic.

Discussion

- ◆ Do you feel that there is a real difference in skills, physical and mental abilities between men and women?
- ◆ If not, why do we prevent women from securing employment?
- ◆ Does this attitude result from our bias?
- ◆ Is it not curtailing women's right to work, restricting their choices and undermining their dignity in society?
- ◆ Are we not preventing women from contributing to society through such discrimination?

Lessons learnt

- ◆ There are no natural differences in the productive ability of women and men. It is artificially created by us.
- ◆ We have to change our mindset while employing women and create a suitable work environment for them.
- ◆ We need to recognise women's ability and honour their right to work, their choices and safeguard their dignity in society.

1.3.1 Women's Work: The Invisible Hand

Women do a lot of work. In almost all countries they play a vitally important role in the production process. They contribute significantly to dairy production, to agricultural production, livestock management and are crucial to the food chain supply. They also contribute immensely to the handloom and handicraft sectors. But their contribution goes unrecognised because their

labour is unpaid. This unpaid work undertaken by women renders their contribution invisible in the work scenario. In reality, women spend considerably more time than men doing unpaid work.

Unpaid work of women not only makes their hands invisible, but also raises the issue of their dignity. The dignity of their labour goes unrecognised. Unpaid work also throws gender inequality in family, community and society into sharp relief. The male is celebrated as the breadwinner and women are presented as home-makers, mother and dependent. They are undervalued in the family, community and the market, despite the benefits they confers on all these institutions. This creates a gender hierarchy where man is considered superior to woman.

Similarly, women in home-based industries like coir, agarwati production, pickle making, papad making are paid little and are not given much importance though they supply so many useful goods to the market. Unsurprisingly, national work enumeration does not include them.

SEWA (Self Employed Women's Association), a national trade union was registered in 1972. This was established by Ela R. Bhatt in Ahmedabad, Gujrat to give identity, recognition and social protection to the poor, self-employed women workers whose contributions remain hidden. SEWA tries to secure economic, social, and legal rights for women workers. It operates in 17 states of India.

1.3.2 Exploitation of Women at Work

Over the years, sincere efforts have been undertaken by national governments to bring more and more women into the workforce. Many progressive laws and programmes have been

introduced to encourage women to join it and to protect their interests at workplaces. In spite of all these provisions, women who have joined the workforce do not experience the same privileges that men enjoy. Irrespective of the progressive efforts made at the national level and by many organisations, a great deal of inequality is found in workplaces across the country. Even today, women get discriminated against and exploited at work. The following describes the way women suffer discrimination and get exploited at work.

1.3.2.1 Gender Stereotyping at Work

We often have deep-rooted ideas about the attributes and capacities of men and women. These shape our expectations of the roles they need to play in society. These are called stereotypes. We strongly feel that men are suitable for some jobs while women are suitable for some others. Such preconceptions still dominates our employment market and decide the work to be assigned to men and women.

Many of us have a strong feeling that men are physically stronger than women. They are better at handling risks and they are more intelligent than women, which helps them become decision-makers. They have better ability to take up responsibilities, and are more rational compared to women. As for women, we assume that they have a concern for others, are better at dealing with the public, display emotional sensitivity to people who surround them and are sacrificing by nature. Women are often judged as physically less capable, mentally less equipped and unsuited for challenging jobs. These are only biases that guide us and generate discriminatory practices for women in the employment market.

Padma Shri Sudha Murthy, Chairperson of the Infosys Foundation, a great social activist and writer, sent a post card to J.R.D.Tata on the gender bias his company TELCO was promoting through its recruitment procedures and denigrating the abilities of women.

TELCO had published an advertisement, which read as follows:

“Young energetic engineers required. Ladies need not apply.”

Sudha's letter posed a big question to J.R.D. Tata, the industrial tycoon of independent India: “What you are doing is wrong because TATA as a company is always ahead of its time. If a socially aware company like yours stops recruiting women, how do you expect society to change?”

J.R.D. Tata responded very positively to that letter and asked the recruitment team to invite Sudha for an interview, test her technical knowledge and instructed them to give her the job if she qualified for it. Finally, Sudha became the first woman engineering trainee on TELCO shop floor.

In the meantime, society has progressed. Women are being encouraged to enter STEM (Science, Technology, Engineering, and Mathematics) fields and the armed forces in our own country. We find women doing many top jobs like members of Board rooms, COEs, police services, piloting flights and fighter planes. The role of women scientists like M Vanitha and Ritu Karidhal in the ISRO mission, Chandrayaan 2, the stories of Indra Nooyi, Kiran Majumdar Shaw the billionaire entrepreneur, Kiran Bedi,

Bhawana Kanth , pilot of Indian Air force symbolise the breaking of the stereotypes. But these comprise a countable few. The uncountable many are still victims of gender stereotyping at work.

These uncountable many find themselves in a world where jobs are clearly segregated. Even today, we find positions of nursery teachers, nurses, teaching jobs, front office managers, assistants, attendants, secretary are occupied predominantly by women. These are called “pink-collar jobs”. Machine operators, captains of ships, members of the armed forces, CEOs happen to be men. Their jobs are known as “**white and blue-collared jobs**”, which are better paid.

Women are trying to break these gender stereotypes. A good example can be taken from our own state Odisha.

Breaking Stereotypes

Mamata Sahu from Malkangiri, Odisha is now working as the Assistant Loco Pilot in Kharagpur Division of Indian Railways. Mamata's father is a farmer and her mother is a daily wage labourer. Her financial deprivations did not deter the girl from achieving her aim in life. Despite facing a lot of criticism from everyone in her locality she underwent training and succeeded in becoming the first ever woman loco pilot from the state. People started taunting her for making a foray into a male-dominated field. But these things did not dampen her spirits and she continued working sincerely. Beginning her career as the assistant pilot of a freight train, she has graduated to driving passenger trains, helping thousands of people reach their destinations.

Similarly, Kandhamal girl Sushree Sai Pranita Mohanty became the first female pilot from the district to have joined military aviation. She is stationed at the Meteorological Branch of the Indian Air Force at Gwalior.

Discussion

Activity

Ask students to mention the names of a few women from their state or nation who have broken stereotypes.

- ◆ Do you think women have less capacity than men?
- ◆ Are we not wasting the potential in the country by sticking to gender-biased positions?
- ◆ Do you think these stereotypes influencing the employment market are reasonable?
- ◆ How can we end discrimination and stereotyping in the employment market?

Lessons learnt

- ◆ Women have the same potential as men and the age-old mindset belittling the ability of women and preventing them from entering the employment market needs a drastic change.
- ◆ By allowing women to enter the employment market and giving them an equal space therein, we can ensure their right to livelihood and create a gender-neutral employment market.

1.3.2.2 The Glass Ceiling

Top positions or leadership roles are always reserved for men. Whether it is banking, armed forces, industries or business corporates, men occupy the highest positions. As we know, top positions carry with them “three Ps”, which are “Power, Property and Prestige”. Women find it hard to reach top positions in the professional hierarchy. Women face many challenges in their

careers. The general bias against their capabilities, their motherhood roles and care burdens often prevent them from enjoying an uninterrupted career growth. This is grossly unfair to women. This process of making it very difficult for women to reach top positions in the professional ladder is called glass ceiling.

These barriers are artificial. They create “sticky floors” for women. Glass ceiling not only prevents women from reaching the highest positions, but also make women's work subsidiary. It undermines their self-esteem. It reinforces the relationship of superiority and inferiority between men and women. This happens in early youth and late youth stages when women land some lucrative jobs breaking prevalent stereotypes.

But, over the years, due to reforms introduced in the country through legislations, new consciousness among women, diversity and inclusivity at workplaces have enabled many women to shatter the glass ceiling. The following furnishes proof of that.

The following link projecting Indian women who have broken the glass ceiling (A short video of 4 minutes 7 seconds) may be projected in the class.

<https://www.youtube.com/watch?v=MtTOWqYAdv8>

No doubt women have gone a long way at their workplaces and have broken the glass ceiling and emerged as role models for our young girls and women. But this does not mean that glass ceiling has completely disappeared. It still operates silently and many women keep falling prey to it and accept it without protest.

Let the short movie of 1 minute47 seconds be played in the class. <https://youtu.be/FED6MenLsuA>

Discussion

- ◆ From the movie, bring out the fictions that form the glass ceiling.
- ◆ What are the realities that allow the glass ceiling to block women's career path?
- ◆ Does not this syndrome undermine equal treatment and justice towards women, which are enshrined in our Constitution?
- ◆ Is not a change in the mindset and practice required urgently?
- ◆ What can women do to break these barriers?

Lessons learnt

- ◆ Men and women are equally entitled to move ahead in their careers. So, they need equal opportunities.
- ◆ Women's biological uniqueness as bearers of children needs to be recognised and rewarded by removing the glass ceiling.
- ◆ Women need to be socialized in leadership positions by the family and educational institutions so that their leadership qualities can be manifested at the workplace.

1.3.2.3 Women and Pay Gap

Equality between women and men in the world of work has seen some encouraging improvements. But till date, women and men do not earn the same amount for doing the same kind of work. This is more discernible in the informal sector which is not governed by rules and regulations put in place by the government. Across the world, women still get paid 23 per cent less than men. This happens because women's work is under-valued and women tend to concentrate on different kinds of jobs. Women cannot negotiate or bargain to get properly remunerated for their labour power. Their family burdens make it difficult for them to migrate in search of better opportunities. They try to work for a pittance in nearby areas. Added to all these, gender discrimination, and entrenched biases against them result in this difference in wages. This difference in wages received by men and women is called gender pay gap. Gender pay gap is a hidden but strong indicator of gender discrimination at the workplace. Gender pay gap is very common in the unorganised sector. A male and a female nurse hardly receive equal pay. A male labourer and a female labourer do not receive the same wages.

Women are paid less on many grounds. Conscious and unconscious discrimination and biases in hiring and pay decisions prevalent in many organisations are a major factor responsible for the unequal pay given to women. Organisations pay less to women to accommodate their care and other responsibilities. Many women take up part-time, flexi time- and home-based jobs to strike a balance between their domestic and outdoor economic engagements. All these give their employers the pretext to give them a reduced remuneration.

- ◆ Gender pay gap indicates the inequalities faced by women in their access to work, in their progress of their career and the rewards they get from work.
- ◆ The pay gap is wider for part-time workers than full-time workers.
- ◆ Part-time jobs demand lower skills and are lower paid.
- ◆ Part-time works are less available in senior positions. So, very few women find themselves there.
- ◆ Women prefer part-time jobs to balance work and care burdens.
- ◆ Women are paid less for the nature of the job they do. They mainly do clerical jobs, care jobs, catering jobs, cashiering jobs, cleaning jobs. All these are low skill demanding jobs.
- ◆ As for men, they do more skilled jobs like manufacturing, construction, finance, business, insurance, which are assumed to be more difficult and useful.
- ◆ Even at a very high level e.g. in the medical and financial sectors, women are found to be earning less than men.
- ◆ Taking time off from jobs to bear and rear children also retards women's career progression and pay.

◆ Gender pay gap has a long history. Awareness of this gave birth to the first Women's Rights Movement in the

◆ The Indian Constitution recognizes the principle of 'Equal Pay for Equal Work' for both men and women, and 'Right to Work' through Article 39(d) and 41.

U.S.A. in 1848 known as the Seneca Falls Convention. This created a sensation in the western world among women about the pay discrimination they were encountering.

- ◆ The U.N. Convention on the Elimination of All Forms of Discrimination against Women, 1979 also sought to end all forms of discrimination which also include pay discrimination.

Irrespective of such powerful movements and International Conventions, till date the world is not free from the practice of gender-based pay gaps. A short movie

- ◆ The Equal Remuneration Act 1976 has been a significant government step towards “equal pay for equal work”.
- ◆ India introduced the Minimum Wages Act in 1948. It was enforced to ensure the employers did not exploit employees with insufficient wages. Payment of wages below the minimum wage rate amounts to forced labour.

Irrespective of all these provisions and legislations

- ◆ The World Economic Forum on Global Gender Pay Gap 2020 records that India ranks 117th in terms of wage inequality.
- ◆ Women are paid 34% less than men for the same job requiring the same qualifications.
- ◆ Women in India earn 19% less than men.
- ◆ Men earn (Rs 242.49), which is Rs 46.19 more in comparison to what women receive (Rs 196.3).
- ◆ The gap touches 20% for skilled women and 30% for highly skilled occupations.
- ◆ Very recently, in India, a draft

of 2 minutes and 31 seconds can be projected in the class.

<https://youtu.be/mpE8ttCEd-w>

Bill has been prepared by the Centre for Law and Policy Research, 2019 titled Equality Bill. It is proposed to become an Act to give effect to Article 14 and 15 of the Constitution of India. This intends to prevent and prohibit all kinds of discrimination and harassment; to promote equality. This is expected to give wide publicity to the gender-based pay discrimination.

Discussion

- ◆ Is it right to pay women less for the same job?
- ◆ Doesn't this affect the morale, equality and human rights of women?
- ◆ If we compare the time spent, the burden borne by women, do you think it is right to pay her less?
- ◆ Can you suggest ways to measure women's work properly?

Lessons learnt

- ◆ Discrimination, stereotypes and practices denying women opportunities need to be removed.
- ◆ Equal pay for equal work is a human rights issue and this can reduce inequality between men and women.

1.3.2.4 Sexual Harassment of Women at workplaces

Exploitation of women at workplaces does not end with pay gap. Many women face gender-related abuse and exploitation when they go out to work. They are physically abused, verbally abused, sexually oppressed, and their labour power is exploited. This takes place both in organised and unorganised sectors.

Exploitation of women in workplaces takes many forms. Women are subjected to sexual coercion- for retention of and promotion in their jobs. Employees and co-workers of the opposite sex use bullying language for women employees. Discriminations are practised in the distribution of roles, responsibilities and remunerations. Very often they are not allowed to work in a safe space. In many cases working flexitime, part-time in the office are given to women to make them financially insecure. Employers often hesitate to give good designations to their women employees. They thereby stigmatize them and economically and emotionally marginalise them. Home-based work may appear to be lucrative for women, but it leads to their gradual exclusion. All these are hidden behind closed doors and very often constitute the untold stories of millions of women for whom a job is a bare necessity.

The 'Me Too' movement brought to the world's attention voices of harassed women, their stories of humiliation and sexual exploitation at workplace. This movement was started on the social media by Tarana Burke. She was an activist and sexual assault survivor. Her initiative aimed at empowering sexually assaulted women at workplaces through empathy and solidarity. In October, 2017, this movement went viral as a # hashtag on

social media. Soon it spread to all the countries including India. It was revealed that not only women doing low-paid jobs are exploited, women doing highly paid jobs face exploitation and harassment in the corporate sector, the film industry, the media, and civil society organisations.

- ◆ Human Rights Watch records that not paying wages to women is prevalent in workplaces.
- ◆ Women are asked for sexual favours, exposed to inappropriate jokes and comments, and unwanted physical contact that can amount to assault.
- ◆ Women in the Workplace report states that 35% of women in full-time corporate sector jobs have experienced sexual harassment.
- ◆ Another study estimates that 75% of women are subject to such hostile situations, but fail to report their harassment.
- ◆ The Guardian reports that over 50,000 women lose their jobs over maternity discrimination.
- ◆ Only 10% of domestic workers worldwide are employed in countries that extend them equal protection under national labour laws. And the remaining 90 % are not protected by law.
- ◆ The short movie “Shame on us” of a duration of 2 minutes 28 second may be projected.

<https://youtu.be/MO5sBmyhuiM>

- ◆ In 2013 the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act was passed by the Indian Parliament to provide protection to women in their work places. This Act was passed in response to the Supreme Court's verdict on the famous case of Vishakha v State of Rajasthan.

Activity: In the class, the situation of a workplace can be created where a male colleague verbally harasses a woman worker. The entire process of approaching the ICC (Internal Complaint Committee), ICC members taking decisions, the stipulated days, and the hearing are to be recreated.

Discussion

- ◆ Don't you feel the workplace needs to be a safe place for both a man and a woman?
- ◆ Do we treat our mothers, sisters in the same way at home as some male workers or employers treat a woman in the workplace?
- ◆ Don't you think that sexual violence at workplace creates anxiety and fear in women?
- ◆ Don't you feel men take advantage of women's situation and behave with them in this manner?

Lessons learnt

- u A workplace needs to be a safe place for both men and women.
- ◆ Women have the same rights as men to work in a violence-free environment.
- ◆ Women need to be conscious of their right to dignity, safety and to raise a voice against exploitation.
- ◆ Right at the moment harassment takes place we need to approach appropriate mechanisms to find solutions to these issues.
- ◆ Men need to develop respect for women at workplaces.

1.3.3 Working Women and Role Conflict

Women today pursue dual careers. They are no longer confined to their homes. They take up jobs which require them to go out. Thus, women working outside home operate in two

contrasting worlds: the world of work and the world of home. The demands of these two worlds often conflict with each other. The world of home is often seen as the natural world of operation for a woman where she is expected to provide care and services to the members of her family without any expectations. The world of work expects women to be highly productive and professional and to bring profit to the organisation. This creates a role conflict for working women.

Today, women are multitasking in multiple roles. They work outside home to earn a living and secure a better standard of living for their families. They have to work as mothers, spouses, housekeepers as well as do a full-time job outside the home. The role of a home maker and a salaried employee are not mutually exclusive. Work responsibilities and family obligations compete for time, sincerity and attention. The more time the woman allocates to one domain leads to lesser time for the other. Too much demand and pressure at both the places create a situation of role conflict for women.

Of late, joint families are disappearing and nuclear families are replacing them. However, patriarchy and the conviction that “care and domestic chores” are women's domain has not disappeared. In this context, the woman who takes up a double burden becomes hard pressed. A working mother needs to perform all her chores and go to her office where work awaits her. Her output is also assessed there. Sometimes she becomes inattentive, both at home and office. At home, she is reminded of the pending tasks and the penalty for delay in accomplishing them and at office, she feels disturbed thinking of her ailing children, children's studies, arranging a party for her child's birthday. These contrasting demands trigger role conflict and anxiety of a high order among all working women.

- ◆ The Maternity Benefit Act of 1961 has been amended in 2017. It is now known as the "Maternity Act". It has made the following provisions to encourage women to work.
- ◆ The Act has increased the duration of paid maternity leave available to working mothers from 12 weeks to 26 weeks.
- ◆ An important provision, Section 11A, introduced by the Maternity Act is that any establishment which has 50 or more employees shall have crèche facilities.
- ◆ In 2017, after the Maternity Benefit (Amendment) Act was enacted, a new bill called Paternity Benefit Bill has been passed.
- ◆ This Bill entitles any man with less than two surviving children to paternity benefit for a period of fifteen days.
- ◆ But it is noted that men in India are reluctant to avail themselves of this leave because of the old mindset and customary practices that emphasises that child bearing and rearing are maternal duties.
- ◆ However, progressive companies have made necessary provisions and are trying to encourage men to take paternity leave.

Discussion

- ◆ If women having received education and training are now able to work outside home, can men not do household chores after

Lessons learnt

- ◆ There is nothing like a man's job and a woman's job.
- ◆ Family burdens need to be shared and both boys and girls need training to shoulder these right from childhood.

undergoing training?

- ◆ If the task of fulfilling the financial the financial needs of a family is shared by men and women, why can't household responsibilities be shared by men and women?
- ◆ When women are burdened with care and the responsibility to earn are they not exploited?

- ◆ Sharing of household responsibilities needs to be seen as a virtue and a source of pride rather than as something to be ashamed of.
- ◆ We need to feel that a woman who works outside home does so to ensure a better standard of living for the members of her family, but not to boost her ego.
- ◆ We need to have empathy for a working woman and allow her to do justice to the work she does.

1.4 Women, Community and Society

Next to family, an individual is exposed to the community of which he/she is a part and then to the larger society. Community is a smaller version of society in terms of territory and population. As an individual grows older, his/her needs increase. This requires him/her to interact with the community and society.

Men and women together constitute a community and are members of society. Their equal participation in the affairs of the community and society is a vital need. They therefore should benefit equally from the community and society. Moreover, they should be able to interact with others and move within these spheres, need to have dignity and enjoy resources having equal access to and control over them. But it is often seen that the community culture undermines the position of women and

undermines it in the larger society. Their safety, dignity and rights in the community and society are often jeopardised. They encounter violence of different types; their dignity is undermined by the languages used in everyday life and they are denied rights over property. All these make their participation in the community and society less fulfilling than that of their male counterparts. They fail to freely move around; they often find it difficult to accept the language used against them and their lack of rights over property makes them face economic hardship. In this sub-unit these aspects are brought under discussion.

1.4.1. Violence against Women in Public Spaces

Communities and societies need to be safe places for individuals to live in, to interact with each other and to move around. But very often we notice violence affects people in these spaces. Both men and women fall victim to violence. But, comparatively, violence is directed more against women. This indicates the unequal status we give our women in our communities and societies and women's vulnerability to violence.

Women in all communities, countries and cultures experience violence. Across status groups, classes, age structures, caste positions and religious affiliations, they face violence virtually in all spheres of life. Similarly, no space and no time is violence-free for a woman. She faces violence at home, in the school, in the public transport system, at work, on the street, in the institutions where she works and in times of peace and conflict. Violence is thus present throughout the life of a woman. It affects girl children, adolescents, young women, and adult women. Even elderly women are not spared. The forms of violence, however, appear to vary when we adopt a lifecycle approach to women's situation in society. We find that violence is rooted in the gender inequality women face throughout their lives from childhood through to old age.

It is a well-established fact that violence affects women's general well-being, physical as well as mental. It prevents women from meaningfully participating in social processes. It impacts families, community, and the country at large. It seriously affects their health and productivity. We have already discussed the violence that is faced by women in the sphere of domesticity. Here, we will discuss how the same affects women in the public sphere.

Forms of Violence Against Women in the Public Sphere

- ◆ Eve teasing
- ◆ Stalking
- ◆ Rape and gang rapes
- ◆ Sexual Harassment at workplace
- ◆ Witchcraft apprehension induced murders
- ◆ Murders
- ◆ Acid throwing
- ◆ Body Shaming
- ◆ Sex trafficking
- ◆ Violence against women in custody

Eve teasing:

Sexual harassment of people through verbal abuse or demeaning vulgar gestures is defined as “eve-teasing”. It includes lewd gestures, winking, whistling, staring, touching inappropriately, passing sexually explicit comments; singing obscene songs, groping, and so on. It represents public acts of sexual harassment. It is a common form of public violence against women in South Asia and is most widespread in India, Nepal, and Pakistan. Compared to women and girls, boys and men face fewer instances of eve teasing.

- ◆ Section 294 of the Indian Penal Code states that, if anyone does any obscene acts in a public place or sing, recite or utters any obscene song, ballad, words in a public place or even a place that is close to a public place and such an act causes annoyance to others, it will amount to an offence under Section 294. The person will be punished with imprisonment up to 3 months or fine or both.
- ◆ A person who expresses words, gestures, acts with an intention to hurt the modesty of the women then such person will be penalized under Section 509 of IPC. This section is also referred to as eve-teasing section of the IPC.
- ◆ A New legislation on eve-teasing was proposed by the National Commission for Women (NCW) in 1988.
- ◆ Only the state of Tamil Nadu has passed the Tamil Nadu Prohibition of eve-teasing Act, 1998 (TN Act No. of 1998).

Stalking:

Stalking is unwanted and/or repeated surveillance by an individual or group of another person. It is again more directed towards women and girls. Stalking of girls or women by men consists of following or contacting a woman, despite clear indication of disinterest by the woman, or monitoring her use of the Internet or electronic communication. It amounts to an unpleasant experience on the part of a woman.

These days, using mobile phones and other electronic gadgets to send sexually coloured remarks to girls has become quite common. This is considered cybercrime.

- ◆ This small video of 3 minutes 15 seconds can be shown in the class.
<https://www.dailymotion.com/video/x7slc10>
- ◆ Women who are being stalked can complain to the National Commission for Women (NCW) and the Commission will take the matter up with the police. A woman living in any part of India can file this complaint.
- ◆ If a woman is being stalked in any part of India, the NCW can be contacted by calling 0111-23219750.

Rapes and gang rapes:

Rapes and gang rapes of women are occurring daily worldwide. Rape is an unlawful sexual activity and sexual intercourse carried out forcibly against a girl's or woman's will by a man. Gang rape is the same act being perpetrated by more than one man or a group of men. Rapes / gang rapes take place due to the whims of some perpetrators, or to take revenge on women or their families. Rapes and gang rapes have been taking place across ages. The media reports such incidents every day.

The dark incidents of gang rape which were highlighted by in the last decade must be fresh in the memories of most of you.

- ◆ The deadliest gang rape of the last decade, popularly known as the Nirbhaya case, took place on 16th December, 2012 where Jyoti Singh, a 23-year-old female physiotherapy intern was gang raped.
- ◆ The 2013 Mumbai gang-rape case happened just a few months after the horrifying Nirbhaya rape case. A 22-year-old photojournalist was gang-raped by 5 people, who also

included a juvenile. This is known as Shakti Mills Case 2013.

- ◆ Two minor girls from KatraSadatganj village in UP's Badaun district were first gang-raped and then hanged from a tree. This is known as the Badaun Gang Rape Case 2014.
- ◆ The Unnao rape case took place in 2017. A 17-year-old girl went to meet a political leader to seek help in getting employment and was kidnapped and raped by him and three others.
- ◆ In the Kathua Rape Case 2018, a nomadic minor girl, AsifaBano was kidnapped and gang-raped in a small village temple in Kathua and murdered. The little girl was sedated, tortured, and then finally killed. Dr. Priyanka Reddy, a veterinary doctor from Shamshabad was raped and then burnt by 4 men from Narayanpet. However, the perpetrators were soon shot to death in a police encounter. This is known as the Priyanka Reddy Hyderabad Case 2019

(In a judicial verdict, Justice Banumathi said that offences against women are not a women's issue alone but a human rights issue. It is important to ensure that gender justice does not remain only on paper.)

- ◆ Subsequently, to ensure the safety and security of women within the national boundaries, the Government of India created a special fund. This fund was named as Nirbhaya Fund. This was announced by the then Finance Minister in his 2013 budget speech. It was decided that the Government contribution of Rs. 1000 crore for the empowerment, safety and security of women and girl children will be placed in the National Budget.
- ◆ The fund was used to create "One Step Centres" or "Sakhi"s across the country, where women who were victims of violence could find support.

Sexual Harassment at Workplace:

Workplaces are units of production. Optimum productivity can be ensured when the workplace becomes a fulfilling place for the workers. One of the prime conditions for providing a fulfilling and congenial environment is to ensure safety to the workers. A safe environment can promote physical and mental wellness, which enables a worker to contribute to his/her fullest capacity. But it is noticed that our workplaces are not always safe for our workers. Both men and women very often find their workplaces unsafe for them. But the lack of safety is more serious for women. Women become vulnerable to various forms of harassment at their workplaces.

Women face harassment of various kinds at their workplaces. This renders the environment of the workplace hostile for them. Here again, unequal power relations make women victims of sexual harassment. Sexual harassment at workplace is a clear violation of women's right to equality, life and liberty. It undermines the dignity of women. To be more specific, sexual harassment clearly violates the fundamental rights of a woman. It goes against the Right to Equality under Article 14. It is also against article 15 which is Prohibition of discrimination. Their right to life under Article 21 is also threatened by harassment at workplace.

- ◆ In the landmark judgment in the Vishaka and others v. State of Rajasthan case of 1997, the Supreme Court of India defined sexual harassment at the workplace.
- ◆ Subsequent to this, the Bill for the Protection of Women from Sexual Harassment was moved in the Parliament in

2005. The new Bill defined “sexual harassment” and also provided for a redressal mechanism through “Internal Complaints Committee” in the workplace or “Local Complaints Committee” at the district level. These committees are empowered to investigate complaints of sexual harassment at workplace.

- ◆ Women who are employed as well as those who enter the workplace as clients, customers or apprentices besides students and research scholars in colleges and universities and patients in hospitals have been brought within the scope of the Bill.
- ◆ However, domestic workers working at home till date have not been brought within the scope of this Bill.

The Sexual Harassment Act (Hereby called as an 'Act') was finally enacted in 2013 for the prevention of sexual harassment against women at workplace in the whole of India. Section 2(N) of the act defines sexual harassment as any one or more of the following unwelcome acts or behavior (whether directly or by implication):

1. Physical contact and advances; or
2. A demand or request for sexual favours; or
3. Making sexually coloured remarks; or
4. Showing pornography; or
5. Any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.

Witchcraft apprehension induced murders:

In the era of science and technology, people believe in reality and are governed by rationality. But there are people who still believe in witchcraft, which has no basis in fact or rationality. Lack of education, ignorance, traditional beliefs account for people's faith in witchcraft. They attribute every mishap to the practice of witchcraft. This leads them to murder the person alleged to be practising witchcraft. Men normally brand women as dakans. Deep-rooted superstitions and systems built on prejudices and patriarchy lead men to put the blame on women.

◆ **Shocking facts**

- ◆ In our state, Odisha, Sundergarh, Jajpur, Mayurbhanj districts where women have been killed, beheaded on suspicion of witchcraft.
- ◆ According to police data published by the Times of India, some 123 people were killed by mobs in Jharkhand between May 2016 and 2019. These people, mostly women, were accused of practising sorcery.
- ◆ In 2018, 73 witchcraft-related cases were reported across Odisha, out of which 18 involved murders.
- ◆ Odisha has witnessed at least four killings every month in 2021.
- ◆ The NCRB declared Odisha to have had the second-highest number of deaths due to witch-hunting after Jharkhand.
- ◆ The Odisha High Court said that according to NCRB records, more than 2,500 victims were tortured and killed in witch hunts between 2000 and 2016. Most of them were women.

- ◆ The murder of Dr Narendra Dabholkar, a fighter against witch hunting in 2013 led the Maharashtra government to pass its anti-superstition law.
- ◆ Several Indian states like Odisha, Assam, Jharkhand have introduced laws to prevent it, but activists say they are inadequate.
- ◆ Assam's Anti-Witch Hunting Act, 2015 recognizes all cases of and attempts at witch-hunting as non-bailable, cognizable and non-compoundable.
- ◆ The Act prescribes a prison term of up to seven years and a fine of up to 5 lakh for calling a person 'witch'.
- ◆ However, these acts have proved quite ineffective till date and blind beliefs in many.

Acid throwing:

Acid throwing is a violent assault on a woman. Aggrieved men throw acid on women/ girls' faces or onto their body. They do this with the intention of disfiguring them, inflicting physical pain on them, or killing them. Perpetrators of these attacks throw corrosive liquids at the victims. The acid burns women, and damages their skin tissues. Acid attacks lead to dissolving of the bones and permanent blindness. Girls and women are the usual victims of such assaults. The victims are attacked over domestic or land disputes, a rejected marriage proposal or rejected sexual advances.

Acid attacks traumatize their victims. An acid attack changes the entire life course of the victim. Most survivors of an acid attack are forced to give up their studies, their occupations and other important activities. The victims are never able to lead a normal life.

- ◆ The movie “ Chhapak” (2020) directed by Meghna Gulzar is based on the life story of Laxmi Agarwal. Laxmi herself is an acid attack survivor. She has taken the initiative to establish a N.G.O to promote solidarity among acid attack survivors. This N.G.O. provides legal services to girls and women victimized by this form of violence.
- ◆ Our state Odisha has witnessed acid attack cases. These cases received wide media coverage. Two very widely known acid attack cases involved Poonam Singhal in Kalahandi, and Pramodini Roul in Jagatsingpur district.
- ◆ By virtue of Criminal Law (Amendment Act) 2013, Section 326A and 326B were inserted in the Indian Penal Code. These sections mention the punishment for acid attacks and attempted acid attacks. They make acid attack a separate, cognizable and non-bailable offence under IPC.
- ◆ The short video clipping of a duration of 4 minutes and 41 seconds on acid throwing can be projected in the class.
<https://youtu.be/4tEMLUzqHsg>
- ◆ The Story of Saroj Sahu who married the acid-attack survivor Pramodini Roul on 1st March, 2021 can be brought into the discussion.

Body Shaming:

Body shaming refers to the practice of passing humiliating remarks on the shape or size of another person's body. It is a form of bullying that can result in severe emotional trauma. Body shaming is done by parents, siblings, friends, enemies, and schoolmates and is often portrayed in the media. Men and women, boys and girls

experience body shaming. However, our media, movies and daily interactions body shame girls more frequently than they body shame boys. The media commonly portray overweight characters as butts of jokes in a show, or engage in dispensing “fat jokes”. Our literature and folk songs are full of body shaming, especially taunting girls for the size, height and the complexion of their bodies.

Very often we find boys and even sometimes neighbours, community members, teachers calling children “Mottu”, “Pattlu”, “Chottu”, “Kalu”, “Dengi”, “Kani/Kana-Squint eyed”. These are body shaming words which hurt the person to whom these are addressed to.

- ◆ An exemplary and value-based video on bodyshaming of a duration of 7minutes and 27 seconds can be shown to the students.

https://youtu.be/k_3a-RRfvtQ

Sex trafficking:

Sex trafficking is the largest growing commercial enterprise carried out in many nations. Women are taken and are sold off. They are used to mint money for some people who manage to keep them in a state of slavery. Force, fraud, or coercion, manipulation and false promises are used to capture girls and women for commercial use. The International Labour Organisation estimates that women and girls make up 98% of sex trafficking victims.

- ◆ Sex Trafficking is trafficking of girls and women for the purpose of sexual exploitation, including sexual slavery.
- ◆ Pakistan, Thailand, China, India, and Bangladesh are among the top 10 for countries with the largest number of trafficking victims around the world.
- ◆ India is at the top of the list with 14 million victims. The National Crime Record Bureau states that 95% of the women trafficked in India are forced into prostitution.
- ◆ Trafficking in Human Beings or Persons is prohibited under the Constitution of India under Article 23 (1)
- ◆ The Immoral Traffic (Prevention) Act, 1956 (ITPA) is the premier legislation for prevention of trafficking for commercial sexual exploitation.
- ◆ Section 370 of the Indian Penal Code (IPC) criminalized trafficking offenses that involved exploitation that included any act of physical exploitation or any form of sexual exploitation, slavery or practices similar to slavery, and servitude.

Violence against women in custody

Prisons are not violence-free zones. Prisoners experience violence during their stay in prisons. While male prisoners are vulnerable to physical violence, women prisoners become susceptible to sexual violence. Women are often coerced into providing sex in return for "favours" such as extra food or personal hygiene products, opportunity to meet their relatives and kin or to avoid punishment. Three cases of custodial rape, which occurred in quick succession in India i.e. the Mathura case in Maharashtra (1974), Rameeza Bee in Andhra Pradesh (1978) and Maya Tyagi in Uttar Pradesh (1980) moved women activists in India to raise their voice against custodial rape in the late 1970s and 1980s.

Discussion

- ◆ Don't you think Female Genital Mutilation and forced sterilization constitute a barbaric practice against women which affects their health, their choices, decisions and their reproductive rights?
- ◆ Girls need to spell out how they take eve teasing? Does the class feel that this practice indicates a man's arbitrary power to inflict shame on the girls and women in public spaces?
- ◆ Would you like someone to keep unwanted surveillance on you by stalking? Does not is hamper the dignity and freedom of the girls?
- ◆ Don't you think rapes/ gang rapes are the instances of inhuman treatments, brutality against women. Don't you feel women too need to move safe and sound like men? Don't you think security of our women is our social responsibility?
- ◆ Don't you feel witchcraft

Lessons learnt

- ◆ Women's health, their reproductive rights and their choice and decisions with regard to reproduction and their body needs to be honoured. We cannot forcibly inflict pain on anyone.
- ◆ Women like men need to move safe with dignity. The practice of eve teasing and stalking affect women's dignity and right to have safe movement. Boys need to give up and prevent such practice and girls need to strongly protest against them.
- ◆ Women's safety and security in public spaces is a collective social responsibility.

apprehension induced murders are based on unscientific ideas, blind beliefs and are mob driven? Are they not discriminatory attitude and inhuman actions towards women?

- ◆ Is it not a barbaric and cowardice act to make acid attack on a girl?
- ◆ Do you think appearances really matter? Have we any right to comment on someone's body image? Don't you think inner beauty is more important than physical looks?
- ◆ Do you think uniformed officials, wielding State power and authority should sexually assault women in custody? Is it not a violation of the code of conduct of public institutions which are meant for the care and correction?

Brutal activities like rapes and gang rapes, acid throwing need to be condemned openly and need corporal punishment on an immediate basis.

- ◆ Beauty is not the bodily manifestation, rather it is skin deep.
- ◆ Men and women need to share equal space in this world. Tolerance and respect need to be developed among boys and men all throughout their socialization process to create a violence free world for women.

1.4.2 Gender-sensitive language and communication

Language is man made. It is a means of expression. It reflects our thinking processes, our judgements on the capability and

competence of individuals to whom they are applied. Simply put, language is an expression of the way we value some people. Very often our language is gender biased. The language we use in everyday life, in our popular culture is loaded with such biases. Even our texts, school curriculum and literary classics are not free of these.

Sometimes social groups use language as a tool to assert and maintain their dominance over others. It reflects the superiority of one group and the inferiority of another group. Gender groups also suffer from this linguistic dominance and differentiation.

A close look at the language we use on a regular basis shows how it differentiates between men and women, boys and girls. In a 2011 study, it has been noted that countries with gendered languages experienced higher average gender inequality. Contrastingly, a 2019 study reveals that using gender-neutral pronouns increases positive attitudes towards women and LGBTQ people. They help in reducing the prominence of male identity and subsequently in generating less gender-based bias.

1.4.2. 1 Gendered language

Some words used in our daily interactions and conversations project male dominance while some words and sentences express attitudes undermining women. These exemplify respect for one group and disrespect for the other and are called “gendered language”. The language used to undermine and belittle women is offensive in nature. Such offensive language is called “sexist language”.

- ◆ We use the term “mankind” to show our collective identity while nearly 50% of our population are women.
- ◆ The gendered nature of language can also be noted from the very frequent use of the titles “Mr.,” “Miss,” and “Mrs.”. “Mr.” refers to any man regardless of his marital status. It is applicable to both married and unmarried men. But we often use “Miss” for indicating the unmarried status of a woman while “Mrs.” to define a married woman. This type of usage has a bias towards a particular sex group.
- ◆ Even the use of gender-neutral words like “actors”, “doctors”, “drivers”, “pilots”, “captain” always make us imagine the presence of men in those positions.
- ◆ Similarly, when we use words like “CEO” or “author”, immediately the image of men flash before our eyes.
- ◆ Masculine pronouns (he, him, his) are also used commonly to refer to people in general. To give an example here “A teacher should know how to communicate with his students.”
- ◆ One more example indicates the tendency for the male version to come first in binomials such as ‘men and women’, ‘brothers and sisters’, ‘boys’ and girls’, or ‘Mr and Mrs’.
- ◆ Unmarried girls are termed as “spinsters” while unmarried boys are referred to as “bachelors”. Spinster means an unmarried older woman whereas the word “bachelor” simply means an unmarried man. It does not imply an older man.

1.4.2.2 Sexist Language

Use of words or language can also have sexual connotations. Sexism in language manifests itself when language devalues members of a certain gender. Sexist language, in many instances, promotes superiority and arbitrariness of the males and humiliates women. It creates a wrong biological image of women, affects their consciousness, and erodes the feeling of self-worth in women. Women are being humiliated in the lyrics and depictions through the use of sexist language.

- ◆ Popular songs like “*Choli kepichhekya hey*” or “*Tu Cheejbadi he mastmast*”, “*Jiskibiwimoti, Uski bi badakaam hey*” are examples of sexist language. The use of the word “item” for a woman is derogatory. It commodifies her as an object in the market.
- ◆ Sexist jokes not only objectify women, but also promote violence or prejudices against women.
- ◆ We can also note the use of sexist language in our daily conversations. To give some examples: Slangs and name calling – All slangs in almost all languages, even in our own mother tongue Odia, exist in the form of derogatory terms used with reference to mothers and sisters.
- ◆ A Delhi High Court Verdict in 2020 December states that using sexist language against women can attract charges of sexual harassment under the Indian Penal Code.

(Let the teacher project the two short videos of 2 minute 27 seconds on language and a popular Odia song of a duration of 3 minutes and 20 seconds in the class.)

<https://youtu.be/iU-xCSU-Vlw>

<https://youtu.be/fJYcDRqi9-Y>

Mankind	Humanity
Man's achievement	Human achievement
The common man	The average person, ordinary people
Chairman	Chairperson
Businessman	Business executive
layman	Lay person
Fore father	Ancestor
Early man	Early people
Fireman	Fire fighter
Sales man	Sales person

1.4.2. 3 Gender-neutral language

Using proper language is a matter of awareness and individual conscience. We need not use words which demean, subjugate or offend people with whom we interact. Both boys and girls, men and women should develop the courage of conscience to resist such use of words, when these are used by their parents, teachers, friends, colleagues and bosses. We need to use language that conveys respect for each other. This will create a more tolerant and equal society.

Making language gender-free or avoiding the use of sexist language is termed “verbal sanitation”. As we need to clean our environment, we also need to clean our vocabulary. So, we should be careful about using a language which is gender-neutral rather than gendered. Gender-neutral language or gender-inclusive

language is the language that avoids bias towards a particular sex group.

Many words that incorporate the word 'man', such as 'man-made', 'mankind', 'manpower' which we have discussed earlier have perfectly acceptable gender-neutral alternatives: for example, 'artificial' or 'synthetic', 'humankind', and 'workforce'.

Literature, media, popular culture, common usages need to be screened and scanned by the creators and users. Girls and women need to reject words or language, which they find disrespectful or demeaning.

Discussion

- ◆ Don't you feel gender-sensitive language is discriminatory and violate the dignity of women?
- ◆ How would you feel if such language is used for you?
- ◆ Don't you think our literature, popular culture continue to use such a language and need proper screening to avoid the use of such words?

Lessons learnt

- ◆ Language needs to be an equaliser. Men and women need to lead a life of respect and dignity. We need to avoid the use of gendered language and sexist language in all spheres of life to avoid belittling and offending girls and women and to honour their dignity.
- ◆ Use of gendered language needs to be criticised publicly.
- ◆ The use of such language needs to be recognised as a criminal offence.

1.4.3 Women and Property Rights:

Property simply means what a person owns. Ownership of assets allows people to lead an economically secure life. Art.17 of the Universal Declaration of Human Rights and Art. 13- 16 of the Convention on the Elimination of All forms of Discriminations against Women states that both men and women have the right to own property. Women's property rights are also implicit in the Millennium Development Goals, specifically Goal 1 and Goal 3. Property rights are actually human rights. But, in many countries, women's property rights are restricted by norms, religious traditions, social customs, and legislations. For a long time, India was one among them. According to UN-Habitat, 1 in 4 developing countries has laws that prevent women from owning property.

In India, property is treated as the monopoly of the men. Women were deprived of property rights. Even today, property is always in the names of their fathers or in the names of their husbands. Property is hardly acquired or held by women. In India, around 87.3% of women are dependent on agriculture. But 10.34 per cent among them own land, which is the most important household asset. You might have seen or heard from your families that, in the past, daughters had no share in their parent's property. Sisters remained at the mercy of their brothers after their fathers' demise. Married women had almost no rights to their parental property, and widows invariably lived at the mercy of their sons and other male members of their in-laws' families.

But property is a powerful means to better women's status in the family and in society, to eradicate their poverty and to ensure a violence-free and healthy life for them. Land and property ownership empowers women and provides them with income and security. It increases their political participation and empowers them. Women's lack of property rights also results in domestic violence.

1.4.3.1 What do property rights mean?

Property rights include the legal right to acquire, own, transfer and sell property. It also empowers the person to keep one's wages, enters into contracts and bring lawsuits. They can also collect rent from that asset. Women in different capacities need property rights. These capacities are: as married or unmarried daughters, as married or deserted wives, and as mothers and widowed mothers. Even women in live-in relations need property rights.

1.4.3.2 Women's Property Rights in the Indian Legal System

The Indian Succession Act, 1925 was the first Act relating to property rights passed during the colonial era. This Act was silent over women's right to property. But this Act was overridden by the customary laws of the communities relating to property rights of women. Region brought differences in customary laws. Accordingly, there were variations in laws regulating property inheritance

- ◆ So far as religions are concerned, the inheritance of property was and still is governed by personal laws. However, Laws for Hindu women were also applicable for women from the Jain, Sikh and Buddhist communities.
- ◆ So far as regions are concerned there are four types of regions based customary laws that govern succession to property. They are:
 - ◆ Dayabhaga- in Bengal in eastern India and the adjoining areas
 - ◆ Mayukha in Bombay, Konkan and Gujarat in the western part
 - ◆ Marumakkattayam or Nambudri in Kerala in far south and
 - ◆ Mitakshara in other parts of India, with slight variations

These customary laws never clearly spelt out the property rights of women.

- ◆ The Hindu Women's Rights to Property Act, 1937 was passed by the British Government. This act for the first-time conferred rights of succession on the Hindu widow beyond the "streedhan" (properties gifted to her at the time of marriage by both sides of the family and by relatives and friends). But it was not widely accepted by the communities.

The Hindu Widows' Remarriage Act, 1856 clearly denied a Hindu widow the right to property, or maintenance from her dead husband's property (self-acquired and joint family property), if she married again. The Hindu Women's Property Right Act of 1937 allowed single widows, i.e., widows who did not remarry some right to maintenance and property out of the joint family estate.

The Hindu Succession Act, 1956 was the first act of independent India to provide property entitlements. But it did not give daughters any right to property. The 1956 Succession Act, through Section 4(2), kept agricultural land out of its purview. In case of a divorce, the woman becomes entitled to maintenance, but she gets no entitlement on her husband's property and assets. Moreover, women's work in the care economy and the household enterprises, be it a handicraft unit or a petty shop or in the household agricultural field, remains unremunerated. The property and price generated by them goes to the pockets of their male partners.

The Hindu Succession Act, 1956 allowed widows to have a right to inheritance from their deceased husbands' property, even if they remarry. The major provisions of the Act included the

following:

- ◆ Claims of female heirs other than the widows were recognized on property.
- ◆ Remarriage, conversion and violating rules of chastity are no longer held as grounds for disinheriting a woman.
- ◆ Even the unborn child, son or daughter, has a right if she/he was in the womb at the time of the death of the intestate, if born subsequently.

On September 9, 2005, the Hindu Succession Act, 1956 was amended. According to Hindu Succession Amendment Act, 2005, every daughter, whether married or unmarried, is considered a member of her father's Hindu Undivided Family (HUF). She can even be appointed as 'karta' (manager) of her father's property.

- ◆ The amendment now grants daughters the same rights, duties, liabilities and disabilities that were earlier limited to sons.
- ◆ The daughter shall now have the same rights in the coparcenary property (ancestral property of the Hindu undivided family) as a son.
- ◆ This amendment also repeals Section 23 of the Hindu Succession Act which denied a female heir to ask for partition in respect of a dwelling house, wholly occupied by a joint family, until the male heirs choose to divide their respective shares.
- ◆ Section 24 of the Act which denied rights of a widow to inherit her husband's property upon her re-marriage has been repealed. This Act has brought about a central amendment which is applicable to all the state governments.

1.4.3.3 The functionality of Women's Property Rights

Laws relating to women's property rights are becoming progressively clear and women-friendly. But much more still remains to be done in this area. Customary laws and stigmas prevent women from claiming property and inheritance.

The practice of Haqtyag' or the sacrifice of right is one such custom which is prevalent in Rajasthan. It involves women giving up their claims to ancestral property. While it is technically supposed to be voluntary, women comply with the custom to avoid stigma from their family and other members of society. Even in other parts of the country, there are countless instances of women simply giving away their share of property to their brothers since it is supposed to be indicative of a sacrificial trait in women, something which is exalted.

However, Court interventions have been able to ensure property rights to women.

Discussion

- ◆ Why do we follow discriminatory practices with respect to property and inheritance?
- ◆ Why it is expected from the women to sacrifice their rights?
- ◆ Don't you think individuals, families and society need to change their mind-sets and enable women to assert their right to property?

Lessons learnt

- ◆ Women and men have equal rights over property as members of the society.
- ◆ We need to give up the wrong notion that property is created only by men and they have exclusive rights over them. Women equally create property and therefore they should have equal rights over them.
- ◆ When women can enjoy their rights over inheritance and property, then it will lead to their real empowerment.

1.5 Key Take aways from the Module:

Thus, after going through the module, we may consider the following key points:

- ◆ Different gender groups compose our society. They contribute equally to the functioning of society. So, all these gender groups need to enjoy equal status and equal rights in society.
- ◆ Gender equality is a precondition for better human development, economic progress and sustainable development. The fundamental principle of development seeks to ensure that “ The last ones need to be attended” and they include everyone i.e. men, women and the third gender population.
- ◆ Biological differences often manifest themselves in social differences between men and women. Women are treated as inferior; they are prevented from enjoying opportunities and resources and rights in society and their role is underestimated. But we have to remember that women are unique creations of nature and their contribution to the continuance of a society is precious. So, biological differences need to be celebrated and social differences are to be avoided.
- ◆ The birth of a child is to be celebrated in the family irrespective of the child's sex. Both boys and girls have the right to life since their conception. We have no right to kill a female foetus or kill a girl child during her infancy which is morally unacceptable and creates practical problems for the future survival of a community or society.
- ◆ As educated members of families we need to see to it that boys

and girls enjoy their child right We have to be vigilant against discriminatory treatments on the grounds of gender and raise our voice against depriving a child of his/ her rights or an adult of his/her right to life, education, health, nutrition and recreation.

- ◆ Elders need family care. Particularly, grandmothers who play a pivotal role in shaping a family through their invaluable contributions deserve care, respect, appreciation, affection and integration into the families they live in. Their satisfaction and happiness will make a family a better place to live in.
- ◆ Widowhood is just a part of the life of some women whose spouses die early. Compassion, care, honouring the human rights of the widows, sympathy and empathy can enable the widows to lead a decent life in society. They should never be stigmatized.
- ◆ We all need to recognise and appreciate the exhausting and selfless work of our mothers at home. Their sacrifice and contribution enable us and other members of the family to lead a comfortable life. So, their contributions need to be appreciated and recognised by all of us.
- ◆ Both men and women are productive. There is no perceptible natural difference in productive ability between women and men. Being productive is a matter of education, training and socialisation. So, we need to change our outlook on expressions such as 'a man's job' and 'a woman's job'. When men and women will work together, they will contribute towards a higher GDP and higher growth rate.

- ◆ Family burdens need to be shared and both boys and girls need to be trained to do so right from childhood.
- ◆ Sharing of household responsibilities needs to be seen as a virtue and should be a source of pride rather than shame.
- ◆ Freedom to choose one's partner and to marry by consent should be available to boys as well as girls. Marriage by consent can contribute towards making a union stronger and lasting.
- u Ban on child marriage can promote human rights. It can open new opportunities for children's education and economic self-sufficiency and will reduce inequality, poverty and violence against them.
- ◆ Women and men need to be treated as equals in a marriage. Dowry devalues women. So, young boys and girls need to protest against this practice.
- ◆ Violence against women constitutes a sheer disregard to her liberty, dignity and human rights.
- ◆ Women's health, their reproductive rights and their choices and decisions with regard to reproduction need to be honoured. No harm should be done to their body.
- ◆ Men and women have equal right to move ahead in their careers. So, they need equal opportunities. The biological uniqueness and contributions of women need to be celebrated and these should not diminish her career opportunities.
- ◆ Equal pay for equal work is a human rights issue and this can reduce the inequality between men and women.

- ◆ Women have the same rights as men to work in an abuse and violence-free environment. Respect for both men and women at workplaces needs to be developed in everyone.
- ◆ Boys need to give up and prevent eve teasing and stalking, which affect women's dignity and right to safe movement, and girls need to strongly protest against these nefarious practices.
- ◆ Women's safety and security in public spaces is a collective social responsibility. Bruta activities like rapes and gang rapes, acid throwing need to be condemned openly. Boys and girls need to be alerted against such heinous practices right from their adolescence.
- ◆ Men and women need to share equal space in this world. Tolerance and respect need to be inculcated among boys and men throughout their socialization process to create a violence-free world for women.
- ◆ Verbal sanitization needs to be promoted through the socialisation process. Gendered language and sexist language at all spheres of life need to be avoided.
- ◆ Women have equal right with men over family's property. Both are creators of property; so, both should own and use property in an equal manner.

Finally, we can close this module with a note that “An equal world is a better world.”

Reading List

Must Reads:

1. Agarwal, Anurag (2003) Female Foeticide: Myth and Reality, Sterling Publishers Pvt. Ltd

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MODEL QUESTIONS FOR ETHICS AND VALUES PAPER

Group – A

Write down the answers in one word or one sentence each. Each question carries 1 (one) mark.

1. What is the basic aim of education?
2. What type of education is ethics and values?
3. What does moral education promote?
4. Mention any factor which you feel is responsible for the degradation of values in society?
5. Write down one objective of ethics and value education.
6. Define social progress.
7. How is gender equality related to human development?
8. Write down Gandhiji's version on women's education.
9. What is the basic motto of “social progress”?
10. What are the stages a woman passes through in her lifecycle?
11. Mention any factor that amounts to bring gender inequality in society?
12. Write down a desirable gender related value you have imbibed from your study of the module on “Issues related to women”?
13. What is pre-natal sex selection?
14. How does pre-natal sex selection affect women?
15. Define the concept of “Parayadhan”.
16. Mention the districts of Odisha that have low female sex ratio?
17. What is PCPNDT?
18. What lesson does the Devan story indicate to you?
19. Which right of a girl is violated when we kill her as a foetus in the mother's womb?

20. Mention a gender bias you see around you in your family?
21. State the ethical concerns you find in gender bias?
22. Suggest a measure that you feel appropriate to change family's attitude towards girls?
23. In which year the Maintenance and Welfare of Parents and Senior Citizen's Act was passed in India?
24. Write down the basic rights the daughters need to enjoy in a family according to you?
25. Mention a way in which you can keep your grandparents happy.
26. Mention a change in the practice against widows you desire in the society.
27. Is gender-based division of labour a healthy practice?
28. Why it is a need to recognise women's domestic labour?
29. How can we liberate women from their care functions?
30. What you feel needs priority to provide women a safe work space?
31. Which function makes women unique?
32. Define gender justice.
33. As a child how can you give justice to your mother's work?
34. How can you do away with the culture of violence against women?
35. What was the traditional method of giving consent or exercising choice in marriage among the royal families called?
36. Which article of the Universal Declaration of Human Rights talks about the free and full consent of the intending spouse?
37. What is the opposite of free consent in marriage? Do you feel it is acceptable to you?

38. Spell out a reason for which many Indian families go for marriage without the consent of the girls.
39. How does the U.K. Home Office, Report, 2017 describe the forced marriage situation of India?
40. How forced marriage is forbidden in the Quran?
41. Which human right does forced marriage or marriage without consent violate?
42. Mention an Act that prevents forced marriage in India.
43. What is honour killing?
44. In which states of India honour killing is more prevalent?
45. Mention a reason for which you feel child marriage is not ethically sound.
46. According to you which articles of the Indian Constitution is violated by the practice of child marriage?
47. Which gender group becomes a higher victim of marriage without consent?
48. Give a reason for which you feel that child marriage is anti-human in character?
49. Suggest a measure to change a community's attitude to give preference to consent over customary laws.
50. State the minimum age of marriage prescribed for boys and girls in India.
51. What can you do to put an end to child marriage in your family?
52. In which state of India mass child marriage takes lace on the day of Akshaya Tritiya?
53. What ideal the Bal Mitra Gram project of Kailash Satyarthi's Foundation was trying to promote among the children in the state of Rajasthan?

54. Who was the child iconic ambassador of this Bal Mitra Programme in Rajasthan?
55. Mention the child rights violated through child marriage?
56. Bring out a major differentiation between the concept of dowry as prevalent earlier and today.
57. What was the justification for giving “Streedhan”?
58. What is the present conversion of the concept of “Streedhan”?
59. Write a major consequences of dowry practice on gender equality.
60. What is the amount given by the groom to the bride's side is called under Islamic tradition?
61. Define dower.
62. In which year the Dowry prevention Act came into force in our country?
63. Suggest a changed value to end dowry.
64. Write the nature of family violence you find to be very common in your surroundings.
65. Mention the name of a state that has launched safe houses for girls to save them from honour killing.
66. What is femicide?
67. Point out a form of femicide.
68. Give your idea about which value femicide violates.
69. As a young citizen what action you can take up to end femicide coming to your notice.
70. What is the corelation between gender equality and domestic violence.
71. What value promotes domestic violence/
72. What change in value you can suggest to put an end to domestic violence?

73. Mention the types of domestic violence.
74. Among which community Female Genital Mutilation is common?
75. What are the ethical concerns you see in Female Genital Mutilation?
76. During the World War -II which type of domestic violence was undertaken in large measures?
77. How does family violence according to you is against desirable gender values ? Give a single reason.
78. How gender equality is violated in case of STEM Education/
79. What does STEM stand for?
80. What can you do to ensure freedom of choice to your female counterparts?
81. Write down a safety issue a woman faces at her work place?
82. How does workplace bring gender discrimination?
83. Mention the way you can honour women's contribution at home?
84. What makes women's work invisible?
85. Give an example of gender stereotyping at work.
86. What does Mamata Sahu's story teach you?
87. Recommend a means to end gender stereotyping at work.
88. Define glass ceiling.
89. How is glass ceiling against the values of gender equality?
90. Name a woman whom you feel has broken the glass ceiling.
91. Which is recognised as the first Women's Rights Movement of the world?
92. What is CEDAW.
93. Mention the world-wide movement that brought harassment of women at workplace to social media exposure.

94. Suggest a gender value you cherish to be introduced to reduce role conflict among women.
95. Give one examples of gendered language.
96. Give one example of sexist language that you have studied.
97. In which year the Sexual Harassment at Workplace (Prevention, Prohibition, Redressal) Act was passed in Indian Parliament?
98. What values we need to imbibe to make the society a safe place for our women?
99. What word we can use in place of 'Mankind' to make it gender neutral?
100. How can we replace the word " FIREMAN" to make it gender neutral?

GROUP – B

Answer the following questions within 50 words. Each question carries 2 (two) mark.

1. Explain the key objectives of value education.
2. Mention few desirable gender values we need to have.
3. Write down in what way gender values can change the face of our society.
4. Elaborate how gender equality can ensure social progress?
5. How do you correlate gender justice as the key to economic progress?
6. What do you mean by life cycle approach to study women's issues?
7. Explain Gender equality with an example from your classroom practice.
8. What are the common gender discriminations you observe in your families?
9. Why do parents go for sex selection and how it violates gender ethics?
10. What lessons does the Devan village story teach you?
11. What does PCPNDT Act aim at?
12. What can you do to keep your elderly parents happy?
13. What does the maintenance and welfare of Parents and Senior Citizens Act provide for?
14. Examine the factors that deter women's position in the society.
15. What are the restrictions on the widows in our society? Do they confirm to the desirable gender values?
16. Give two messages to change the attitudes towards the widows.
17. What is 'double burden' of women?

18. Why is women's work not taken into account in the National GDP Account?
19. Do you think women's work should be counted in our GDP?
20. Who is undervalued in marriage negotiations? Give your own view on how you can change this in your own life.
21. What is consent in marriage?
22. Why are forced marriages undertaken and how can you prevent them at your level?
23. What does the Holy Quran say about consent in marriages?
24. Do you think consent in marriage should be fundamental? Which High Court has declared such a progressive step?
25. How does child marriage defy the child rights?
26. How you young boys and girls can motivate members of your local community to give up the practices of child marriage?
27. What is Sarada Act?
28. What was Dowry in past days?
29. Mention two emerging features of dowry.
30. Mention the values we are violating through gender violence.
31. What changes in attitude and practices you can suggest to make our homes violence free for women?
32. What is your reaction against Dowry deaths?
33. In what way glass ceiling violates women's rights to work?
34. What are safe houses for women and which states have launched these houses?
35. What is forced sterilization and what ethical issues you see in it?
36. What measures can be taken at the family level according to you to increase girls' representation in STEM.
37. Who become more victimised by child marriage and why?

38. Give two strong suggestions to end gender discrimination at workplaces, particularly in the unorganised sector.
39. What is “Me too” Movement?
40. What is Witch craft induced murder?
41. What is body shaming? What you have marked people doing to inflict body shaming?
42. How body shaming is bad for both girls and boys?
43. How can you stop body shaming among your friends?
44. Why is gender sensitive language needed?
45. What is verbal sanitation?
46. What does the recent Hindu Succession Amendment Act say about women's rights?
47. Mention your reaction against the unpaid care work of women.
48. What can we do to bring more women to the employment market?
49. What values we can change to make the society a gender equal society?
50. Mention two key take away from the module you have studied.

GROUP – C

Write down the answers within 250 words. Each question carries 5 (five) mark.

1. Discuss the need of moral education in our system of education.
2. Describe the factors that contribute for the moral degradation of the present society.
3. Explain the benefits of ethics and value education felt by you.
4. Give an overview of gender situation of our society.
5. Why do you feel gender equality is a need for social and economic progress of a society?
6. What is a life cycle approach and how gender related values are defeated for women within it?
7. What is pre-natal sex selection and why it is practised among parents?
8. Explain how pre-natal sex selection violates human rights of a female foetus?
9. What lessons have you learnt from the Devan story?
10. Give some experiences of yours to describe the father's supremacy in your family.
11. Elaborate the concept of Gender Justice with examples from your surroundings.
12. Give your views about five ways in which we can change some negative gender practices in current from our families.
13. What is gendered based socialisation? What can we do to change it?
14. How do you look at gender division of labour within a family?
15. Which practices of marriage generate ethical issues before you?

16. Explain how child marriage denies rights to a girl.
17. Examine the role of seeking consent from both boys and girls for marriage as a precursor to desirable gender values.
18. Why do you think women's work in the family is invisible?
19. What does Payal's efforts teach you?
20. What is the broad learning of yours relating to the discussions on gender practices in the families?
21. What is the current plight of majority of the elders in our society? What can we do to make their lives happy?
22. What difference we bring between work and employment? How can we overcome that to recognise women's contributions?
23. What is care work and how important it is in our lives?
24. Differentiate between visible and invisible work with examples.
25. What will be your role to bring transformations in your families to allow your mothers to go for paid work?
26. If your mothers are working, how can you reduce their role conflict?
27. What do you mean by a "culture of silence"? Why does this happen?
28. What is marriage by consent?
29. How important is right to consent for women in marriages?
30. What do you mean by a forced marriage?
31. What is the meaning of a child marriage? Why is this a very bad practice?
32. What is Dowry? Give your own views on this practice.
33. How does Dowry contribute to child marriages?
34. How does Dowry contribute to increased violence in our families?

35. What are the steps taken by our state to prohibit Dowry?
36. What is honour killing? How can you stop it?
37. What is FGM? Justify how it is a barbaric practice.
38. What are the issues women face in the workplace? How can they be eradicated?
39. What is gender stereotyping at work place? Is there a strong logic behind it?
40. Why do women find it hard to reach the top positions in the professional hierarchy?
41. What is Gender pay gap? How it is against gender equality norms?
42. What is Sexual Harassment at work place and what are its forms?
43. What is role conflict?
44. What lessons you got to know from the discussions on the present practices at workplace with regard to women and men?
45. As youngsters how do you look at violence against women in the public space?
46. Give an account of the role of SEWA in ensuring rights to the marginalised women.
47. Write the story of a girl from your state who has broken the gender stereotype.
48. “Women need to have equal property rights with their male counterparts.” Comment.
49. Give an account of the role of sexist language in devaluing a particular gender group.
50. Mention five good gender related values you learnt from the module taught to you.



Chapter-I

2.1 INDIAN CONSTITUTION

Salient Values of the Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

Structure

- 1.0. Objectives
- 1.1. Introduction
- 1.2. Making of the Indian Constitution and its Objectives
- 1.3. The Preamble: Values and Salient Features
 - 1.3.1. Sovereignty
 - 1.3.2. Socialism
 - 1.3.3. Secularism
 - 1.3.4. Democracy
 - 1.3.5. Republic
 - 1.3.6. Justice
 - 1.3.7. Liberty
 - 1.3.8. Equality
 - 1.3.9. Fraternity
 - 1.3.10. Dignity
 - 1.3.11. Unity and Integrity of the Nation
- 1.4. The Values of the Indian Constitution
- 1.5. Let us sum up
- 1.6. Key Words
- 1.7. Check Your Learning
- 1.8. Suggested Readings

Ac


1.0. Objectives

A constitution is the fundamental law of a state or a country or a nation. It lays down the objectives of the state, provides for various structures and organs of the governments and describes the rights and duties of the citizens. The constitution of a nation and the way it works determine the nature of governance. Thus, it is necessary for the citizen to be aware of the constitution and the proper application of constitutional obligations and duties. After studying this lesson,

- Explain how the Constitution is the basic and fundamental law of the land
- Understand the Preamble of the Indian Constitution and identify the core guiding principles
- Appreciate the core constitutional values expressed in the salient features of the Indian Constitution

1.1. Introduction

The primary objective of the modern state is the welfare of its people. For achieving the welfare of its people, a state should have a government functioning with a set of laws. The documents which contain the laws and rules which determine and describe the form of the government as well as its relationship with the citizens is called a constitution. A constitution lays down the objectives of the state, which it has to achieve. It also provides for the various structures and organs of the governments at different levels and outlines the rights and duties of the citizens. The aim of our Constitution - makers was to prepare a constitution for all its citizens. There was a consensus on the basic framework of our Constitution. The Constituent Assembly wanted an inclusive Constitution.



As a modern welfare state, our country, India is governed through a constitution. The Constitution of India was framed by the Constituent Assembly between 1946-1949 CE after a rigorous process of debates and deliberations. The Constituent Assembly laid down certain ideals which are reflected in the Preamble of our Constitution. The ideals include commitment to democracy, and assurance to its citizen of justice, equality and freedom. The Constitution of India begins with a Preamble. The Preamble contains the ideals, objectives and basic principles of the Constitution. The salient features of the Constitution have evolved directly and indirectly from these objectives, which flow from the Preamble. This chapter is going to discuss the political philosophy reflected in the Preamble and the salient features of the Constitution.

1.2. Making of Indian Constitution and its objectives

To frame the Constitution in India, the Constituent Assembly of India was first set up in 1946 as per the provision of the Cabinet Mission plan and later restructured following the partition (India and Pakistan) in accordance with the Mountbatten Declaration of 3 June 1947. A drafting committee was constituted under the chairmanship of Dr. B.R. Ambedkar to write the Constitution. The Constituent Assembly met for 166 days, over a period of 2 years 11 months and 18 days, in eleven sessions. After prolonged debates and discussion, the Constitution of India was adopted by the Constituent Assembly on the 26th of November 1949 unanimously. The Constitution was enforced with effect from January 26, 1950.

The Constitution of India was prepared in the background of about 200 years of colonial rule, the national movement for freedom against alien rule as well as the traumatic partition of the country. Accordingly, the framers of the Constitution were deeply concerned about the aspirations of the people, the integrity and unity of the country and the establishment of a democratic society. Members of the Constituent Assembly held divergent ideological views, but

the framing of the Constitution went unhindered because the members had the sole objective of giving India a 'Constitution' which will fulfill the cherished hopes of the people of this country. The consensus of the assembly members came in the form of the 'Objectives Resolution' moved by Jawahar Lal Nehru in the Constituent Assembly on December 17, 1946, which was adopted on January 22, 1947. The Constituent Assembly formed a Drafting Committee under the Chairmanship Dr. B.R. Ambedkar. Dr. Rajendra Prasad was the Chairman of the Constituent Assembly. All the members of the drafting committee and members of the Assembly contributed to the final wording of the constitution by debating it clause by clause. The objective resolution reflects the spirit of our Constitution-makers. The ideals they cherished include sovereignty, secularism, democracy, justice, liberty, equality, fraternity and dignity of all.

Our Constitution is not just a mere set of fundamental laws that form the basis of the governance of our country, it embodies and reflects certain basic values, philosophies and objectives that were very dear to our founding fathers. These values find expression in various articles and provisions of our Constitution. Mostly, the Preamble to our Constitution present the fundamental values and philosophy on which the Constitution is based.

1.3. The Preamble: Values and Salient features

The Constitution of India commences with a Preamble. The Preamble is like an introduction or preface of a book. As an introduction, it is not a part of the Constitution but it explains the purposes and objectives of our Constitution. As such, the 'Preamble' provides the guiding principle of the Constitution. The preamble provides a key to unlock and explore the spirit of our Constitution. Without it, a proper appreciation of the objectives and values that find a place in our Constitution would not be possible. Therefore, it is essential to turn the various expressions contained in the Preamble for a better understanding and interpretation of the Indian Constitution. Recognizing its importance, the Preamble was amended in 1976 by the 42nd Constitution Amendment Act. The preamble reads as follows:

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

JUSTICE, social, economic and political;

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

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the **[unity and integrity of the Nation]**;

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

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, s. 2 for "SOVEREIGN DEMOCRATIC REPUBLIC" (w.e.f. 3-1-1977).

2. Subs. by *ibid.* for "unity of the Nation" (w.e.f. 3-1-1977).

The objectives of the Constitution of our nation are explained in the Preamble. Firstly, it speaks of the structure of governance and secondly, it explains the ideals to be achieved in independent India. It is because of this: that the Preamble is considered to be the key to the Constitution.

The Preamble serves two purposes: it indicates the source from which the Constitution derives its authority and states the objectives the Constitution seeks to establish and promote. It also reflects the dreams, aspiration and the principles that inspired the Constitution -makers and the people of India for the future after a long struggle for independence.

1.3.1. Sovereignty

The declaration "**We the people...**" signifies the source of authority, states that ultimately people of India are sovereign, that the Constitution is not a gift of anyone else (say the Government of India Act, 1935 was a gift of the British Parliament, even the Indian Independence Act, 1947 of British Parliament was not our source or authority). The constitutions of USA and France, early constitution -makers of the world also draw the authority from their people and consider people to be sovereign even today.

The Preamble emphasizes complete political freedom by declaring us as a sovereign entity. The core meaning of sovereignty is the *supreme authority within a territory*. D. D. Basu, a constitution expert, opines that the word 'sovereign' is taken from Article 5 of the constitution of Ireland. Sovereignty means ultimate power. In monarchical orders, sovereignty was vested in the person of monarchs. But in the republican forms of government, sovereignty is shifted to the elected representatives of the people. Our Preamble begins with the words, "**We, the people of India...**", thus clearly indicating the sovereignty of the people and the fact that all powers of government flow from the people. The Preamble has, therefore, cited the people as the ultimate source of the Constitution and its creatures. Thus the constitution of India declares that the ultimate sovereignty rests with the people of India as a whole. Article-51A(c) says that it shall be the duty of every citizen to uphold and protect the sovereignty, unity and integrity of India

Sovereignty in the Preamble also implies that India is internally powerful and externally free. India is free to determine for herself: there is none to challenge its authority. The government is not controlled by any outside power. Only this attribute of sovereignty has made India a member in the comity of nations. Sovereignty gives India dignity of existence, and generates respect from within as well from outside. Thus sovereignty is the essence of our state. Government is duty- bound to defend its sovereignty by any means.

Interestingly, though India became a sovereign nation on 26th January, 1950, she decided to remain in the Commonwealth of Nations. The 'Commonwealth of Nations' was a free association of former British colonies who were by then sovereign nations and the British monarch is only the symbol of the free association, with no functions. This is still a matter of debate among experts.

Sometimes people ask: Is our sovereignty and independence compromised by our commonwealth membership or United Nations Organization membership or of other international organizations?

The answer is a firm 'NO'. Commonwealth was named earlier 'British Commonwealth' and to accommodate India, after her independence, it was changed to 'Commonwealth of Nations'. It is a membership which India accepted by an agreement of free will and this can be terminated by free will. Similarly, membership of United Nations Organization doesn't compromise our independence or sovereignty. In fact, our Constitution stipulates that the state (i.e. India) shall endeavour to

- promote international peace and security
- maintain just and honourable relation between nations
- foster respect for international law and treaty obligations in dealing with organized peoples with one another; and
- encourage settlement of international disputes by arbitration

Thus, our constitution does not support isolation; rather, it actively supports international co-operation, settlement of disputes with other countries through dialogue and arbitration.

1.3.2. Socialist

The word socialist was not there in the Preamble of the Constitution in its original form. It was added to the Preamble by the 42nd Amendment Act of 1976. However, several articles of our Constitution were already there giving weight to the ideal of socialism. The Constitution has consciously evolved as an indigenous model of socialism to suit to our needs and temperament. It aims to end all forms of exploitation in all spheres of our existence such as removal of inequalities and provision of minimum basic necessities to all. Our Constitution directs the state to ensure a planned and coordinated social advance in all fields and ensuring equal distribution of wealth among its inhabitants. Our Constitution advocates social control of all important

natural resources and means of production for the wellbeing of all sections. To ensure a basic minimum to all has been the crux of many of our public policies today. The word 'Socialism' had been used in the context of economic planning to realize the ideal of socialism in a democratic set-up. To achieve the objective of socialism, Part-IV of our Constitution has outlined the principles to be followed.

Socialism essentially means social ownership or control over the means of production and distribution. Everyone within society has ownership of property. Government must have control over economic means. This signifies concern for have-nots, the poor, the deprived, the excluded. It is not opposed to capitalist individual rights. Mahatma Gandhi, in his work *Hind Swaraj* and *India of My Dreams*, describes socialism envisions as a society, where no one is rich or poor, no class conflict, where there is an equal distribution of the resources, and a self-sufficient economy without any exploitation and violence. Gandhiji was not against wealthy people. Rather, he propounded trusteeship as a socio-economic philosophy. Gandhiji believed that wealthy people would be trustees looking after the welfare of people in general.

By socialism, India 'DOES NOT' accept completely the Gandian opposition to a machine-driven industrialization. Yet at the same time, India shared his concern for the poor and support for handicrafts. The socialism that India accepts and idealizes is 'welfare socialism'. Many have termed the Indian concept of socialism as promotion of social justice, equality, alleviation of poverty, ensuring a minimum standard of living etc. through 'planning', planned economic development and state ownership and control, wherever necessary. India follows a mixed economy where both private players and government participate in the production process. India adopted five-year plans for many years and other planning mechanisms to bring about socio-economic development. USSR (now Russia) and China have also adopted such a policy. In India, Government owns the railways, post and telegraph and many large-scale industries like steel, aluminium, ship building for the Navy, fighter plane manufacture for defence, banks and many other public sector undertakings. Simultaneously, India also promotes the private sector. India has also adopted hundreds of welfare schemes such as midday meals for school children, housing for the poor, subsidized electricity and cooking gas, minimum support price for food grains, free school education, etc. All these are attempts to promote a welfare state and promote socialism. Our concept of socialism does not restrict private initiative. However, the right to property is no longer a fundamental right but still is a legal right. This means that the state can take away some private property for the good of all, say, for building roads.

1.3.3. Secularism

Along with the term 'socialist' the term 'secular' was also added to the Preamble through the 42nd Amendment Act of 1976. All major religions in the world find acceptance in India. To facilitate harmonious existence of all, secularism has been found to be a convenient formula. Secularism in the Preamble implies that India is not directed by any religion. However, India is neither religious, nor irreligious nor anti-religious. India allows all its citizens to profess, preach and practise any religion of their choice. Articles from 25 to 28 ensure freedom of religion to all its citizens. Constitution strictly prohibits any discrimination on the ground of religion. All minority communities are granted the right to conserve their distinctive culture and the right to administer their educational institutions. Secularism thus is a value in the sense that it supports our plural society. It aims at promoting cohesion among different communities living in India.

The word 'secular' originated from Europe in the context of Christianity. There were constant struggles between kings and papal authorities for usurpation of powers in Europe. Secular forces were organized against religious forces. Thus, secularism stood against religion. In modern times, in western countries like France, religion is a private affair of an individual and the French state does not favour any one religion and guarantees their peaceful co-existence. In India, however, secularism was never born out of the conflict between the temple and the state. It was rooted in India's own past. Pluralism is the keystone of Indian culture and religious tolerance is the bedrock of Indian secularism. *Sarva Dharma Samabhava*, i.e. giving equal respect to all religions is Indic civilization's ethos. Indian constitution guarantees equality in the matter of religion to all individuals and groups irrespective of their faith emphasizing that there is no religion of the state itself.

1.3.4. Democracy

The Preamble says that the Constitution belongs to the people of India. The Constitution of India provides the mechanisms for a representative democracy. Democracy is generally known as government of the people, by the people and for the people. This means that the people elect the Government and the Government it is responsible and accountable to the people. The democratic principles are emphasized with the provisions of universal adult franchise, periodic elections, fundamental rights and responsible government. India adopted parliamentary democracy to ensure a responsible and stable government. The government derives its authority from the will of the people. The people of India elect their governments at different levels by a system of universal adult franchise. All citizens without any discrimination are allowed freedom of speech, thought and expression, and association. Democracy contributes

to stability in the society, it allows dissent and encourages tolerance. Democracy stands for a constitutional government, the rule of law, inalienable rights of citizens, the independence of judiciary, free and fair elections, freedom of press, etc.

Apart from political democracy, the makers of our Constitution also envisaged social and economic democracy, as is reflected in the other parts of the Preamble itself. For a country like India, social and economic democracy was the Constitution's real aim and ultimate goal. Existence of abject poverty, gross inequalities and lack of equality of opportunity in the economic sphere can weaken a political structure. Dignity of the individual is the essence of democracy. Democracy is also a way of life and it must maintain human dignity, equality and rule of law.

The concept of democracy for our constitution-makers signifies many aspects of our system of governance:

- Like England, we are a parliamentary democracy. India is not like the old Greek city states or the ancient Gana Rajyas, where all adult citizens could directly participate in decision-making or governance. Even in these old ancient democracies, citizenship was limited to freemen (women, slaves, and vast majority were excluded) and in Gana Rajyas only heads of Kshatriya families (ruling class) were part of the decision-making process. In modern democracy, every adult (18 years and above in India) is a voter. Citizen-voters elect the members of legislature (Loka Sabha and State Assemblies) and they, in turn, elect members of Rajya Sabha, the Vice President and the President. Thus, representatives of people govern us.
- The Executive (i.e. the Prime Minister, Chief Ministers and other Ministers) are part of the legislature (Parliament / State Assemblies) and are responsible to the legislature. The Prime Minister, if she/he loses the confidence motion in the Lok Sabha, has to resign. Similarly, the Chief Ministers must enjoy the confidence and support of the Assembly. In other words, the Executive is responsible to the voters/people indirectly. Further, elections are held once every five years and people can always change their government. This is the sacred principle of democracy, which India follows. Further, the Parliament can impeach the President, Vice President, Judges of the Supreme Court and High Court. This establishes how all high offices are ultimately responsible to the 'People'.

Democracy is not a mere political concept. It also prescribes Social Democracy and Economic Democracy. Social Democracy has been enshrined by abolition of caste distinction, gender distinction and exclusion of any class on the basis of any other norm. In a positive manner our Constitution tries to promote social democracy through reservation (which is otherwise called affirmative action in other countries) in seats for the Parliament and Assemblies, in government employment and in educational institutions. We are thus trying to extend social democracy. Economic democracy is promoted through poverty alleviation programs. Universal Adult Franchise is the backbone of our democracy. Democracy is also considered to be a way of life. This demands that democracy cannot be subordinated to mere numbers or majorities. It demands tolerance, protection of minorities, promotion of the excluded and dissent, expression of variant opinions. It promotes Unity in Diversity in all fields of life. Unless people practise a democratic way of life, socio-economic and political democracy cannot succeed.

1.3.5. Republic:

A republic means a state in which supreme power rests in the people and their elected representatives. The term 'republic' is distinguished in distinction from 'monarchy'. In a republic, the head of the state is an elected person and not a hereditary monarch. In a republic, political sovereignty is vested in the people and the head of the state is a person elected by the people for a fixed term. All public offices, from the highest to the lowest, are open to all citizens without any discrimination. With this idea the Preamble declares India as a republic. According to constitutional provisions, India is a republic headed by an indirectly elected head of the state called President. The President of India is elected by the people (though indirectly) and holds office for a term of five years. All citizens are equal in the eyes of law; there is no privileged class and all public offices are open to every citizen without distinctions of race, caste, sex or creed. This idea strengthens and substantiates political equality in democracy and assures that every citizen of India after attaining a particular age is equally eligible to become the head of the state if he or she is elected as such. India fulfils the norms of a modern republic. India's President is elected, India has a parliamentary democracy where the Prime Minister and the Council of Ministers are responsible to the Lok Sabha and India has an independent judiciary with the Supreme Court as the apex court.

1.3.6. Justice

Besides fighting for liberation from British rule, the freedom movement also engaged in a struggle to solve socio-economic problems and to restore the dignity of men and women, remove poverty and end all types of exploitation. Such strong motivations and cherished ideals

had prompted the framers of the Constitution to lay emphasis on the provisions of Justice, Liberty and Equality to all the citizens of India. Justice is called a total value. Among the three, justice promises to give people what they are entitled to in terms of basic rights to food, clothing, housing, participation in the decision-making processes and living with dignity as human beings. In the Preamble, justice covers social, economic and political dimensions. Articles enshrined in part-III and part- IV of the Constitution reflect the message of socio-economic justice. Over the years several practical measures such as safeguarding the minorities, abolition of untouchability, safeguarding women, children, backward classes and tribals have been taken to create favorable social condition for the millions of downtrodden.

The Preamble professes to secure to all citizens social, economic and political justice. Justice is considered to be the primary goal of a welfare state. The word justice as used in the Preamble refers to the law-making bodies under the Constitution. The Parliament is mandated to make laws ensuring the dignity of Individuals and other groups within our society. Social justice means abolishing all sorts of inequalities that may result from the inequalities of wealth, opportunity, status and race. Economic justice includes equal pay for equal work, irrespective of one's caste, sex or social status. Political justice means equality among citizen in the political domain of governance. Thus, the Preamble promises justice to all citizens. It places justice above the principles of liberty, equality and fraternity.

1.3.7. Liberty

Liberty was the guiding principle of the French Revolution, American Revolution and India's struggle for freedom. The Preamble of our Constitution professes to secure liberty of thought, expression, belief, faith and worship, which are essential to the development of the individual and the nation. Liberty in the Indian context does not mean mere absence of restraint or domination. It is a positive concept of the different rights of citizens. Democracy is closely connected with the concept of liberty. Therefore, certain minimal rights are to be enjoyed by every person in a community for free and civilized existence in the civil society.

In an ordered society, the liberty of the individual must be subject to social control, in order to protect the collective interests of the community and for the prevention of anti-social activities. Before the attainment of independence, the citizens of India did not enjoy the same liberty like the English or the Americans. With the adoption of the Constitution of India, the fundamental rights, liberty of the citizens have been guaranteed, made justiciable and no encroachment on these rights by the legislature or the executive could be lawfully defended. The

judiciary as guardian preserves and safeguards the fundamental liberties of the citizens. The concept of liberty and democracy have become an inseparable part of Indian life.

The founding fathers of our Constitution understood that, without the presence of certain minimal rights for a free and civilized existence, the ideal of democracy is unachievable. Therefore, the Preamble mentions these essential individual rights such as freedom of thought, expression, belief, faith and worship, which are assured to every member of the community against all the authorities of the state by Part-III of the Constitution.

1.3.8. Equality

Guaranteeing of certain rights to people is useless when inequalities exist in the social structure. Every human being has a dignified self. Every citizen of a civilized nation should be entitled to equality before law and equal protection of law. Equality is considered to be the spirit of modern democratic ideology. One of the main tasks (before the Constitution - makers) was to ensure equality of status and opportunity for all and provide a basis for ultimately establishing an egalitarian society. They proceeded to achieve these objectives by incorporating a set of fundamental principles in the Constitution. They placed the ideals of equality in a place of pride in the Preamble. All kinds of inequality based on the concept of rulers and the ruled or on the basis of caste and gender, were to be eliminated. All citizens of India should be treated equally and extended equal protection of law without any discrimination. Our Constitution assures equality of status and opportunity to every citizen to develop the best in him. Equality substantiates democracy and justice. It is therefore held as an important value enshrined in our Constitution.

1.3.9. Fraternity

Fraternity means brotherhood, the promotion of which is absolutely essential for the country which is composed of many races and religions. Brotherhood links all human beings, irrespective of differences. In the background of India's plural society and keeping in view the partition of the country, the makers of the Constitution were concerned about the unity and integrity of our newly independent country. There was a need for harmonious co-existence among diverse groups. That is why our founding fathers inserted fraternity in the Preamble. Fraternity means the spirit of brotherhood, a feeling that all people are children of the same soil, the same motherland. The Constitution of India says that fraternity is not the duty of the state but exclusively the responsibility of its subjects in their relations between and among themselves. Therefore, our Constitution lays great stress on fraternity. Article-51A(e) declares it as a duty of

every citizen of India to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities. Article 51A(f) further asks each citizen to value and preserve the rich heritage of our composite culture. As for India, it has been correctly noted that there is unity in diversity. The feeling of oneness, that is Indianness, keep the country united, without which it could crumble. A democratic system would function in a healthy manner only if there is a spirit of brotherhood, of oneness, among the people of the land. Fraternity, however, is not possible unless the dignity of each individual is preserved and mutually respected.

1.3.10. Dignity

Dignity of the individual is to be maintained for the promotion of fraternity. Therefore, the Preamble of the Constitution of India assures the dignity of each and every individual. Fraternity and dignity of the individuals are a closely linked. Fraternity is only achievable when the dignity of the individual will be secured and promoted. Therefore, the founding fathers of our Constitution attached supreme importance to it. Our Constitution therefore directs the state through the directive principles enshrined in the Part-IV of our Constitution to ensure development of the quality of life to all sections of people. Our Constitution acknowledges that all citizens, men and women equally, have the right to an adequate means of livelihood (Art.-39 a) and just and humane conditions of work (Art.-42). Article-17 has abolished the practice of untouchability by declaring it as a punishable offence. Our Constitution also directs the state to take steps to end exploitation and poverty. The dignity of an individual in a nation is the dignity of the nation itself. The Constitution of India thus ensures enforcement of fundamental rights (such as equality and freedom) necessary for existence, full development of human personality, dignified life by guaranteeing fundamental rights to every citizen.

1.3.11. Unity and Integrity of the Nations

The word 'union' in Article 1(1) of the Constitution of India stood for the unity of the nation. Along with this, the word 'integrity' was inserted in 1976 by the 42nd Amendment Act. Now it reads as 'unity and integrity of the nation'. Makers of our constitution were aware of the pain India endured during Partition. The framers of our constitution realized that, to maintain the country's independence, the unity and integrity of the nation is essential. 'Unity in diversity' has been the hallmark of Indian nationalism. We have diversities in geography, religion, language, culture and many more aspects. Our founding fathers were concerned about maintaining the country's independence and making the experiment of democracy successful. Therefore, while securing rights and freedoms for the individuals, they incorporated in the Constitution elaborate

provisions conferring on the state overriding powers so as to contain separatist forces from endangering the unity and integrity of the country. In order to safeguard the dignity of the individuals, the need to build the nation and protect its unity and integrity has been felt. It was realized that national unity is possible in a highly pluralistic and heterogenous society only through a spirit of common brotherhood and fraternity. Our Constitution expects all the citizens of India to uphold and protect the unity and integrity of India as a matter of duty.

1.4. The values of the Indian Constitution

India has faced several challenges to its unity and integrity. On the basis of religion, Pakistan was created by partition of India, when it won Independence. Hence the Constitution wants every Indian to maintain the integrity of the country. On the eve of independence, several kingdoms or princely states (within British India, say Hyderabad) wanted to remain independent of India. Our Constitution makers wanted these princely states to join the Union of India. We have also witnessed secessionist movements like Khalistan. Our enemies have also tried to make parts of India secede from it. Under these circumstances, the unity and integrity of India is important for all citizens. This is a core value which our Constitution cherishes and promotes.

Some people believe that a Constitution merely consists of laws and these laws do not have a moral content. But when we examine the Constitution, it appears that many laws are closely connected to our deeply held values. While discussing the Preamble we find that our Constitution is a value-loaded document. In short, it is committed to freedom, equality, social justice and some form of national unity. But, underneath all this, there is a clear emphasis on peaceful and democratic measures for putting this philosophy into practice. Freedom of expression is an integral part of the Indian Constitution. Fundamental rights of our Constitution reflect the values of individual freedom. Likewise, liberalism as reflected in our Constitution is always linked to social justice. The finest example of this is the provision of reservations for Scheduled unprivileged classes of our society. The Constitution of India also encourages communities to treat each other with respect. Individuals everywhere belong to cultural communities and every such cultural community has its own values, traditions, customs and language shared by its members. India is a land of multiple cultural communities. It was essential to ensure that no one community systematically dominates others. This made it mandatory for our Constitution to recognize community-based rights. Rights given to the minority communities is an example of such rights. Though the term 'secular' was not initially mentioned, the Indian Constitution has always been secular. The Constitution also constantly

reinforces the sense of a shared national identity. However, this common national identity is not incompatible with distinct religious or linguistic identities. The Indian Constitution attempts to balance these various identities. Rather than a forced unity, our Constitution sought to evolve true fraternity as, the main objective was to evolve as 'one community'.

On proper and careful reading of it, it seems that the Preamble makes a very humble claim: the Constitution is not 'given' by a body of great men, it is prepared and adopted by '**We, the people of India...**'. Thus, the people are themselves the makers of their own destinies, and democracy is the tool people have used to shape their present and future. More than seven decades since the Constitution was adopted, we have fought over many matters and our politics has been full of problems and shortcomings. And yet, every one shares the common constitutional vision of India that "we want to live together and prosper together on the basis of the principles of equality, liberty and fraternity". This vision of the Constitution is the valuable outcome of the working of the Constitution. Our forefathers adopted the Constitution in 1950 keeping in mind the unity, integrity and prosperity of our nation, Today, our utmost duty is to keep alive the vision of our great Constitution.

1.5. Let us sum up

The Constitution of any nation serves many purposes and lays down certain principles that generally mould the society. A Constitution also symbolizes independence of a country. The framework and structure for governance of a free country are provided in the Constitution. A country is typically made up of diverse groups of people who share certain beliefs, but may not necessarily agree on all issues. It is through the constitutional principles, rules and procedures, consensus is built amongst different communities. Constitutional rules decide the fortune of the country. These prescribe certain ideals that the country should uphold. In the context of our country i.e. India, the core values and visions reflected in the Preamble are expressed as objectives of the Constitution. The core values and objectives found in the Preamble are sovereignty, socialism, secularism, democracy, republican character of Indian state, justice, equity, liberty, equality, fraternity, human dignity and the unity and integrity of the nation.

1.6. Key Words

Amendment: Change or addition to a document or legal provisions: 'constitutional amendment'

Article: The main element of a constitution (equivalent to a section in an ordinary statute).

Citizen: A person possessing citizenship/nationality

- Constitution: A supreme law of the land promulgated to exercise sovereignty
- Democratic: A democratic polity, is based on the doctrine of popular sovereignty, that is, possession of supreme power by the people.
- Dignity: The quality of being worthy of esteem or respect; a manner suggesting confidence in such esteem.
- Diversity: The state of being varied (may refer to cultural, ethnic, religious, gender variety)
- Equality: The term 'equality' means the absence of special privileges to any section of the society, and the provision of adequate opportunities for all individuals without any discrimination.
- Fraternity: Fraternity means a sense of brotherhood.
- Liberty: The absence of restraints on the activities of individuals, and at the same time, providing opportunities for the development of individual personalities.
- Morality: Concern with the distinction between good and evil or right and wrong; right or good conduct
- Preamble: A recital at the beginning of many constitutions, treaties and some acts to explain the mind of the makers of the documents
- Republic: A democratic polity where the head of the state is always elected directly or indirectly for a fixed period.
- Secular: Not connected with religious or spiritual matter.
- *State: An organized political community with its government in a sovereign state or a constituent unit of a federation. Therefore, India is a state. It has four features people (who feel a unity and have a common Psychological identity), A land (which is normally continuous and in case of India, it is a natural landmass with seas on three side and Himalayas on the north), A Government (this Govt. is to framed on a constitution with three branches legislatures, executives and judiciary) and sovereignty free from external control and people enjoy free on.
- Country: Refers to a geographic expression yet country is not a state if it doesn't enjoy freedom or its people have no strong identity of the own. During British Rule India was a country but not a State.

1.8. Suggested Readings

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Chapter-II

PATRIOTISM

Patriotic Values and Ingredients of Nation Building, Concept of Good Citizenship, Emotional Connection with the Country, Duties of Citizens and Qualities of Good Citizens

Structure

- 2.0. Objectives
- 2.1. Introduction
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 - 2.3.1. Nation Building- Concept and Prerequisites
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2.0. Objectives

Good citizens are the backbone of a nation. Love for the nation is patriotism and patriotic values create a sense of good citizenship. Good citizenship helps in nation building. This lesson is about the idea of patriotism and nation building. After going through this chapter, you should be able to:

- Understand the basics of patriotism
- Comprehend the patriotic values enshrined in Indian culture and ethos
- Grasp the concept and duties of good citizenship and to imbibe those for nation building

2.1. Introduction

Humans are profoundly social beings. Cooperation plays an essential role in the evolution of the human species. Human beings evolve and improve themselves by living in groups. This experience of group living serves as the basis for the emergence of patriotism. The words 'patriotism' and 'patriot' are of recent coinage in English literature, and the earliest references to these do not date back to a period earlier than the 17th century C.E. Originally, the word 'patriot' referred to a man who loved his motherland and tried to further its interests and well-being in various ways. This well-being of human society is related to nation-building. Nation-building is the process whereby a community of people with diverse backgrounds come together within the boundaries of a sovereign state, with a unified constitutional and legal dispensation and commit themselves to developing the country. The terms patriotism, proud citizen, emotional attachment with the country and nation building are important concepts to be understood by each citizen of the country. This chapter is going to discuss these concepts in brief.

2.2. Patriotism

The standard dictionary definition of the term patriotism reads "love of one's country." This captures the core meaning of the term in ordinary use; but it might well be considered too thin and in need of explanation. Patriotism involves special affection for one's own country, a sense of personal identification with one's country, special concern for

the well-being of the country and willingness to sacrifice oneself to promote the country's good. The terms patriotism and patriot are of great importance for all of us.

A man is a patriot if his heart beats true to his country. -Thomas Jefferson

2.2.1. Origin, meaning and definition

The genesis of patriotism is as old as human civilization and it comprises the following factors at its core:

- A territorial and spatial attraction and identification of the people with their land
- Consciousness of the ownership of the inhabited land and the will to defend it from others
- Sympathy and love for geographical, physical, ethnic, cultural or linguistic peculiarities of the territory and the people inhabiting therein

Along with terrestrial attraction, consciousness of the people of the historical heritage and culture of their homeland is called 'patriotism'. Patriotism is not a permanent sentiment. It is found to have undergone changes in the political boundaries of different countries in human history such as our own homeland India. After 1947, same Indians are now part of three different nations. i.e. India, Pakistan and Bangladesh.

Patriotism is an ancient phenomenon in the lives of groups. Nations are relatively modern concepts, and patriotism is not tied to them. It could probably be found in every ethnic group settled in a particular territory. Attachment, in this case, is a binding affection between a person and his/her group and its land. But the roots of patriotism go even deeper than love for and pride in the group. They reach individuals' self-concept and social identity. The group becomes part of the individuals and they experience themselves as part of the group. Their actions on behalf of the group, and even their very devotion to the group can be experienced as having a moral, even quasi-religious basic.

Meaning

The word patriotism derives from the Greek word *pater* which means "father". It indicates a sentiment based upon loyalty to one's parent. On the basis of the word *pater*,



emerged the Greek word *patriots* which means "a fellow countryman" and the word *patria* which refers to "a fatherland " or "country". Today's definition of patriotism is "The character or passion of a patriot; love of or zealous devotion to one's own country" (*Oxford English Dictionary*, 1933), or "love for or devotion to country; the virtues and actions of a patriot" (*Webster's Third New International Dictionary*, 1967). In spite of this apparent agreement about love and devotion to one's country, the word patriotism has no precise definition, and there are vague and varying ideas as to the psychological foundations, historical origins and characteristic manifestations of the sentiment of patriotism.

Simply put , patriotism is a virtuous feeling of love, pride, and sacrifice for one's nation and its people. A patriot is someone who supports his or her nation and its cause and is willing to protect it against its opponents. Patriotism is supposed to be ingrained in the minds and spirit of the countrymen. A true patriot values the interest of his country more than his self-interest.

A particular combination of dichotomies shrouds the meaning of patriotism. While on the one hand patriotic deeds have always been highly praised; on the other patriotism has often been seen as the root of all evils. Patriotism has often been seen as a cause of war, conflict and prejudice. It has been viewed critically, especially during the first half of the 20th century and is still often used interchangeably with chauvinism. The outbreak of World War I, the emergence of Nazism and Fascism and their destructive effect on mankind, demonstrated the possibility of the subversive power of patriotism when it is embedded into political ideology and goals. Thus, we can point out that patriotism is stamped with blood and iron. It is born in rebellion and nourished by war. There is a positive aspect of patriotism as it promotes national growth, inculcates in people a love for their country and foster a spirit of self-sacrifice for the cause of nation building and welfare of fellow countrymen. It also contains a subjective element if your love for your country blinds you to the need for recognizing the patriotism of others, it results in war, acrimony among nations and destroys peace and hampers progress.

Definition

A core definition of patriotism is attachment of group members towards their group and the country in which they reside. Attachment, in this definition, implies a binding

affection between a person and his/her group and the land. Patriotism, thus, can probably be found in every ethnographic group which has an attachment to a certain geographical place. This attachment is associated with emotion and expressed through beliefs connoting contents of love, loyalty, pride or care.

The basic element of patriotism is the desire to belong to a group. Patriots want to be part of their group, define themselves as members of it and feel some kind of "we-ness". Even when, as a result of special circumstances, patriots leave their country, they always wish to return. This desire to belong to the group is of special importance since individuals are born into groups and perceived as their members. However, in spite of their ascribed membership, they may not always wish to be part of the group in the course of their life. Individuals may move to new places and develop patriotic feelings (i.e., attachment) to a new group and country. But, without developing a sense of belonging, individuals cannot experience patriotism.

In the past, groups wandered across continents in search of a place to settle. They conquered countries and took up residence in them. The boundaries of states have changed numerous times in the course of history. In cases where boundaries change and regions pass from one ruler to another, part of a nation may not feel patriotic sentiments towards a certain part of the country. Thus, for example, not all Indians today consider the Sind (Pakistan) or East Bengal (Bangladesh) part of India. Thus, members of a nation may differ with regard to the tradition and the extent of attachment to geographical places.

In the case of feeling patriotism toward the nation, disagreements may concern the composition of the nation. A group of patriots may, for example, hold that certain ethnic, racial, or religious groups do not constitute part of the nation. Disagreement of this type arises in nations or groups which are heterogeneous in their composition. Thus, for example, there have always been Americans who do not view people of Asian or African origin as part of their nation; and many Germans in the 1930s and 1940s excluded Jews from the German nation, although the Jews considered themselves German patriots and Afro-Asian Americans feel patriotic about USA.



A number of concepts such as nationalism and ethnocentrism are sometimes used interchangeably with patriotism. Therefore, while defining patriotism, it is important to establish its uniqueness by differentiating it from other concepts.

One of the concepts often associated with patriotism is nationalism. Nevertheless, there are major differences between the two. While nationalism is a political - sociological term, which refers to self-determination of the group as a nation in a state, patriotism does not necessarily imply nationalism. Nationalism considers a particular political organization as indispensable for the social, cultural and economic functioning of the people. In contrast, patriotism does not dictate the nature of political organization to the group. It is a more general and basic sentiment. Any ethnographic group attached to a geographical place may be patriotic without defining themselves as a nation striving to establish their own state. Therefore, historically, the political claim of nation-state sovereignty is a relatively new one, whereas patriotism consists in an age-old attachment.

The two concepts are described by two different sets of beliefs. While 'patriotism' assesses the degree of love for and pride in one's nation or the degree of attachment to the nation; 'nationalism' reflects a perception of national superiority and an orientation toward national dominance. Between the two world wars (i.e., 1919-1939), these two concepts, patriotism and nationalism, were subjected to a severe test. German Nationalism under Hitler believed that Germans have a right to rule other countries and that they have right to dominate the world as England had done in the past. They were also convinced of their racial superiority and excluded Jews, who live in Germany for thousands of years, from ever sphere of public life. They persecuted various minorities. Italy and Japan shared many ideas and practices of Germans. Their nationalism meant the suffering of other nations notably Poland, China, Korea and many others. In the past, due to imperialism and colonialism, many Countries of Asia, Africa, and Latin America faced severe exploitation under powers like England, France, Spain, Portugal, and even USA. In the colonies of these powers, the colonized engaged in freedom struggles and nationalism dominated. India is a notable example. Our freedom fighters wanted India to be a free nation without infringing the rights of other nations to remain free. They wanted India to take its rightful place in the comity of



nations; they did not advocate any hatred against any other nation and did not want to take no revenge former imperial/ruler countries.

Patriotism is defined as a strong attachment to one's homeland. This virtue motivates citizens to strive selflessly for their country. In other words, patriotism is placing the country's interests over one's own. It is identified with an altruistic attitude which leads a person to give up his/her own individual interests and looks forward to protecting the interest of his/ her motherland. Patriotism is more visible during times of war, crisis, and when a country's very identity is at stake.

A short video with the following URL can be shown in the class to give a backdrop to patriotism.

<https://www.youtube.com/watch?v=vCNDZDnQgS8>

Activity:

- 1. When was the seed for patriotism sown in India under British Raj?**
- 2. Which incident gave birth to the rise of a new generation of patriots in India?**
- 3. In what way could Chandra Sekhar Azad spread patriotism in India?**
- 4. List the name of five Indian patriots.**
- 5. Identify five personalities from your own state whom you consider as great patriots.**

<https://www.youtube.com/watch?v=bligZZehUOA>

Thus, you need to understand:

- While the terms patriotism and nationalism are used interchangeably, they have different meanings.**
- While two persons affection for their nations, the principles underpinning those feelings are vastly different.**
- Patriotism is founded on the principle that the country upholds values such as freedom, justice, nonviolence, and equality.**
- The patriot believes that their country's government, ideology, and people are essentially good and that they should work together to improve their plight. The country's collective interest matters more than their own individual interests. It is the strong emotive connection with one's nation.**
- Nationalism, on the other hand, stems from the notion that one's own country is superior to all others. It also carries a suspicion of disdain for other countries, leading to the perception that they are competitors.**

2.2.2. Types and Nature of Patriotism

On the basis of form and nature, patriotism is of various types. Generally speaking, the nature of patriotism is either positive or negative. The negative type of patriotism includes chauvinism, jingoism, pseudo-patriotism or ethnocentrism and these are reasons for many human evils. On the other hand, patriotism may also be positive or "genuine." The genuine patriot can love his or her own country and still respect the values and ways of other nations. A genuine patriot is free of rigid conformism and out-right rejection. In modern times, blind patriotism (or destructive patriotism) and constructive patriotism (or genuine patriotism) are frequently encounter.

Blind patriotism is defined as a relationship with one's country characterized by rigid identification, staunch allegiance and intolerance of criticism. Blind patriotism is unwillingness to criticize and to accept criticism of one's 'own country

Constructive patriotism is defined as a relationship with one's country characterized by a more flexible identification, support for constructive criticism and a desire to implement positive change. Constructive patriotism is willingness to criticize and accept critic fore's own country in order to bring about positive changes.

Blind or destructive patriotism is dangerous. A society has the power to limit the ill effects of blind patriotism. It largely depends on that society's moral and human values. Adherence of a political elite to moral and human values may limit the development and ill-effects of blind patriotism and promote constructive patriotism.

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Patriotism Means Different Values to Different People

- People express their patriotism in different ways. They manifest it through the roles assigned to them. Soldiers, scientists, doctors, politicians, and other citizens, express their patriotism through hard work in their professions.
- Indian soldiers epitomize courage and unflinching devotion to the country. They hardly care for their lives and interests. They are secular, completely apolitical and scrupulous. They need to be honored and become role models for our youth. See the life story of Sandeep Unnikrishnan.
- <https://www.youtube.com/watch?v=-zislBHIaI>
- Mangalyaan or Mars Orbiter Mission is one of the best examples of scientists' devotion to their country.
- In the pandemic situation, the hardship endured by doctors and nurses, Anganwadi workers, ASHA workers, youths, journalists, civil society workers prove their devotion to their country.
- Mathunny Mathews has set a great example of patriotism. Mathews was an Indian, a resident in Kuwait, and was one of the people credited with the safe airlifting evacuation of about 1, 70,000 Indians from Kuwait during the 1990 invasion of Kuwait.
- Only celebrating the flag hoisting ceremony on 15th August and 26th January, posing for photos bearing the flag, and posting these on social media do not imply that you are a true patriot.
- A real patriot is a person who has a true love for his/her country. He fights against the atrocities upon his countrymen by fellow-country men or outsiders.

We need to understand that rendering good service to the country and its people also constituent's patriotism.

Activity:

Mention some legendary patriotic actions that you have learnt about or read

State Directed Patriotism

Very recently we have all observed the rise of extreme or blind patriotism in Russia. Russia has seen a resurgence of nationalistic mobilization since the early 2000s. This is not accidental; it is the result of a purposeful government effort to instill patriotic ideals, commemorate Russia's military history, and promote Moscow's rebirth as a world power. In its efforts to instill such ideals, the state has enlisted the help of schools, civil society organizations, and the Orthodox Church, among others. To help the state carry forward its initiative to stir national pride, federal finance is available to a variety of organizations, including veterans' organizations. Patriotism tends to reinforce national cohesion, often in the face of a common enemy.

2.2.3. Growth of Patriotism in India

A number of schools of thought and most British scholars contend that to patriotism grew in India during British Rule. Their main arguments are as follows:

- India was united for the first time under British rule
- A single administration order was imposed by the British over India and this created a sense of unity
- English evolved as the common language amongst educated Indians and as the administrative language of India
- The spread of modern education, establishment of colleges and universities facilitated the emergence of a new educated middle class, who later led the freedom movement
- India became aware of modern concepts such as democracy, liberty, equality, justice, freedom and dignity due to their exposure to English education
- Growth of modern roadways, railways, post and telegraph promoted mobility and exchange of ideas

A number Indian of scholars and our freedom fighters reject the above arguments:

- India as a country was always a distinct entity with the sea on its three sides and the Himalayas on its north. India is in fact the most well-defined or naturally defined country in the world. This land was called the Jambudwip .
- The Vedic literature described the major rivers and mountains from west to east as utara path and from north to south as dakhina path.
- Beautiful descriptions of India, figure in the Mahabharat (Arjuna travels through India from Delhi to Assam, from Assam to Tamil Nadu, from Kerela to Gujarat and Rajasthan). Kalidas's Meghadutam describes India in terms of the movement of monsoon clouds from Kerela to Kashmir.
- The *Ramayana* describes the North Central -South India in great detail.
- The inscriptions of India from the earliest to the medieval period provide ample proof of the existence of India as a single country.

- History of India bears testimony to a great pan-India empire built by the Mauryas, the Guptas, the Sultanates, Mughals and numerous regional empires.
- Sanskrit and Bhasha literatures are full of expressions like Bharata, Matrubhumi, Bharatvarsha, Janmabhumi, 'Janani Janmabhumi Swargadapi Gariyasi', swadeshi and swaraj etc.
- The concept of democracy was also present in the 'gana rajyas' which were ruled by a group of elders in the place of a king.
- Many freedom fighters traced their struggle for freedom to India's past and not to the English ideas.

Many scholars argued that even the modern concept of patriotism did not develop entirely in the United Kingdom. They argued that the USA (American War of Independence 1776) France (Revolutions of 1789, 1830 and 1848), Japan (Meiji Restoration 1870s), China (Abolition of monarchy 1910), besides Glorious Revolution of 1688 in Great Britain contributed immensely to the growth of modern patriotism. India in fact, India's Independence in 1947 was a great source of inspiration for freedom struggle waged in many Asian and African country.

The deification of the motherland and attribution to her of a divine character, is as characteristic of Indic tradition as it is alien to the spirit of the cultures of other countries. We may finally recall in this connection the great utterance *JANANI JANMABHUMISCHA SWARGADAPI GARIYASI*. (The Mother and Motherland are higher than heaven itself)

English colonial rule acted as a catalyst for uniting the people of India and growth of patriotism. The colonial exploitation further united the Indians and instilled in them a special form of patriotism. From the middle of 19th century, beginning with the great revolt of 1857 to the attainment independence in 1947, our ancestors burning with the sense of patriotism fought the colonial rulers. Many of the freedom fighters sacrificed their lives to secure the freedom of their motherland. In the late nineteenth century, the key word *swadeshi* emerged. The words *swarajya* and *watan /wataniyat* were also used as words for 'independence' and 'patriotism' in the nationalist lexicon. The song *Bandemataram* was extremely popular. Their selfless struggle finally led to the freedom of India. Independent India drafted its

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constitution and in the fundamental duties section it asked the citizen to inculcate good citizenship and contribute to the nation-building process.

2.3. Patriotic Values and the Ingredients of Nation-Building

Nations stay together when citizens share values and preferences and can communicate with each other constructively. Patriotic values are essential for nation-building. In a country like ours, which is rich in diversity, patriotic values should be inculcated in every citizen, which, in turn, will contribute to nation-building.

2.3.1. Nation Building- Concept and Prerequisites

Nation-building means the process of constructing or structuring a national identity. The term nation-building could be regarded as employing the resources of the state in working tirelessly towards building a strong nation. In other words, the aim of nation building is the unification of the people within the state so that it remains politically stable and viable in the long run. Nation-building is a process that involves everyone in a given society.

This phenomenon necessitates the component elements of the nation, coming to identify themselves with the symbols and institutions of the state. Identification with the symbols and institutions of the state enables the composing elements to share a common sense of belonging. It is this common sense of belonging that propels members of a country to act in the best interests of their political system. Nation-building entails all efforts directed at keeping a nation's entity indivisible while patriotism hinges on individuals placing the interests of the nation above their personal, group and regional interests.

2.3.2. Role of Patriotism in Nation-Building

Patriotism as discussed above stands for love for one's motherland/fatherland. A patriot is someone who respects a nation's symbols, traditions and heritage, respects the sentiments of fellow-countrymen and contributes constructively to the growth and wellbeing of the nation. Education provides a platform for the fulfilment of important tasks like character-building, value education, citizenship training, patriotism and so on. These tasks

help the state to perpetuate an equity-based social order through the ideology of nation-building.

As discussed above, the various features of constructive patriotism form the backbone of a robust nation-state. Respecting group sentiments, observing the constitutional value and performing the duties of a good citizen are the prerequisites of a patriot. Blind patriotism is hazardous for nation-building. Blind patriotism and its associates such as chauvinism, regionalism, narrow mindedness, sectarianism, racial superiority impede the development of a nation. Genuine patriotism is required for the growth of a nation. Genuine patriotism is flexible; it respects the heritage and tradition as well the sentiment of other fellow-citizens. It never hides itself under majoritarianism; rather it walks with all. A genuine patriot-citizen contributes to the shaping of a country's policies. Thus, a genuine patriot is a good citizen and a good citizenship is required for nation building.

2.4. Concept of good Citizenship

Good citizenship involves multiple components, including values, norms, ethical ideals, behaviors, and expectations of participation. The idea of good citizenship is related to diverse contemporary issues such as patterns of political participation, the meaning of democracy and human rights, the notion of civic culture, equal rights, and the role of technology in the digital era.

Some of the attributes of good citizenship include voting in every election; learning about the country's history; showing respect for government institutions; engaging in constrictive political discussions; participating in peaceful protests against laws believed to be unjust; taking part in activities to benefit people in the local community; engaging in activities promoting human rights; involving oneself in activities to protect the environment obeying the laws of the land; being morally , not evading responsible payment of taxes; showing solidarity with others .



What does citizenship mean?

<https://www.youtube.com/watch?v=XCVjQMMV0Q>

Who is a citizen? –

“Legally, a recognized subject or a national of a state is called a citizen”.

Further, a citizen is one who has the power / authority to seek any office and to vote any election.

An inhabitant of a particular town or city or a country is a citizen.

A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country's law and defend it against its enemies.

Activities:

- **Identify the common social characteristics shared by the citizens of a nation?**
- **What does citizenship guarantee you?**
- **What common things do Indian citizens share?**

2.5. Emotional Connection with one's Country

Patriotism or national pride is the feeling of love, devotion, and sense of attachment to a homeland or a country and alliance with other citizens who share the same sentiments to create a feeling of oneness among people. As discussed above, a primary attribute of patriotism is emotional attachment to one's homeland. Since the beginning, humans are emotionally attached to their homeland, which came to be called motherland or fatherland later. This emotion of deep attachment with motherland was present in the ancient Greco-Roman world as well as other civilizations and continues to exist in modern human societies. Even though we are now living in a globalized world, the affection for and emotional attachment to our homeland is still a basic human instinct.



2.6. Duties of Citizens and Qualities of Good Citizens

Citizens are part and parcel of a country. A nation is a whole and citizens are part of it. The nation through its constitution (in modern times) grants many rights to its citizens and in lieu of that also demands many duties from the latter. It is the duty and obligation of the citizens to obey the law of the land and display the qualities of good citizenship. A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state or local government.

2.6.1. Patriotism and the Indian Constitution

The Constitution is a living document and a guide in matter relating to laws and rights. This body of fundamental principles established by our ancestors demands some form of patriotism from the citizens, which we call constitutional patriotism. Constitutional patriotism means having feelings of devotion for the Constitution of one's country rather than any particular society or nation. Constitutional patriotism consisting in love for one's country and belief in its doing.

India has already witnessed a partition in 1947 on religious grounds, and to avoid any such terrible incident in the future, our heterogeneous country needs to be strongly united. To present this from happiness, constitutional patriotism is the best solution as the constitution treats everyone equally and prohibits discrimination. Therefore, if one regards the constitution as the head and not the government, then he/she will work accordingly. Some directives of constitutional patriotism which all of us need to obey include respecting the national anthem, the national flag, national symbols, national cultural heritage, participating in national elections, protecting national property and above all respecting and obeying constitutional values of the nation.



2.6.2. The Fundamental Rights and Duties and Citizen

Citizens are dominant pillars of the country. They are entitled to enjoy all the legal rights and privileges granted by a state to its citizens. On the other hand, the citizens are obligated to obey its laws and to attend duties as called upon. India is a democratic country where its citizens live freely and celebrate their rights. Constitution has bestowed six fundamental rights on the Indian citizens. The rights are not violable in common circumstances; but they are not absolute either and are subject to reasonable restrictions as necessary for the protection of public interest. Indian Constitution provides six fundamental rights to the citizens, which are:

- Right to Equality (Article 14- Article 18)
- Right to Religion (Articles 25-Article 28)
- Right against Exploitation (Articles 23-Article 24)
- Right to Culture and Education (Articles 29- Article 30)
- Right to Freedom (Articles 19- Article 22)
- Right to Constitutional Remedies (Article 32)

Democracy in the country can function only when its citizens have both rights and responsibilities. Rights and responsibilities are two sides of a coin that goes hand in hand with us, in home, society, state, or country, we live in. To completely enjoy the rights, citizens must perform their responsibilities towards the country in a decent manner because the rights and responsibilities of an individual are inter-related to each other. If we have rights, we must have their corresponding responsibilities too. Rights and duties of each citizen preserved in the Indian Constitution are very valuable and inter-related considering the prosperity of the country.

Watch the video

https://www.youtube.com/watch?v=amI08_zPEmY

Thus, Constitution of India, under Article 51A, has prescribed that it shall be the duty of every citizen of India –

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem
- To cherish and follow the noble ideals which inspired our national struggle for freedom
- To uphold and protect the sovereignty, unity, and integrity of India
- To defend the country and render national service when called upon to do so
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women
- To value and preserve the rich heritage of our composite culture
- To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures
- To develop a scientific temper, humanism and the spirit of inquiry and reform
- To safeguard public property and to abjure violence
- To strive for excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavour and achievement
- A citizen as a parent or guardian, should provide opportunities for education to his child, or as the case may be, his ward between the age of six to fourteen years

2.6.3. Qualities of Good Citizens and Progress of the Nation

We as citizens, are all accountable for the good or bad condition of our nation. We need act in order to ensure a positive impact on our community and country. An individual action performed by a person can change a life, but collaborative actions have a positive impact on the nation as a whole. Therefore, the duties of citizens count as a contribution to a flourishing society and the nation as a whole.

A good citizen has responsibilities and commitments to ensure that the country develops and achieve peace and prosperity. A country can flourish when its citizens are responsible enough to build a strong and powerful nation. We are all responsible for the protection and development of our country.



The prime duty of a citizen is to become a good, conscious, dutiful and responsible citizen. A person must have certain qualities in order to be a good citizen. Only good citizens can ensure a bright future for their country. A good citizen is honest in word and deed. He is always truthful and hence never avoids paying taxes. He is selfless and does not live for himself or his family but also for others. He seeks his good in the good of all, helps those who need help, encourages those who need encouragement and protects those who need protection. A good citizen is never fanatic and narrow-minded. He or she never allows himself or herself to be swayed by emotion and petty considerations. Religious tolerance and communal harmony are the articles of faith of a good citizen. Such a person never loses temper whatever may be the provocation. A good citizen always understands and uses the language of reason and follows the dictates of conscience. A good citizen is every inch a patriot; being loyal to his/her country, and always prepared to sacrifice anything and everything for the motherland. Being broad-minded, such a citizen loves not only his/her own country but also other countries.

A good citizen is law-abiding and obeys the laws of the country sincerely. He or she never violates any law. Rather, he/she extends his/her full co-operation to the government in maintaining law and order in the country. He is ever ready to put down crime and help the police in arresting criminals.

Above all, a good citizen has the welfare of his country and his fellow citizens at heart. Such people render voluntary service to the city or their country in various capacities. It is, therefore, our duty as good citizens to build a healthy, prosperous, cultured and civilized nation, self-reliant, poverty - free, hunger- free and corruption - free nation.

Food For thought: Don't ask what the country has done for you, ask what you have done for the country.

2.7. Let us sum up

Nation-building is a difficult task. Good citizens are the backbone of a nation and pillars of nation-building. They are genuine patriots. Patriotism, though defined as one's love for one's motherland/fatherland, has various shades of training and can be shrouded in ambiguity. There are blind or destructive patriotism and genuine or constructive patriotism.

Blind patriotism obstructs in nation-building whereas constructive patriotism is the backbone of nation-building. Patriotism differs significantly from nationalism. While, patriotism means love and pride for one's nation or attachment to one's nation, nationalism means a preoccupation with national superiority and an orientation toward national dominance. Patriotism is also a constitutional concept. The state demands some duties from its citizens. In the Indian context, the fundamental duties enshrined in our Constitution constitute constitutional patriotism.

2.8. Key Words

Patriotism-	Love for or devotion to one's country
Nationalism-	An ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests
Constitution-	A constitution is an aggregate of fundamental principles or established precedents that constitute the legal basis of a polity, organization or other types of entity and commonly determine how that entity is to be governed
Nation-	A nation is a community of people formed on the basis of a common language, territory, ethnicity etc. A country may be an independent sovereign state or part of a larger state, a physical territory with a government, or a geographic region associated with sets of previously independent or differently associated people
Citizen-	A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country's laws and defend it against its enemies.

Fundamental Rights- Fundamental rights are the basic human rights enshrined in the Constitution of India, which are guaranteed to all citizens.

Fundamental Duties- Fundamental duties basically imply the moral obligations of all citizens of a country and today, there are 11 fundamental duties

in India, which are included in Part IV-A of the Constitution, to promote patriotism and strengthen the unity of India

Fatherland- The native land or country of one's father or ancestors

Motherland- The motherland is the country in which you or your ancestors were born and to which you still feel emotionally linked, even if you live somewhere else

2.9. Check Your Learning

Q.1. Definitional Type

- Patriotism
- Nationalism
- Motherland
- Fatherland
- Patria*
- Fundamental rights
- Good citizen
- Matrubhumi

Q.2. Analytical Type

- Differentiate patriotism from nationalism.
- How did the term patriotism evolve from *patria*?
- Conceptualize good citizenship.
- Discuss constitutional patriotism.
- Distinguish destructive and constructive patriotisms.

Q.3. Essay type

- Sketch a brief note on the origin and meaning of patriotism.
- How did ancient Indians conceive of patriotism?
- What do you mean by emotional attachment to motherland? How does it help nation-building?
- Note down the attributes of a good citizen. Examine how good citizen helps in Nation building.
- Discuss constitutional patriotism in India in the light of fundamental duties.

2.9. Suggested Readings

- Canovan, M., *Nationhood and Political Theory*, Edward Elgar, Cheltenham, UK, 1996.

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CHAPTER III

2.3. VOLUNTEERISM

CONTENTS

- 3.0. Objectives of the Chapter
- 3.1. What is Volunteerism?
- 3.2. Volunteerism: Principles and Perspectives
 - 3.2.1. Who is a Volunteer?
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- 3.4. Common Sectors for Voluntary Work Suitable for Students
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 - 3.4.8. Caring for Children In Childcare Institutions
 - 3.4.9. Volunteering with the Police
 - 3.4.10. Suicide watch Volunteering
- 3.5. Summary
 - Key Words
 - Common Questions
 - Suggested Readings

3.0. Objectives

This chapter defines and expands the idea of volunteerism and its role in building a sustainable human society as well as shaping individual character. Volunteering is service that consists of positive action by an individual or group of individuals that is beneficial to both individuals and society. Volunteerism transcends all barriers, tangible or intangible and stands for the noblest aspirations and deeds. It brings equity, inclusivity, and sustainability to the local and global environment. After going through this chapter, students would be able to:

- understand the basics of volunteerism
- have an idea of the history of volunteerism
- know the relationship between leadership and volunteerism
- will be able to identify common sectors for voluntary work for them and associated benefits

3.1. What is Volunteerism

Volunteerism is commonly defined as a positive action by an individual or group of individuals that has proved to be beneficial not only to the individual but also for society. Volunteering is a choice made freely by a person or an organization and transcends all caste and religious barriers. It is a mutually beneficial relationship not in terms of material benefit but definitely from an emotive perspective particularly for the volunteer. It is an act without any vested interest or any material benefits, not even expectations of financial benefit to oneself.

There are many examples of volunteering around us. Many fellow human beings living around us provide their time, expertise and effort by volunteering to work in public and private institutions for the underprivileged including children having no parental support, mentally challenged children, street children, the old age homes, the acting begging, people living in tribal areas. There are called volunteers whose time and resources are devoted to bettering the lives of their fellow human beings, other living beings including plants and animals. There are umpteen examples of volunteers providing cooked food to street children, teaching destitute children at makeshift shelters, providing much-needed healthcare to poor households, running placement centers in educational institutions, organizing structured sports and games for underprivileged children, providing food and psychological support to the elderly and women in institutions and the physically as well as the mentally challenged persons residing in institutions. All these are done without any expectation of financial or material gains.

Volunteerism can also be taken up by organizations in a targeted manner. India has many organizations that are registered as voluntary organizations. These are Non-Government bodies called NGOs. They work mostly in social service sectors. Some popular voluntary service organizations are CRY (Child Right and You), Missionaries of Charity, Salam Balak,

Soni

Help Age India, Mobile Creches, Apanalaya, Akshara etc., Each of these work in a specific area like Help Age India working with senior citizens.

3.2. Volunteerism: Principles and Perspectives

Volunteerism normally follows the following broad principles:

- Volunteering must benefit the community and the volunteer
- Volunteer work is mostly unpaid
- Volunteering is always a matter of choice
- Volunteering is a legitimate way in which citizens can participate in the activities of their community
- Volunteering is a vehicle for individuals or groups to address human, environmental and social needs
- Volunteering is an activity performed in the not-for-profit sector only
- Volunteering is not a substitute for paid work. Volunteers do not replace paid workers nor do they constitute a threat to the job security of paid workers
- Volunteers must be aware of and respect the rights, dignity and culture of others

3.2.1. Who is a Volunteer?

A volunteer is a human being who, by virtue of his work makes a difference on the ground. Volunteers freely choose to devote a certain amount of their time and effort to provide help and support to another person, group/s of persons or to a cause. To summarise:

- A volunteer is a professional or non-professional person who willingly spares his/her time and effort for others,
- They are committed to the goals and principles of selfless service or social work
- They neither expect nor receive any remuneration for their work
- As a consequence of his work, emotional satisfaction and moral credit are always accrued to the volunteer

History is full of inspiring stories of great volunteers. One that immediately comes to mind as a contemporary voluntary worker is Mother Teresa. This frail and compassionate Albanian nun arrived in India with the sisters of Loreto. As she toured the nooks and corners of Eastern India and particularly Kolkata, she was aghast at the pain and misery that was the constant companion of the homeless, the poor, the sick, the hungry and the destitute found on the streets of the city. She decided to start working for helping these people by simply finding a place for them, taking care of them, showering them with compassion and being on the whole non-judgmental about them. She continued this work with the group of nuns that came to be known as the Missionaries of Charity and established "Nirmal Hriday", a place the abandoned can call their own. As a true volunteer, Mother Teresa herself would bandage and dress the

wounds of lepers, look after the sick, play with destitute children at *Nirmala Sishu Bhavan* and also liaison with the authorities for providing help. To her, "service to mankind is service to GOD". Her reward was the understanding that she was part of God's plans to help these people. That was the reason people of India called her "*Mother Teresa*" "one who, like a true mother, cared for the hungry, the naked, the homeless, the crippled, the blind, lepers, the unwanted, the unloved and the uncared for without asking for anything in return. In a sense, she was the ultimate volunteer, the universal mother.

We can perhaps digress for a moment here and think about people around us. Remember your mother toiling hard from morning to evening to make sure that you are provided with the best of everything. She takes no salary, listens to your complaints, never bothers you about her illness but still cares for your comforts. Can we then call our mothers volunteers in the family universe? Line up your reasons for and against.

3.2.2. Why should we volunteer?

Volunteers add to the quality and overall scope of various programmatic services of governments and NGOs involved in social work. They provide enthusiasm, additional resources, genuine interest and, many times, specialised skill sets not available otherwise. It is known that volunteers have often supplemented the regular workforce during times of crisis like natural or man-made disasters, especially when requirements peak. They often have the capacity to provide services outside the normal purview of government employees. For example, during the current COVID 19 pandemic we saw many individuals and organizations that worked incessantly with affected people providing food, health care, facilities like transporting them home, emotional support and funeral services. The world during the first and second waves of the pandemic without these volunteers would be unimaginable. Volunteers and volunteerism will always be an essential to bridging the multitude of divides created by developing societies.

There is also a tangible gain for the volunteer in the modern-day world. There are more than 1.2 billion young people (defined by the United Nations as between 15 and 24 years of age) in the world today, the largest group in history of human existence. Young people are key agents for social change and provide the energy, creative ideas, and determination needed to drive innovation and reform. Volunteerism is an important and increasingly popular mechanism for young people to bring about positive change in society, and it is becoming more and more relevant as a mechanism to engage young people in global peace and sustainable human development. For instance, as governments, United Nations entities and civil society organizations debate and articulate the post-2015 development agenda, there is a strong call for a bottom up-process in which young people's voices are included and the youths are actively engaged in the process, and volunteering is a viable mechanism for this.

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Volunteering is also associated with a higher chance of employment, and the effect is especially strong for those without a high-school diploma or who live in rural areas. Many management and business school programmes require certain hours of dedicated voluntary social work as admission eligibility. However, young people increasingly feel that volunteerism complements formal education in teaching them skills that are required for the job market such as leadership, teamwork, problem-solving, planning, management, creativity, communication and negotiation. This is especially important given the current global economic downturn resulting in the tough competition for jobs.

In summary, there can be several driving forces in modern-day volunteering that go beyond altruism. Some of them are listed below:

- Influence of values, culture and tradition
- Empathy and compassion for fellow humans, animals and the environment around us
- A step towards professional advancement through gaining knowledge, new skills and experience
- Gaining social approval and forming new and rewarding relationships; to feel needed
- Advancing one's career in corporate bodies or engaging in advocacy for a cause
- Learning to look beyond one's own problems and sometimes as a therapy
- Ensuring personal growth gaining, self-esteem and leadership qualities
- Feeling the urge to reform Civic duties
- Respects for religious beliefs
- Religious belief and/or compulsion

3.2.3. What are the essential qualities that a volunteer must cultivate?

In the words of a few volunteers, their work is ever stimulating, challenging and sometimes tiring but always incredibly rewarding. The pro-social trait or tendency to help others regardless of motive is a broad expectation that sparks volunteerism. Altruism perhaps comes much closer to home as it defines help without any expectations. Altruists are happy doing a good deed but it is generally agreed that empathy and compassion are commonly identified personality traits in a majority of value-based volunteers. As a young man or women, one is often faced with a doubt whether one is capable of being a volunteer. Becoming a volunteer is an evolving process. As one works with various target groups, s/he learns continuously and evolves into a good human being. We must constantly remember that volunteerism is an acquired attribute and is not inherited. Instead of being born as a volunteer, human beings grow into volunteerism through their own attitudes, a shared environment, cultural heritage, experiences and the value system of the world around him/her. A volunteer must develop the conviction that all humans are created equal and have a right to get equal treatment and opportunities. However, for a person to be an effective volunteer, it is necessary to develop a few desirable qualities that will make him/her successful in the field

- Passion for the targeted voluntary sector is one of the critical qualities that must be part and parcel of a volunteer. Passion helps one overcome all other challenges that may be present in a volunteer's path. For example, some people love children and working for children is their prime passion. Similarly, people who are deeply religious at heart would work happily in the temple or with any other religious activities without any other consideration. Golden Temple is famous for the voluntary work "Kar Seva" that the members of many communities gladly perform there
- Empathetic nature is desirable while volunteering for the underprivileged. To understand the needs of the target group, one needs to internalize the issues developing they face. This eases the complexities of the problem
- Non-judgmental attitude is an essential a volunteer. Selfless work loses its shine if the mind continuously sits in judgement over the target group or individuals
- Clarity in thought and expression for which one needs good communication and interpersonal skills
- Patience, a proactive nature, a sense of commitment and reliability
- Teamwork and shared vision
- Humble, polite non-interfering and respectful nature
- A willingness to engage in Life-long learning
- Capacity and skill for conflict resolution

Needless to say, the inculcation of all the above traits in an individual not only promotes good citizenship values but provides a recipe for good leadership.

3.2.4. A Brief History of Volunteering

The earliest history of volunteering provide examples of religious volunteers tending to the sick and infirm as God's work in establishments/missionary. There were around 500 volunteer-run hospitals in England during 12th and 13th centuries. The actual term "to volunteer" was used in the year 1755 as offering oneself for military service. In the 19th century, one saw the evolution of structured volunteering, through Young Man's Christian Association, (YMCA) involving its members in charitable activities for society at large. Madam Clara Barton's Red Cross did yeomen's service during the Civil War and afterwards. Internationally. The beginning of the twentieth century saw the evolution of voluntary organizations like "The Salvation Army", "The Rotary International", "The Lions Club", "The Peace Crops" with their members participating in a multitude of community help programmes.

The Post-Second World War period, through the latter half of the twentieth century, did indeed bring about a change in the approach towards volunteerism against the backdrop of diverse socio-economic changes happening across the globe. Apart from the post-war generation, the entire generation of Boomers, GenX and Millenials started viewing volunteerism as a necessity

for developing society and as an exercise leading to self - realization and fulfilment. The youth volunteer base became very broad and one can identify many factors responsible for this attitudinal change. The awareness of the catastrophic effects of war, increased access to information leading to awareness regarding widespread human misery, inabilities of governments to reduce the increasing socioeconomic gap, rise of the new middle class for which the urge to practise altruism emerged as the new alternative to spiritualism, the rise of a strong mass-media and finally, the spread of a new sense of NGO achievements through UN-led organizations perhaps made more people realize the transience of life and the need to contribute more to the community. The voluntary sector of India is noted for its vibrancy, innovation, and research-based advocacy. It has played an important role in supporting the government as a partner in nation- building. Historically, Indian voluntary development organizations have played three significant roles: firstly, filling gaps in the government's welfare systems, such as delivering basic services like health care, education, water, and sanitation facility to the most remote locations in the country; secondly, conducting research-based advocacy, such as analyzing the efficacy and reach of various government projects to provide guidance to the government for policy change; and, finally, working on a rights-based approach and entitlements through protests, strikes and public interest litigations. For illustration purposes, a few examples voluntary organisations are given below.

3.2.5 Some Notable Voluntary Organisations :

Committee for Legal Aid to the Poor (CLAP):

CLAP works through a rights-based approach in India to advance human rights through the use of the legal system. It is based in Cuttack. It works in various states of India with primary focus on Odisha. It renders legal services pro-bono to the marginalized, facilitation access to justice and undertakes advocacy for legal reform. The CLAP manages Legal Service Institute which serves t society especially the marginalized to enable them to assert their Right with Dignity. It also carry out various programmes like Legal Awareness, Legal Support for Capacity Building, Legal Empowerment of Marginalized Communities, Mediation and Juridical Advocacy.

Vinimay Trust :

Vinimay is a public xharitable trust focusing on providing complementary services to underprivileged children and youth staying in institutions. It is a purely volunteer-based organization, where every functionary is a volunteer. They are guided by the philosophy that the volunteer provides a much-needed service but simultaneously benefits from sense of internal fulfilment that makes life worth living. The organization is based on the percept "we gain as much as we give". It is now more than 40 years old and its activities include child welfare and youth aftercare like sports, teaching, healthcare, employment, locating lost families, integration with society at large. The volunteers include people working in professional action as well as housewives.

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It also has created a band of young volunteers who have benefited from Vinimay's work at child welfare institutions.

Indian Institute of Education & Care (IIEC):

IIEC is a non-governmental social voluntary organization established in 1996 by a group of intellectuals, social workers and scientists, aiming to empower people to have access to all resources needed for their own development through eco-friendly technologies and participatory methods. It also works to protect the rights of children, women, tribals, farmers, persons/children with disabilities and for their holistic development. The organization visualizes a world where the poor, marginalized and the vulnerable are mainstreamed and take part in the development process with equity, dignity and liberty.

Chetna(www.chetna-india.org):

Childhood Enhancement through Training and Action. CHETNA is an NGO working towards empowering street and working children through a participatory approach. CHETNA provides education, counselling, recreational activities, and a framework to get organized. They are given a chance to understand their situation, their rights and opportunities.

Smile Foundation (<http://smilefoundationindia.org>):

Since 2002, Smile Foundation has been working on ensuring education for children, livelihood for the youth, healthcare in rural areas and urban slums, women empowerment and sensitization of the privileged. It is an NGO which applies successful business strategies to social ventures has achieved unprecedented popularity.

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Some pictures depicting volunteer-based activities taken from the Internet



ASHA India



Planting tree



Serving food to people in need

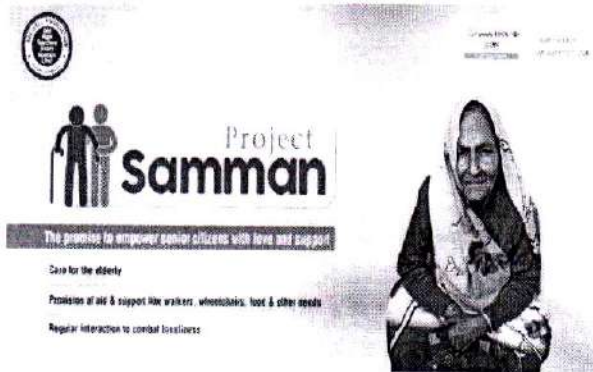


Helping injured and homeless animals



Helping local sports groups

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Corporate volunteering



Age Well Foundation



Cleaning a beach

3.3. How does one become a volunteer: preparing oneself

a. Decide which causes you care about.

Everyone has a favourite cause and passion. Choosing to volunteer for an organization or cause that one feels passionate about can increase the chances that one really enjoys the opportunity. Before beginning to work as a volunteer, one must take time to determine what one really cares about. For example, if you're passionate about disability rights, you may enjoy volunteering at a special needs organisation. The more specific you get about your passions and interests, the more likely you are to find a volunteer position that is best suited for you. Some love to teach, some would like to work in middle-class social settings, some others would love to organize religious and semi-religious functions or to work with small children. Follow your passion, is the first mantra.

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b. Identify the skills and knowledge you can offer.

When one wants to work as a volunteer either alone or in a group it is necessary to recognize your area of expertise that would contribute to community welfare. Assess the skills you currently have to see if there are specific roles you could play as a volunteer. Most voluntary organizations also have entry-level opportunities that train you on the basic skills that are required in day-to-day volunteering.

c. Create a volunteer resume

Once one's passion and strengths are identified, it is necessary to prepare a brief resume that will help one to join the volunteer group of one's choice. A resume allows the organization to quickly see what you have to offer and helps it find the most appropriate volunteer position for you.

d. Determine how often you can volunteer

A volunteer must acquire efficient time-management skills since s/he must perform his/her normal activities and volunteer. It is often found that a new volunteer devotes a large portion of his/her time to volunteering. But the key component of effective volunteering is sustaining the activity a longer period of time. Therefore the frequency of volunteering and the per-day time period which one can devote must be carefully determined. As you start your work in the voluntary sector, do plan your schedule only a month or two into the future in the beginning with a few hours twice or thrice a week as a commitment. See if you enjoy the position and organization before you make a full commitment for more hours days. Once you know for sure that you want to continue volunteering in this capacity, consider giving more of your time and expertise to the organization

e. Research volunteer opportunities in your community.

Proximity and familiarity are two of the major facilitating factors in volunteerism. Therefore, one can take the help of using a volunteer site to get all the relevant details for the volunteer position. One interesting example is the work of student volunteers in university campuses.

f. Acquire in the appropriate mindset as well as skills.

For example, if one wants to work in old age homes, he/she should develop patience, understanding and some rudimentary skills in handling old people and their needs. If one is interested in advocacy, there is a need not only to acquire updated knowledge on the specific cause but also to acquire organizing skills, articulation skills and skills relating to team work.

g. Inculcate Professionalism in yourself.

In terms of seriousness of commitment, one must treat volunteer commitment at par or better than a paying job. Be punctual, show up on time, deliver on your commitments and be professional while performing voluntary work. Remember, the target group develops a heavy reliance on volunteers for many of their daily requirements. Therefore, being reliable

and professional is very important.

h. Regular assessment of one's volunteer experiences.

A volunteering matures as he/she gathers more experiences. He/she is expected to improve on his/her performance so that the target groups 'benefit in a sustained manner. One must, therefore, continuously re-examine one's activities in this light. A volunteer renders his/her services in an unconditional manner and performs difficult tasks that are not attempted by common people. Patience, a non-judgmental attitude, rationality, compassion and professionalism in all our actions must be continuously evaluated and corrected. For example, sometimes we get irritated during teaching the alphabet to an underprivileged child if the child is not able to grasp our suggestions. The irritation however may be due to our own problems related to our family or office. But if we flare up, it hurts the child and he/she may be alienated and demotivated. Therefore, one needs to continuously assess one's performance.

i. A volunteer must always be aware of the consequences of his/her work.

For example, if one is working with the environment-conservation sector, sustainability must be one of the main priorities. All our efforts would fail if we generate more pollution than we beneficiate the environment. If one is working on a cleanliness campaign, the focus should be on how to clean the target area and then how to maintain it. One can organize a team of volunteers to regularly carry out the cleaning work or work persuade the local authorities to get regular cleaning done. One day of cleaning for publicity purposes does more harm than good. Similarly, during the recent COVID pandemic all health volunteers needed to be careful about not becoming spreaders themselves.

3.4. Common sectors for voluntary work for students

Though, in principle, one can take up volunteering activity in almost any sector of our social life, some sectors need greater volunteer intervention. This section enumerates a few of them, where students like you can contribute effectively and make a difference to society at large.

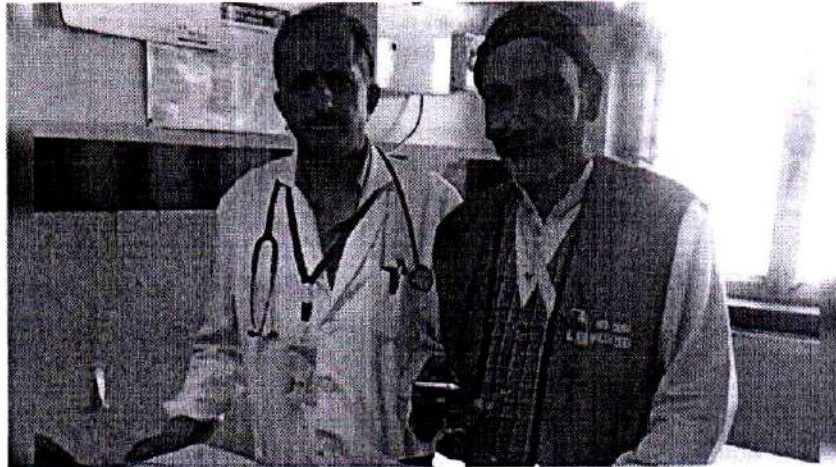
3.4.1. Blood donation

There are people always struggling to find blood or blood components. They include accident victims, people with thalassemia or other blood disorders like severe anemia, and patients undergoing major surgeries. The pre COVID-19 statistics show that around 11 million blood donations are collected in India every year against the required 13.5 million for 1.35 billion people living in the country, leaving a gap of nearly 2 million. Reportedly, 84 per cent of these blood donations are collected through voluntary non-remunerated donors. Blood saves lives. There are regular blood banks, hospitals and agencies who collect blood from volunteers. If we give this a thought, universities and colleges are perhaps the ideal places to promote a culture of blood donation. In Odisha, one can donate blood at blood banks of hospitals, the Red Cross, or at blood donation camps organized by NGOs and voluntary agencies. It is a safe

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process and our donated blood helps in saving another life.

There are many heroes among blood donors. It is worthwhile to recount the story of Shri Shabir Hussain Khan, a man from Srinagar, Kashmir who has become India's biggest blood donor. His journey started on 4 July 1980, when a friend in his area was injured while playing football. Shabir promptly went to the hospital by foot to donate his blood and help out his friend. **Shabir Hussain Khan**, who lives in Srinagar's Kamangarpora Kadi Kadal area ,has donated 174 units of blood so far in 41 years.



Since blood donation is part our health-care system, it is associated with some myths and wrong impressions that discourage donors from coming forward and taking part in this noble mission.

Facts and Fiction about Blood Donation

Sl.	Query	Facts
1.	Who can donate blood?	Any Individual between 18 to 65 years of age and weight above 45 kg with a haemoglobin count of above 12.5 gm %, systolic blood pressure between 120-100 mm Hg and Diastolic pressure 60-100 mm Hg. The body temperature should be 37.5 C or below.
2.	Is there any health-related benefit associated with regular blood donation?	Yes. Regular blood donation, cholesterol remains in control thereby reducing chances of heart ailments, diabetes and hypertension related diseases. The bone marrow regeneration becomes better. While donating blood , a person is automatically tested for diseases such as HIV, AIDS, hepatitis, syphilis and malaria .One also gets inner happiness in being able to save other human lives. ,

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3.	How much blood is there in the human body and how much can be donated at a time?	In males, per kilogram bodyweight, one has 76 ml blood and in females, the corresponding quantity is 66 ml/. Since human body needs about 50ml of blood for healthy circulation, there is excess blood of 26 ml/kg in males and 16ml/kg in females. At one time, one can therefore donate about 5-7 ml/kg of blood without any problem. With normal food, this blood is regenerated in about 15-20 days' time. At one time, only 350 ml of blood is collected per donor.
4.	Who are prohibited from donating Blood?	Persons suffering from HIV, AIDS, hepatitis, asthma, heart ailments, thyroid ailments, epilepsy will not be eligible to donate blood. Those who are afflicted with common ailments may donate after receiving treatment and on doctor's advice. Women are barred during their periods, pregnancy, within three months of a miscarriage and during the breast-feeding period. Persons having undergone major surgeries should not donate for six months. Those having undergone minor surgeries should not donate for 3 months.
5.	What are the tests done before donating Blood?	Normally, body temperature, weight, haemoglobin count, blood pressure, pulse rate, as well as conditions of liver, kidneys and lungs are examined before one donates blood.
6.	What are the tests done on the blood collected in each blood collection pouch?	Jaundice (hepa B and C, malaria, HIV AIDS, sex-related diseases, blood-group and cross-matching between the bloods of the donor and donee. Since these tests are time-taking, they are done in the post-collection period in the blood bank, prior to giving to the donee.
7.	What should be the time interval for regular blood donation by a person?	3 months in case of males and 4 months in case of females
8.	Is it Safe?	Blood donation is completely safe these days. Every instrument used is sterilised including the needle and its holder and are destroyed after one use. There is no fear of infection.

Signature

9.	What is AIDS. Does it transmit through Blood Donation?	AIDS is a dangerous disease that spreads through bodily contact or contact with body fluids. It compromises the body immunity against external infections. It does not spread through blood donation.
10.	For how long can the collected blood be stored safely	Normally anti-coagulant like CPDA -1 is added and stored at temperature of 2-6 degrees centigrade up to 35 days safely.
11	After donating blood, how long should one's wait for going back to regular activities?	30 minutes
12.	Occasionally, people are seen to faint after donating blood. Is it Natural?	Predominantly, these are effects of fear and consequent psychological stress. Sometimes, if one tries to stand up immediately following blood donation, this could happen. It could also happen if one donates blood on an empty stomach or after a sleepless night. A few minutes of rest is what is needed.. There is no need for extra rest or nutrition.
DONATE BLOOD. SAVE LIVES		

Signature

3.4.2. Organ Donation:

Organ donation in India is regulated by the Transplantation of Human Organs and Tissues Act, 1994. The law allows both deceased and living donors to donate their organs. It also identifies brain death as a form of death. The National Organ and Tissue Transplant Organisation (NOTTO) functions as the apex body for activities of relating to procurement, allotment and distribution of organs in the country.

Although India has performed the second largest number of transplants in the world in 2019 (after United States), it lags far behind western nations like Spain (35.1 pmp), United States (21.9 pmp) and United Kingdom (15.5 pmp) in national donation with a donation rate of only 0.65 per million population (PMP) (2019) due to its vast population. According to the World Health Organization, only around 0.01 percent of people in India donate their organs after death. Some of the reasons behind such poor performance are lack of public awareness, religious or superstitious beliefs among people, and strict laws.

In 2019, the Government of India implemented the National Organ Transplant Programme with a budget of ₹149.5 crore (US\$20 million) for promoting deceased organ donation.

Living donors are permitted to donate the following

- one of their kidneys
- portion of pancreas
- part of the liver

Living donors must be over 18 years of age and are limited to donating only to their immediate blood relatives or, in some special cases, out of affection and attachment towards the recipient.

Deceased donors may donate six life-saving organs: kidneys, liver, heart, lungs, pancreas, and intestine. Uterus transplant is also performed, but it is not a life-saving organ. Organs and tissues from a person declared legally dead can be donated after consent from the family has been obtained. Brain death is also recognized as a form of death in India, as in many other countries. After a natural cardiac death, organs donated are cornea, bone, skin, and blood vessels, whereas after brain death, about 37 different organs and tissues can be donated, including the above six life-saving organs. One can become a volunteer to donate and help spread awareness about organ donation that saves lives. In Odisha, Dr. Pravas Acharya, President Body and Organ Donation Society of India (BODI), Gopabandhu Bhavan, Buxibazar Cuttack is spearheading the organ donation campaign and interested students can get more information at www.angadaan.com.

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3.4.3. Cleanliness and save the environment campaigns

Across the globe, people and governments are collaborating on protecting the environment, greening the surroundings, fighting climate change, providing clean drinking water, transforming waste into useful materials and keeping their surroundings clean. This is perhaps the biggest movement since human beings inhabited planet earth, and volunteerism is the critical enabler in achieving this goal. In India, Swachha Bharat, Atmanirbhar Bharat, Plant a Tree, etc. are linked to protecting our environment. Every child, youth, and adult citizen must consider oneself an environment protection volunteer (warrior) and strive to realise the world's sustainability goals.

One of the easiest tasks each environmental warrior (volunteer) can do is to plant about six trees per month to compensate for the CO₂ emissions we produce, taking into account the annual global average of around six tons of CO₂ per person. Some of the interesting stories related to environment conservation are given below:

One of the pioneers of environment conservation, Shri **Jadav Payeng**, also known as the 'forest man of India,' comes from the state of Assam. His contribution as an environmentalist entails creating a 550-hectare man-made forest all by. The forest of Muali Reserve lies in the Majuli Island, on the Brahmaputra in Assam. Sneha Shahi is a PhD student at Ashoka Trust for Research in Ecology and Environment (ATREE), Bengaluru, studying conservation science and sustainability. She is a water conservationist and working to curb the use of single-use plastic that have choked India's water bodies and destroyed native diversity. Sneha manages to clear 700 kgs of waste, including plastic, thermocol, glass bottles and construction debris from an urban stream that helps mugger crocodiles to return to their natural habitats.

"At the end of the day, enthusiasm for the environment comes from within; a role model can just kindle the flame or help you navigate your way to a certain extent, your passion is what matters the most and is the true guiding light." Sneha Shahi says.

Heeta Lakhani is a climate educator and has developed the "Green Warriors" programme on climate education. She started engaging locally with school students and internationally with the official youth constituency of the UNFCCC, YOUNGO after attending the United Nations Climate Change Conference (COP21) in Paris in 2015.

"We can plant a million trees but it would still be a garden - it takes ages to create natural biodiversity. Humans can't replicate the support services that ecosystems provide, which is essential for the survival of our species, too. The sooner we act, the better." Heeta says.

Sanju Soman has been working with vulnerable communities and wetland conservation and created the first model wetland village with the Ashoka Trust for Research in Ecology and the Environment (ATREE). In 2011, when he was 19 he started Save a Rupee Spread a Smile (Sarsas), a volunteer-led NGO and organized fundraising marathons for Regional Cancer Centre and Kerala Network for Organ Sharing.

"I strongly believe that the planet isn't in danger but we are, along with every other species. Change should happen now and at a very fast rate." Sanju Soman says.

Soumya Ranjan Biswal works for wildlife conservation activities with a focus on the protection of Olive Ridley sea turtles. Biswal managed to organize and participate in 230 beach clean-ups and also worked with the forest department, local communities, and youth volunteers across the state to restore wildlife and encourage long-term wildlife management.

"As a coastal village boy, I've always been affected by ocean and beach pollution, high mortality rates of the Olive Ridley sea turtles and mangrove destruction, which have resulted in the frequent occurrence of natural calamities. This made me feel more strongly about issues like environmental degradation, climate change and its impact on the marine ecosystem." Soumya says.

3.4.4. Caring for senior citizens

Help Age India is a secular, not-for-profit organization in India, registered under the Societies Registration Act of 1860. Set up in 1978, the organization works for *'the cause and care of disadvantaged older persons to improve their quality of life'* Help Age envisions a society where the elderly have the right to an active, healthy and dignified life. It recently became the first and only Indian organization to be honoured with the 'UN Population Award 2020' for its exemplary work in the field of ageing, relief efforts work during the Covid -19 pandemic and recognition of the organization's outstanding contribution to population issues and efforts in the realization of older persons' rights in India (extracted from Help Age India website).

Currently, there are about 138 million elderly person in India. Help Age India voices their concerns about leading secure and dignified lives. It works through 26 state offices across India, runs numerous programmes on the ground, addressing the needs of the elderly and advocating their rights such as their right to universal pension, quality healthcare, action against elder abuse and many more at national, state and societal levels. It advocates elder-friendly policies and their implementation.

Its focus areas are healthcare, age care helplines, senior citizen care homes and day care centers, physiotherapy, livelihoods (elder-self-help groups; linkages with government schemes, disaster response. They welcome volunteer help.

3.4.5. Caring for street children:

India has the maximum number of children living on streets. One estimate puts it at about 18 million though a number of them have living parents or relatives. These are minor children who live and survive on streets, who have grown up in public landfills, train stations, abandoned or half constructed buildings and under bridges or temporary shelters in many cities. Most of them do not want to return home due to conflict, abject poverty, or for having become part of a gang engaged in antisocial activities. According to UNICEF, there are four categories of street children. There are high-risk kids who stay with families, but labour on the streets for a living. Then there are children who mainly live on streets, but spend some time with their families. There are children who spend a good deal of time

on the streets and therefore do not live with or communicate with their families. Finally, orphaned children are left alone with no caring adults. Children who end up on the street are often subjected to neglect and physical and emotional abuse at home. Once on the street, children experience trafficking and/or heavy labor as they flee their families in hopes of leading a new life. Children as young as 6 years old skim through the litter in search of money to survive. Voluntary organizations in every city are working with these children to provide them shelter at night, food, education (sometimes on railway platforms at night), rescuing them from gangs and sexual/substance abuse and finally rehabilitate them. This is an area that can provide ample opportunities for voluntary work and a sense of inner fulfilment.

3.4.6. Caring for the children of migrant workers

The children of migrant workers are at a disadvantage due to their continuous movement and their parents searching for livelihood. It is also difficult for voluntary workers to follow them and help them in a sustainable manner. Like all underprivileged children, these children need security of food, education and protection of their rights. Though food that may not be nutritious may be available, implementation of rights to education and protection from child labour, sexual and substance abuse and finally from violence is a critical issue. Again, this is an area where the needs of marginalized children are served, and requires a large number of voluntary workers. NGOs like mobile creches, CRY, PeCuC, DISHA, and many small voluntary organizations are contributing to this effort.

3.4.7. Caring for the children of slum dwellers

According to a report by NBO about 7.6 million children are living in various slums in India and they constitute 13.1 per cent of the total child population of urban areas of the 26 states/ Union Territories. Children growing up in slums experience a childhood that often defies the imagination of both the 'innocent childhood' proponents and the 'universal childhood' advocates. The slums typically lack proper sanitation, safe drinking water, or systematic garbage collection; there is usually a severe shortage of space inside the children's houses and no public spaces dedicated to their use. But that does not mean that these children have no childhood; they experience only different kind of childhood that involves playing on rough, uneven ground, taking on multiple roles in everyday life, and sharing responsibilities with adults in domestic and public spaces in the community. Voluntary work in health care and assistance in academic activities leading to employment are the common tasks that are taken up normally for these children.

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3.4.8. Caring for the children in childcare institutions

As per the Ministry of Women and Child development's data, India has over 9,500 child welfare institutions where about 3,30,000 children reside up to the age of 18. Many children in this country do not have a secure home or family. These children include orphans, abandoned, surrendered, and trafficked children, as well as children whose families are unable to care for them. Children in need of care and protection are put in places like children's homes, open shelters, observation homes, special homes, places of safety, and specialized adoption agencies. The National Policy for Children 2013 reiterates India's commitment to such children in accordance with the Convention on the Rights of the Child. It states that "the state shall endeavour to secure the rights of children temporarily or permanently deprived of parental care, by ensuring family and community-based care arrangements including sponsorship, kinship, foster care, and adoption, with institutionalization as a measure of last resort, with due regard to the best interests of the child and guaranteeing quality standards of care and protection."

Though, in principle, the institutions are supposed to provide a home away from home, the massive numbers, the meagre grants and lack of training of the staff do not work in favour of the children. Therefore, most institutions depend on voluntary groups to support them both through donations and most importantly, by becoming a friend, philosopher and guide to these young children who badly need a little understanding and compassion. Volunteers need to understand the working of the institution and address issues like nutrition, education, sports, cultural activities and healthcare. Clean and used clothes are also required.

After children turn 18, they have to leave the institution, and most children have zero support available to them thereon. The absence of aftercare is a huge gap across all institutions and in most cases not even a focus area. Preparations should start at the age of 14 or 15, while the child is in the institution. Career awareness, life skills, and basic financial literacy are very important to prepare the child for the time when they have to leave and become independent. By the time the child turns 18, they should have a clear path towards a decent livelihood and receive support to achieve that objective. The support required includes financial help and mentoring and hand holding. It is like the support a parent extends to a child during these critical years.

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3.4.9. Volunteering with the police

Volunteers can be an important part of any organization and are proven to be a valuable asset to law-enforcement agencies. Volunteering in law-enforcement benefits the agency, the volunteer and the community. Many volunteers join law enforcement agencies to fulfil their civic responsibilities.

Volunteering with the police means citizens helping the community law enforcement agency in maintaining law and order. In this type of volunteerism, volunteers share information and resources with law enforcement agencies that want to expand their programs, increase the use of volunteers in existing programmes, help citizens learn about the law of the land. The ultimate goal of this kind of programme is to enhance the capacity of state, local, and territorial law-enforcement agencies to utilize volunteers.

One of the forms of volunteering with the police, which includes becoming special constables or traffic police will give volunteers useful insights into what it is like to be a police officer, without enrolling in a permanent paid role straight away. Special constables have full policing powers and do frontline policing, which involves duties like:

- Helping at the scene of accidents or fires
- Keeping town centers safe
- Dealing with anti-social behaviour
- Conducting house-to-house enquiries
- Arresting offenders and giving evidence in court
- Crowd control at events
- Educating children, communities and businesses on crime reduction
- Conducting traffic maintenance in cities and towns

The role of citizens in policing is vital. Volunteers increase the capacity of constabularies, bringing valuable skills and expertise to police teams, creating closer and more effective relationship with communities. These people give up their free time to volunteer in a variety of policing roles for various reasons. Volunteers play an important role within policing culture and the benefits they bring and can identify with all volunteers who generously give up their own time to support the police and their local communities. In our own cities, young boys and girls often perform traffic police duties. This is one of the best examples of volunteering.

Sanjay

3.4.10. Suicide watch volunteering

Volunteers play a crucial role in suicide prevention. When implemented adequately, volunteers' engagement projects can be very effective in tackling mental health challenges in general and preventing suicide in particular. Such approaches are often relatively cost-effective and are therefore particularly appealing to low- and middle-income countries where stigma and taboo often limit access to quality care for suicidal behaviours.

Globally, over 8,00, 000 people die due to suicide every year, and it is the second leading cause of death in 15-29-year-olds (WHO, 2014). In India, the national mental health survey 2015-16 reveals that nearly 15% Indian adults need active interventions for one or more mental health issues and one in 20 Indians suffers from depression. However, since suicide is a sensitive issue, it is likely to be under-reported because of stigma, prevailing in some countries criminalization, and weak surveillance systems. About 75% of all cases of suicide globally occur in low- and middle-income countries. Globally, suicides account for 50% of all violent deaths in men, and 71% of such deaths in women (WHO, 2014).

Social, psychological, cultural and other factors can increase the risk of suicidal behaviour. Risk factors for suicide include, for instance, previous suicide attempt(s), mental health problems and disorders, problematic substance use, job loss or financial loss, trauma or abuse, and chronic pain or illness, including cancer, diabetes and HIV/AIDS. Unfortunately, suicide prevention is a low priority for governments and policy-makers too often. Awareness of suicide as a public health issue needs to be raised through a multidimensional approach that takes account of the social, psychological and cultural impact.

The prevention of suicide is not only important for individuals and families but also benefits communities, the health-care system and society at large. Preventing suicide can positively impact communities by promoting community members' health and well-being, empowering communities to identify and facilitate interventions, and building the capacity of local healthcare providers and other gatekeepers.

Since the mid-20th century, the Samaritan movement was started in England to provide emotional support to persons attempting suicide. Gradually, it has spread to different parts of the world. In India there are many suicide watch volunteering organizations working at present. AASRA in Mumbai is an organization that believes that every life is precious and worth saving. It has access to an international network that includes Volunteer Emotional Support Helplines (VESH), Lifeline International and the International Federation of Telephone Emergency Services (IFOTES). AASRA aims to provide voluntary, professional and essentially confidential care and support to the depressed and the suicidal. Saath founded in 1998 is functioning from Ahmedabad and preventing suicide. It has now 401-member centers across 38 countries and 31000 trained volunteers. Befrienders India (National Associations of Suicide Prevention Centre) is also prevent suicides through its volunteers since 1974. Other prominent organizations such as Samaritans, 1life, SNEHA, etc. prevent suicides across the country through volunteers through various activities such as:

- Offering telephonic helplines for counselling;
- Staging street plays through volunteers to spread the message that suicide is an irreversible response to a reversible condition and that prevention of suicide is everybody's responsibility.
- Organizing workshops in schools, because over-burdened students are often under family pressure to perform, especially during exams, making them more susceptible to drastic actions.
- These volunteers provide emotional support to farmers and provide skill training to young adults.
- They also conducted seminars for women, anti-tobacco campaigns, HIV/AIDS awareness programmes and health *melas* in colleges.

Suicide watch volunteers selflessly offer helplines during examinations and on the eve of the declaration results of exam result across the nation to prevent suicides.

3.5. Let us sum up

Volunteering is an individual or collective trait that builds a sustainable foundation of society. Volunteerism stands for the noblest aspirations and deeds. Volunteering has the potential to transform the world into a much better place. Volunteerism is immensely beneficial to both the individual and society. Volunteering transcends all caste and religious barriers. It is also necessary that volunteerism accord its due social recognition in the conventional definition. Volunteerism is an act without any vested interests or any payment, not even expectations of financial benefit to oneself. From a historical perspective, volunteerism emerged in the late Middle Ages in Europe. Then its volunteerism was considered a religious duty. Altruism, passion for services, empathetic nature, non-judgmental attitude, clarity in thought and expression, patience, proactive personality, commitment and reliability, teamwork and shared vision, humility, lifelong learning and conflict resolution are essential traits of a volunteer. Volunteerism can be observed in the blood donation, organ donation, cleanliness and save the environment campaigns, caring for senior citizens, working with underprivileged children, volunteering with the police and suicide watch volunteering, etc.

3.6. Key Words

Volunteers: A person who does something, especially helping other people, willingly and without being forced or paid to do it

Volunteerism: A wide range of activities undertaken of free will, for the general public good, for which monetary reward is not the principal motivating factor

Formal Volunteering: Voluntary activity undertaken through an organization; typified by volunteers making an ongoing or sustained commitment to an organization and contributing their time on a regular basis

NGO: Non-governmental organization: An organization that tries to achieve social or political aims but is not controlled by a government

Prevention: The act of stopping something from happening or of stopping someone from doing something

Salvation Army: An international Christian organization whose members have ranks and uniforms like an army, hold meetings with music, and work to help poor people

The Rotary Club: Rotary International is an international service organization which brings together business, professional, and community leaders in order to provide service to others, promote integrity, and advance goodwill, peace, and understanding in the world. It is a non-political and non-religious organization

The Lions Club: The International Association of Lions Clubs, more commonly known as Lions Clubs International, is an international non-political service organization established originally in 1916 in Chicago, Illinois, by Melvin Jones to promote the principles of good government and good citizenship and to take an active interest in the civic, cultural, social and moral welfare of the community

3.7. Check Your Learning

Q.1. Definitions

- a) Volunteer
- b) NGO
- c) Smile Foundation

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- d) Blood Donation
- e) Samaritan Movement
- f) Citizen Police
- g) Salvation Army
- h) Rotary Club International

Q.2. Analytical

- a) Describe the importance of the volunteerism.
- b) Why should we volunteer? Discuss in brief.
- c) What is organ donation and discuss the concept of volunteering organ donation.
- d) How volunteers can help old age people in need of caring?
- e) How volunteering can protect children from different challenges and problem?
Discuss.

Q.3. Narration

- a) What is the importance of the volunteerism?
- b) In what way volunteerism is beneficial for society? Discuss.
- c) How do volunteers work for the protection of environment? Answer with examples.
- d) Explain the concept of volunteerism with suitable case study.
- e) Write an essay on the history of volunteerism in human society.

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Chapter-IV

WORK ETHICS

Punctuality and Time Management, Cleanliness, Law Abidingness, Rational Thinking and Scientific Temper

Structure

- 4.1. Introduction and Objectives
- 4.2. Work Ethics- Meaning and Concept
- 4.3. Core Values of Work Ethics
 - 4.3.1. Punctuality and Time Management
 - 4.3.2. Cleanliness
 - 4.3.3. Law Abidingness
 - 4.3.4. Rational Thinking
 - 4.3.5. Scientific Temper
 - 4.3.6. Other Principles of Work Ethics
- 4.4. Qualities of Leadership
- 4.5. Contemporary Challenges
- 4.6. Concept of Self and Work Ethics
- 4.7. Let us Sum up

Key Words

Check Your Learning

Suggested Readings

4.1. Introduction and Objectives

A good citizen follows ethics or behaves at workplace, home, public and private places based on moral beliefs and social norms of right and wrong. Following moral beliefs and conducting oneself in tune with what is perceived as right makes one acceptable to society, in his/her home, workplace and many other social, formal and informal organizations. Such behavior also promotes nation-building, organization-building and social harmony. It promotes the good of everyone. After going through this chapter a learner will

- Understand the meaning and concept of work ethics
- Comprehend the characteristics and components of good work ethics
- Be aware of how these principles and values have evolved over centuries across the world
- Become a better citizen, family person and a good performer in one's work place

Answer to many ethical questions are naturally sought from philosophy and religion; the solutions suggested have their foundation in philosophy. However, here our approach is not philosophical or metaphysical but practical. This is not to reject religion and philosophy as part of critical human thinking, but to assert that our present concern is only practical oriented and we aim to equip our students to deal effectively with a crisis and not merely debate it.

4.2. Work Ethics: Meaning and Concept

- *The Merriam Webster Dictionary defines work ethics as a "belief in work as a moral good, a set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard".*
- Indians have believed for thousands of years that '*Work is Worship*'. It is believed that even spiritual goals and moral goals of life can be achieved through work, sincere and good work without getting into a religious debate.

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Indians have a belief system which holds that even **God can be realized through work**. In fact, it is natural for all of us to work.

- There are many other relevant principles in philosophical and religious traditions. Some of them are outlined here for further study by you:
 - Peace and prosperity of nature and the universe as a single family
 - **Right** views, thought, speech, action, livelihood, effort, attentiveness and concentration
 - **Right**: - faith, knowledge, conduct and behavior
 - Honour your father and mother. You shall not commit adultery, steal, lie or covet etc.
 - Justice, goodness, kindness, forgiveness
 - Honesty and piety
 - Fairness, mercy and generosity
 - Not to indulge in fraud, be malicious, cherish unworthy ambition and engage in un worthy teaching

One must work without expectations

An ethical issue emerges from the above: Do ends justify means?

Mahatma Gandhi deals with it very constructively. His answer was simple: we can't just adopt unethical or unjustified means to achieve a good goal, an ethical goal and a principled goal. We must follow what is good and what is objective. For example, "Ananda who studies physics in a college, doesn't go to class and his friends give proxy for him so that he fulfills the condition of securing 75% attendance. Is his action justified? It is not just because it is based on a lie but because the very purpose of learning physics is lost. Unjust means, unethical means only succeed in the short run and defeats the very purpose of work. Here the purpose is learning physics and it is defeated. Means and Ends both have to be justified.

- In politics, it is said, you can fool (cheat) all people for some time, some people for all time but never all people for all time. The objective of politics is to serve people; fooling people and cheating people will defeat the

objective of serving people. You may win an election but sooner or later people will throw you out. Same is true for business.

'BOTH ENDS AND MEANS MUST BE JUSTIFIED AND ETHICAL'

This is applicable to work, to individual citizens, to nations, to business organization and to members of various professions: students, teachers, doctors, nurses, lawyers and judges

4.3. Core Values of Work Ethics

To move forward we must identify the core values, principles and practices to guide us in workplaces and in the execution of any task.

Let us list out some of these desired values and practices:

- Diligence, resourcefulness and conscientiousness
- Being reliable, having initiative and acquiring new skills
- All works have social, human, environmental and other impact; no work happens in isolation and thus demands a sense responsibility for one's own good and the good of all
- Reliability
- Dedication
- Discipline
- Productivity
- Co-operation
- Integrity
- Responsibility
- Professionalism
- Honesty
- Punctuality and Time Management
- Accountability
- Respect for diversity
- Respect for others
- Cleanliness
- Rational thinking

- Scientific attitude
 - Positive attitude
 - Gender sensitivity
 - Clarity in thinking
 - Professionalism
- The above list is only suggestive and not exhaustive. Moreover, these are not watertight compartments; they overlap and move together. We shall select only a few to explain the matter more fully
 - Work ethics is a dynamic concept. Though core philosophical principles may have remained static to an extent, socio-economic-political-technological changes affect work ethics to a great extent. For example, when society was predominantly agrarian, most people lived in villages. Joint families were the norm. Ethics emphasized family values and respect for elders, Things have changed in the age of service sector dominance. Family values have remained but ways have changed. For instance, today in urban areas people who can't stay with their aged parents are engaging nurses to take care of them. People take care of the elderly, but their ways of doing so have changed.
 - Today, ICT applications and gadgets call for ethical practices, which were not relevant in the past.
 - Nowadays, newspapers are no longer the only or major means of spreading news, Digital social media, online newspapers, TV and radio channels are the major media. Thus, retaining the basic values of responsible journalism, individuals, corporates and social groups ought to ensure that false/fake news are not spread. This will endanger society.
 - Similarly, systems of governance also change ethical practices. The core value '*Justice for All*' remains. Monarchy imposed one set of values; democracy, for its part, needs another set of values. Monarchy rests on obedience to one's family, democracy rests on respecting the wishes of the majority. Feudal political structure rested on values of loyalty and sticking to one's responsibility as determined by birth. Today, it would depend on your

education, skills and abilities. Market forces and the economic order also affect work ethics.

Now let us examine and discuss some vital work ethics components:

4.3.1 Punctuality

- Punctuality is based on respect for your time and that of others. Punctuality is an etiquette which demands 'doing things on time' or as it has been scheduled or as you have planned them. To be punctual, one has to be organized, dependable, professional; one should respect one's time and that of others.
- Punctuality is also a feature of proper time management. It is wisely said that a "Busy person has time for everything and a lazy person has none". If one apportions time or distributes time properly, one can do many things and achieve one's target. A dis-organized person can never manage time. That is why you must plan, estimate the time you will require to complete a task, examine various methods of doing things and choose wisely. Punctuality is not about doing things on time alone, it is basically about respecting your own commitment (APJ Kalam, former President of India). It is said, time is money is said wisely. If you want to succeed in money matters, career and earn the respect of others, you should be punctual and learn to respect your time and other's time.

As time slips away, opportunities slip away. If the last date for applying for a job/admission has been advertised, which is a month away and you wait for the last minute and you may not be able to gather all the documents on time. You will miss the deadline.

That is why time is to be respected not because it is morally right or your parents-teachers-elders demand that you do so but because being punctual is in **YOUR OWN INTEREST.**

- Let us look at three inspiring quotes:
 - ✓ *The way to get started is to quit talking and begin doing- Walt Disney*
 - ✓ *Your time is limited, so don't waste it- Steve Jobs*

✓ *One day earlier would have been too early, one day late would have been too late, today was the time -Napoleon* when he came to power in France.

- Punctuality is a key to success. Punctuality gives you a headstart and an advantage over your competitors. To be punctual, start early.

Punctuality is a value to be practised not only by students or employees, but also by all human beings to achieve success.

- Time management helps you to prioritize your tasks so that you have enough time available to complete every project. Proper time management boosts our productivity. Time management skills and practises improve productivity and output, give us a sense of fulfilment, relieve stress, improves self-discipline, help in decision making and enhance the quality of our work.
- Effective time management enables students to do more things, helps them to meet targets, to improve concentration and to reduce stress. Students should always create a schedule, list out things to do and act as per their self-drawn time table.
- Procrastination or the habit of deferring tasks can have very negative results. You should always break your work into parts. Good time management is the most important desired trait for successful studies.
- Good time management actually gives you more time even though a day comprises 24 hours for everyone. You should learn to balance your life, work and entertainment, work and play and any other priority that you may have.

4.3.2 Cleanliness

- The saying '*Cleanliness is next to godliness*' emphasises that those who are clean, wholesome and live in a clean environment and those who ensure that they are clean, their surroundings are clean and they maintain high standards of personal hygiene are god-like people. In other words, cleanliness is considered to be a trait of God and is a divine trait. Cleanliness is not limited to personal hygiene and clean surroundings only. One's mind, motives and thinking must also be clean. A clean mind, a clean body and a clean environment go a long way in creating an ambience of positivity, creativity and co-operation. Cleaning the heart, mind and body is important.

- From a socio-medical point of view, a clean environment needs to be free from disease. Epidemics and pandemics spread in an unclean, polluted and dirty physical environment. Mankind has suffered in the past from this spread of cholera, plague and malaria, etc. Large populations have been wiped out due to these. Unclean and dirty physical environments help in the spread of diseases and infection.

Of course, harmful viruses and bacteria which cause diseases, yet cleanliness help us in containing the infection. An unclean body also allows infection to spread. Personal hygiene helps all to be free from diseases.

- All homes, workplaces and other public places have to maintain a clean environment. *Clean environment creates a positive working ambience.* Pollution creates a negative working ambience. Pollution and contamination leads to infection and these lead to disease and death.
- Cleanliness also involves being organized in your work place, keeping things or arranging things in an orderly manner at home and in the work place is very helpful. Many a time you waste your time searching for books, notebooks, even downloaded study materials. In the kitchen we search for ingredients; you are sure it is there but you don't find it when you need it the most. In such situations our efficiency is compromised.
- Sometimes orderliness in arranging items helps us to manage disasters and accidents better. If a burnol is in the right place, you can immediately apply it when necessary. If the medicines in the first aid box have not expired, they will come handy in case of mishaps. If the fire extinguisher is not periodically refilled and checked, during a fire it is of no use. Cleanliness and organized material management improve efficiency and save us from great disasters.
- Providing clean, hygienic and an organized workplace impact positively the safety, productivity and satisfaction level of those who work in that place, be it a home, school, colleges, bus stand, a railway station, a factory floor or a shop.
- Used items, un-necessary items, hazardous items should be periodically removed from a work place to improve cleanliness and working ambience. All work places should be litter-free. Workplaces, both public and private, generate

waste and litter and unless we remove them, work gets hampered. Right things in their right places or at designated places, help a lot. A book in the library must be available as per its call number; if books are mixed up, lots of time will be required for locating them. In a large library, sometimes it is impossible to find a book when books are not stored in an orderly manner. This applies to theaters in science labs, operation theatres in hospitals, production floors in factories etc.

- In fact, all workplaces have to be organized and clean. Cleanliness of the physical space is not enough; cleanliness of the mind is equally important. An organized mind, a clean mind, a clear-thinking mind and a positive mind is helpful. Un-clean bodies and minds are harmful to individuals and society.
- The surroundings must be clean; but cleanliness is not enough; these should also look beautiful. Thought should be not only be organized; they should be positive and not negative. Body, mind and soul must be clean, peaceful and beautiful.
- The following are advantages of cleanliness:
 - ✓ Promotes mental clarity
 - ✓ Prevents the spread of disease
 - ✓ Boost a self confidence
 - ✓ Gives a fresh and good look to our surroundings
 - ✓ Enhances your personality and helps you impress others
 - ✓ Helps in improving public health
 - ✓ Helps in enhancing your efficiency and output
- For a healthy body and a healthy mind cleanliness is a necessary requirement.

Cleanliness is impossible without the practice of promoting reuse, recycling and up-cycling, scientific waste management and social awareness. If we keep our homes clean but litter the road in front of our houses, if you dump garbage in front of a neighbour's house instead of putting it in waste bins, if we don't segregate waste, we can hardly create a clean environment.

4.3.3 Law abidingness

Laws must be followed not out of fear of law enforcement agencies, say the police, but because they are meant for our good and the good of everyone. Many political philosophers say that laws must be habitually obeyed. Laws are never ethically or morally incorrect. If a large number of people habitually disobey a law, it can never be enforced by the police and other law enforcement agencies. No state and government can protect people if laws are not followed habitually. Taxes must be paid as without taxes, the government will not have resources to invest in public services.

- In a school, if we disobey rules, it can't fulfill the purpose of its existence. If students do not wear uniforms, teachers violate the dress code, people are not punctual, classes are not held on time, the bell is not rung on time can education be imparted efficiently? Of course, 'Not'
- Laws are also called rules of the game. Can we play any game without rules? No country, no home, no institution can run without rules at local, state-national level or even international levels
- We should follow laws to ensure our own good and the good of others. We are not only social animals; we live with others and must respect the social order and norms. *Live and let live is the principle.*
- Rights and duties are two sides of the same coin. Your life would be in danger if others walking or driving on road don't follow traffic rules. Similarly, if you don't follow traffic rules, your life and the lives of others will be in danger. Should we take such a risk?
- Sometime students and young people feel that they are above law. Everyone is equal before law Powerful people, politicians, the rich and the famous and students must all obey laws, rules and regulations
- In our own interest we should be law-abiding citizens. We should allow freedom to others, so that we can enjoy our own freedom. We have operate within laws, otherwise no reasonable restrictions can be applied. Without reasonable restrictions, freedom becomes destructive.
- Attempts to bypass the law can never serve our long-term interests. Laws are to be obeyed because they are in our own interest.

4.3.4. Rational Thinking

Rational thinking and thoughts are based on reason rather than on emotion and ignorance :

- One must have an explanation for one's opinions on everything. The explanation must be based on evidence, analysis and on facts
- One must critically examine evidences for others' opinions and your own opinions before accepting a rejecting them
- One must have an open mind and be prepared to change one's opinion, when new evidence comes and new explanations are is offered
- In philosophy, rationalism is the chief source of knowledge and justification for our opinions and judgements
- Rational thinking improves our analytical abilities, power of comprehension and learning
- Irrational thinking leads to irrational judgement
- Rational decisions are based on rational thinking, knowledge and experience.
- The question is how to think rationally? In a decision-making situation, first one has to consider or examine the situation, then examine what are the possibilities or alternative solutions, one may estimate the cost of various options, lastly, one has to examine the consequences of each option and the short term and long-term effects of our possible decisions
- When you are seeking solution to a problem, a similar process is to be followed. Though the process of arriving of solution is complex, emotions, vindictiveness, reactionary, tit-for-tat, attitude etc. can't be your guiding principles. Some basic traits of rational thinking are given below -
 - Think positively about future
 - Look for reasons
 - Make plans and follow them
 - Examine pros and cons of each option or positive and negative consequences of each option
 - Targets must be fixed
 - Right paths /methods are to be followed

- Decision must be a well-informed one
- Don't get bogged down by any obsession
- Don't allow emotions to blind your judgement
- Keep your eyes and ears open and remain open-minded
- Dare to innovate

- Thinking rationally improves our capacity to comprehend things better, faster and more easily which in turn facilitate better decision-making. A rational person would move ahead in interpersonal relations. Suppose you had a tiff or a difference of opinion with someone in office, but you need to move forward for which you are required to work with the same person. What would you do? You should patch up with this person, try to be reconciled to him/her, sometimes agree to disagree and work for the good of the organization.

Rational thinking demands the ability to access, organize and analyze relevant information and then arrive at systematic solutions and conclusions.

- Though it has been argued so far that emotional thinking is not helpful, please remember to respect other people's emotions. It is also a character trait of a rational thinker. Before assigning a task to someone you must assess his/her emotional status. Your ability to connect with someone emotionally is a helpful trait. Higher EQ (Emotional Quotient) means your ability to manage your own emotions and the emotions of others in a better way in order to extract maximum and quality output. Many a time, you appeal to the emotion of your colleagues, you inspire them and appeal to higher values to reach your target.
- You can ask yourself, 'Can rational thinking be learnt'? The answer is 'YES'. Rational thinking encompasses our ability to draw justifiable conclusions from data, rules and logic. It has been found by researchers that learning to apply logic helps. Unnecessary fear sometimes makes us conservative; we must learn to take risks yet not become reckless. We must not take decisions emotionally yet recognize the emotion of others and even of self. Acquiring knowledge, application of knowledge and skills must be

- done at school and college levels. Keep your focus on solving problems and
- make sincere efforts.

4.3.5. Scientific Thinking

- Scientific knowledge seeking means adopting scientific methods to acquire knowledge. It involves asking the right question, knowledge acquisition through the triad/triangle of hypothesis, verification- observing - application of logic - conducting experiments and then concluding and synthesis.
- The present age is considered an age of science. Science affects us in many ways. Mankind has immensely benefited from the gifts of science. It is said that mankind has invented how to invent or in simple terms methods of scientific research are now well established and scientific methods are applied to all our problems and answers are to be found only through science.
- Tremendous developments in the fields of technology and medicine, life sciences and physical sciences have immensely benefited mankind.
- 50 years ago, some believed that science enabled mankind to conquer nature and today we have realized that we must learn to collaborate with nature to survive. Yet this too can happen only through science. The value and usefulness of science are now universally recognized.
- Scientific methods of study have come to influence all academic disciplines including languages, social sciences, and even fine arts. A scientific attitude towards life has taken root. A scientific temperament has also emerged. The prime mover for this is rational thinking (which we have already discussed). Presently scientific method of study is adopted by all subjects not restricted to the sciences. Even history, political science, literature and philosophy follow scientific methods of study.
- A scientific outlook on life and scientific attitudes are much more than science. Once a science teacher went to a quack for a treatment and paid for this fully with his life. There are numerous people who still shares a blind faith in many traditions. Our attitude should be scientific whether we are a student of science or not. Once a sadhu was bitten by a snake. A senior saddhu asked him to take medical advice immediately. He boasted of his spiritual powers and laughed

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away the suggestion. The poison killed him. Had he developed a scientific temper, he would have taken medical advice. During the Covid-19 Pandemic, many infected persons, who did not follow simple medical treatment protocol and followed nonscientific practices, either lost their lives or suffered a lot.

Students may examine meanings of words such as

- **Profession**
- **Professional**
- **Professionally**
- **Professionalism**
- **Ethics**
- **Professional Ethics**

4.3.6 Other Principles of Work Ethics

- Appearance / Dress

Personal appearance, dresses one puts on, hygiene, manners, etc., are important. One should follow the uniform/ dress code of institutions, be conscious of the profession one belongs to. One must wear the apron in a laboratory and wear the safety mask while welding metal, put on the prescribed safety gear when one is in a radioactive room and wear a helmet while driving a two-wheeler

You should do this for your own good, safety and success in life.

- Attendance

Attend classes or office, be punctual, complete assignments, get your doubts clarified (from teachers, fellow students, books and online sources)

- **Positive attitude:** Be confident, believe in yourself and work hard in a systematic manner
- **Character:** Be moral, loyal, honest, dependable, reliable and practise self-control in words and deeds
- **Be clear in your communication:** Say what you mean be polite but makes yours thought and ideas are expressed clearly in words

- Co-operate with your friends, colleagues and all others in the workplace and family
- Be Skillful: One must acquire skills for the profession one has chosen . A teacher must be able to teach and hence must learn how to teach
- Be a team person: Respect others in a team and sincerely execute your part of the work assigned to you
- Network: you should not only learn to work in a networked system but also network efficiently with co-workers
- Respect: Respect others and be respectable
- Maintain the highest level of Integrity
- Be open-minded: Be prepared to change your opinion when new facts and arguments convince that you are wrong
- Discipline: Discipline is indeed the key to life
- Take failures in your stride
- Be tolerant
- Take responsibility
- Meet the deadline set by self and institutions
- Don't procrastinate
- Be eager to learn
- Creativity is a desirable dimension of work ethics. Creative people are not limited to only painters, music composers or writer. Everyone can be creative. A doctor who develops a new method of surgery is creative. Scientists who develop new medicines, provide explanations for phenomenon's are creative. Inventions and discoveries happen because human beings are creative. It is said that Indians are good in **jugad technology**. Think of use of a cycle pump in an Operation Theater (*Three Idiots Film*). Ordinary people can be creative. One has to think creatively to be creative.

You can add to the above list. The list is only illustrative, not exhaustive.

4.4. Qualities of Leadership

Leadership is an important quality. Leadership qualities need not be confused with leadership positions, say being the head of an office. Of course, those who hold leadership positions should have leadership qualities to lead an organization, a team, a group and even a nation. However, many qualities of leadership need to be cultivated, even if you are not in any leadership position. You may be leading a picnic party. There are occasions when we occupy no position yet we have leadership responsibility.

The primary duty of a leader is to lead, to solve a problem, to provide a solution of a problem, to set an example for others to follow and to take responsibility

- The word 'leader' has many shades of meaning
- The leader of a group of people or an organization is the person who is in control of it or in charge of it
- The leader of a particular point in a race or competition is the person who is winning at that point
- The leader among a range of products or companies is one that is most successful
- A leader in a newspaper is a piece of writing which gives editor's opinion on an important news item.

You may add more to the list.

Is leadership part of work ethics?

Unless those who are leaders, high officials or the heads of families, are ethical in their practices, how can one expect people to be ethical? Of course, unethical institutions can achieve their goals, but they can never be sustained. Thus, ethical leadership is key to success and even survival.

There is another question: Is leadership limited to top positions only?

Of course not. For instant, in a college, the principal may be the top boss, but power and responsibilities are shared amongst heads of departments, office superintendents, accounts bursar, academic bursar, the hostel superintendents, student class representatives. They all have responsibilities and even power. As responsibilities and power are distributed in every organization, leadership qualities are required by all.

Sometimes important qualities of leadership are mentioned below:

- Leaders lead from the front; they set examples. Gandhiji said 'Be the change that you want'. We cannot expect others to do things which we ourselves don't do
- Set clear goals and objectives, have a plan and schedule
- Support team members to excel and succeed
- Sincerity and integrity are essential
- Ability to communicate clearly is essential. Words carry little weight unless they are backed by your sincere efforts
- When credit is due, one must give credit to others
- Ability to motivate is very important
- One must continuously learn; knowledge is the foundation of leadership
- Empathy or your ability to feel the pleasure and pain of others makes you an ideal leader
- Take responsibility both for success and failure
- To command respect, you must earn respect through your work, words and dealings. You must also respect others
- Be passionate. It is only people who are passionate about their work succeed
- Vision and mission, innovation, planning, mobilizing resources and being constantly on the looking out for improvement are key characteristics of leaders

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4.5. Contemporary challenges

- Work ethics are a dynamic issue. New challenges emerge as time passes
- Presently work from home has thrown up new challenges
- Heterogenous workplaces have emerged where people from various regions, countries, languages, religions and cultures are working together. This calls for new work ethics
- Environmental challenges have surfaced in the world and call for new work ethics

4.6. Concept of Self and Work Ethics

The concept of self has been seen from religions and spiritual point of view . Let us, now examine this from a practical point of view.

Self-concepts refer to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. The three most important components of self are self-image, self-esteem, and the ideal self. In simple terms, in practical terms, self means what one thinks about himself, one's strengths and weaknesses and what he wants to become. In essence, a person has to identify his/her own weaknesses and work on it. Be positive-minded, not be a defeatist or negative-minded. Self-discovery should make you work on your image, attitude and propel you to reach your goals. One must be aware where he or she stands now or is positioned, but this is not enough, one must know where he/she wants to be. In other words, you must have a goal and constantly work towards it. It is wisely said that, dreams are not those which we see in deep slumber but are those which do not allow us to sleep. If you are working constantly to reach your goals, which you set for yourself, you will not sleep over your goals but work towards it. Day-dreaming or dreaming at night is good as long as we work towards fulfilling these dreams. Life is all about becoming 'self aware', setting goals and working ceaselessly towards achieving them. Accepting an 'ideal person' as an example helps. Remember all great persons, Mahatma Gandhi, Albert Einstein, Lata Mangeshkar, Sachin Tendulkar or others, are all human beings. If they could, achieve great things, so could you. Be it

individuals or organizations they have a 'Self' and work towards setting goals for themselves and work towards achieving them.

4.7. Let us sum up

Work ethics are defined as "belief in work as a moral good, a set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard. Since ancient times, people of different parts of the world perceived work ethics in different ways. Ancient Indians in ancient times 'Work is Worship'. Ancient Egyptians, Mesopotamians and the followers of the Abrahamic religions valued both individual ethics and work ethics. Positive work ethics bring success to an individual and also to an organization. The components of positive work ethics are diligence, resourcefulness, conscientiousness, reliability, dedication, discipline, productivity, co-operation, integrity, professionalism, punctuality, accountability, cleanliness, rational thinking, scientific attitude, positive attitude, gender sensitivity, and clarity in thinking etc. From students to all kinds of professionals, personal and professional ethics are essential. For students personal appearance, dress, hygiene, manners etc. are necessary for securing their safety and success in life. In the present time multiple challenges complicate work ethics. ICT (Information Communication Technology) is used widely in workplaces today, and these call for a reassessment of work ethics. Rising religious fundamentalism in the place of secularism, the emergence of multinational and multicultural organizations and workforces, global environmental challenges, unequal distribution of wealth amongst nations and people, persisting poverty, large-scale displacements due to war etc. are few contemporary challenges which can be met only through science, technology and an ethical approach. When individuals recognize the meaning and significance of work ethics, they will enhance their career prospects, achieve organizational goals, and improve the organizations overall structure.

Keywords

- Ethics:** The process of determining right and wrong conduct. The discipline with what is good and bad and with moral duty and obligations
- Unethical:** An action or conduct which violates the principles of one or more ethical systems, or which is counter to an accepted ethical value, such as honesty
- Diligence:** Careful and persistent work or effort
- Punctuality:** The fact or quality of being on time
- Teamwork:** The ability of team members to work together, communicate effectively, anticipate and meet each other's demands, and inspire confidence, resulting in a coordinated collective action
- Professionalism:** The conduct, aims, or qualities that characterize or mark a profession or a professional person
- Honesty:** Honesty, honor, integrity, probity mean uprightness of character or action. honesty implies a refusal to lie, steal, or deceive in any way
- Integrity:** The quality of being honest and having strong moral principles
- Rationality:** The quality of being based on or in accordance with reason or logic
- Resourcefulness:** A person's ability to find efficient and innovative ways to overcome challenges
- Conscientiousness:** The quality of wishing to do one's work or duty well and thoroughly

Check Your Learning

Q.1. Definitional Type

- a) Work Ethics
- b) Rational Thinking
- c) Scientific Temper
- d) Integrity
- e) Punctuality
- f) Cleanliness
- g) Professionalism
- h) Team Work

Q.2. Analytical Type

- a) Differentiate ethics and Work ethics
- b) Notion of Work Ethics in Ancient India
- c) Conceptualize the term Work Ethics.
- d) Discuss the idea of Work Ethics in the Western World.
- e) What are the contemporary challenges to Work Ethics?

Q.3. Essay type

- a) Write a brief note on the concept and meaning of work ethics.
- b) What are the work ethics valued by leaders, which contribute to an individual's success? Answer with examples.
- c) List the attributes of positive work ethics. Write a note on how significant work ethics are nation-building.
- d) Discuss the code of ethics prescribed for students. How can those help them to succeed in life?

Suggested Readings

- Denhardt, K. G., *The Ethics of Public Service: Resolving Moral Dilemmas in Public Organizations*, Greenwood, Westport, Conn, 1988.
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3.1 EXTENT OF THE PROBLEM

Extent of Drug and Tobacco Addiction and Alcoholism in India, Myths Associated with Them, Health Hazards Associated with them and How they have become silent killers

3.1.0 Objectives

3.1.1 Introduction

3.1.2 Definition & Important Concepts

3.1.2.1 What is Drug?

3.1.2.2 Drug Abuse

3.1.2.3 Alcoholism

3.1.2.4. Drug Addiction and facts related to Narcotic drugs

3.1.3 The Process of Addiction

3.1.3.1. Addiction to Alcohol

3.1.3.2. Addiction to Drugs

3.1.4. Causes of Alcoholism and Drugs Addiction

3.1.4.1. Physiological Causes

3.1.4.2. Individual or Psychological Causes

3.1.4.3. Sociocultural /Environmental Causes

3.1.5. Extent of Drug and Tobacco Addiction and Alcoholism in India

3.1.5.1 Extent of substance abuse in India

3.1.5.2 Harmful and Dependent Use

3.1.5.3 The Way Forward

3.1.6. Myths related to Drugs and Alcohol Usage

3.1.7. Health Hazards Associated with them and how they have become silent killers

3.1.7.1 Health Consequences of Drug Abuse

3.1.7.2 Health Hazards Related to Alcohol Consumption

3.1.7.3 Alcohol, Drug Use and HIV/AIDS

3.1.8. Let us sum up

3.1.9. Key Words

3.1.10. Check Your Learning

3.1.11. Suggested Readings

3.1.0 Objectives

Addiction to drugs and alcohol is today a worldwide crisis. The demand for and supply of pharmaceuticals made in laboratories and naturally are both rising. The number of addicts is rising and affecting nations all over the world, including India. As a result, the nation's productivity has decreased. The majority of the countries are now starting to take the issue seriously and acting to reduce it. The issue of alcoholism and drug addiction is covered in this unit. After studying this lesson, you will be able to:

- Give an overview of the situation of drug and alcohol abuse and addiction in India;
- Describe the types of drugs and the causes as well as process of addiction; and
- Discuss the relationship between drugs addiction and alcoholism with health hazards and crime

3.1.1 Introduction

Alcoholism and drug addiction are a worldwide menace at present. This is widespread among adolescents, young adults and others. This substance abuse, like an epidemic, has taken thousands of lives and threatens millions of lives worldwide. Besides, this also leads to various biological and psychological problems for the individual indulging in their use. This worldwide phenomenon has affected several nations, including India. National production has suffered as a result all over the world. Most countries are now beginning to take the issue seriously and are taking action to lessen it.

The Report of United Nations Office on Drugs and Crimes find that around 275 million people were drug users worldwide in 2020, while over 36 million people suffered from drug use disorders. A recent report (2022) suggests that around 284 million people aged between 15-64 use drugs worldwide, which is a 26 per cent increase over the previous decade. The same report makes an observation that the rate of substance use is phenomenally high among the young aged between 18 and 25. In Africa and Latin America, people aged under 35 represent the majority of people being treated for drug use disorders. This substance abuse, like an epidemic, has taken thousands of lives and threatens millions of lives worldwide. Besides, this also leads to various biological and psychological problems for the individual indulging in substance abuse. This worldwide phenomenon has affected several nations, including India. As a result, national production has suffered all over the world. Women abusers in South Asian countries are on the increase. They account for 17 percent of lifetime abusers. Reports show that a substantial percentage of women drug addicts are divorced, separated, and widowed (India and Sri Lanka).

The drug market today is the most profitable market attracting an increasing number of customers. It is a supply-driven market that makes people, particularly the young, fall an easy prey to substance use. Unknowingly, thousands of teenagers, adolescents and youth are becoming victims of substance use today. Most countries are now beginning to take the issue seriously and taking action to resolve it.

3.1.2 Definition and Important Concepts

In the following subsections, we will discuss the definitions of some of the important concepts related to alcoholism and drug addictions such as drug use and abuse, addiction, tolerance, dependence, alcoholism and so on.

3.1.2.1 What is Drug?

Drug is a chemical substance which is given to people in order to treat an illness or disease or to prevent illness or disease. Drugs are chemicals that, when ingested by humans, can alter both their physiological and cognitive functions. A doctor may recommend these chemicals as medicine to treat minor illnesses or difficulties, such as difficulty in sleeping, headaches, tension, etc. Most of the time, using these medicines is lawful. When drug are used for non-medical purposes, it is an abuse.

Drugs may occasionally have non-medical purposes. Their usage is prohibited, as with heroin and brown sugar. Alcohol use is permitted, although it might be dangerous if consumed frequently or in large amounts. Other substances that fall under the category of socially acceptable legal drugs include cigarettes, coffee, tea, and others. But they are not thought to be hazardous. Some drugs, including alcohol, brown sugar, etc., can be addictive and deadly. It is these drugs that will be discussed in the next subsection.

3.1.2.2 Drug Abuse

Drug "usage" can refer to the use of drugs to treat, prevent illness, or improve health. Drug abuse is defined as the use of drugs (medical or non-medical) in a quantity, strength, frequency, or way that impairs an individual's physical or mental functioning. This indicates that even using medications in excess, too frequently, over an extended period of time, for the incorrect reasons, or in the incorrect combination constitutes drug abuse.

In other words, 'Drug Abuse' is defined as self-administration of a drug for non-medical reasons, in quantities and frequencies, which may impair an individual's ability to function effectively and result in social, physical or emotional harm. Such drugs produce psychological

and physiological dependence. That is to say that the individual feels a false sense of well-being and cannot function mentally and physically when they take drugs.

Do you know?

There are over 190 million drug users around the world. These users are now identified as drug abusers. Drug abuse is a mounting problem showing an alarming increase rate. This is a growing syndrome among young adults under 30. Drug abuse damages the body. Drug addicts often use needles to inject drugs. They risk contracting HIV and hepatitis B and C infections. Drugs of abuse are usually psychoactive drugs that are used by people for various reasons, which include:

- **Curiosity and peer pressure, especially among school children and young adults**
- **The use of prescription drugs that were originally intended to cause pain relief often turns into recreational use.**
- **Addictive chemicals are taking the place of traditional alcohols and are used as part of religious practices or rituals for recreational purposes.**

3.1.2.3 Alcoholism

One of the first substances used by humans was alcohol. It has long been a staple of international cuisines and a common element of events ranging from weddings to funerals. However, there have always been some who could not control their alcohol consumption and as a result, experienced terrible repercussions. In layman's terms, these people are frequently referred to as "alcoholics." This is related to the term "alcoholism," which refers to a behavioral disease characterized by recurrent and unchecked excessive alcohol consumption. Alcoholism is best understood in relation to the concept of "addiction." The body of the drinker suffers functional and structural harm as a result of this addiction or habit. There are many types of alcohol. Only one can be consumed, viz. ethyl alcohol (which is used in beer, wine, *toddy*, whisky, brandy, rum and arrack or locally prepared liquor).

3.1.2.4. Drug Addiction and facts related to Narcotic drugs

Drug 'abuse' leads to addiction, i.e. inability to lead a regular life in the absence of the drug/alcohol. The term addiction usually conjures up images of alcoholics and other drug addicts

who manifest physical and/or psychological need for chemical substances. Such individuals rely on substances to function or feel good (psychological dependence). When their bodies reach a state of biological adjustment to the chronic presence of a chemical substance (physical dependence), they require increasing amounts to achieve the desired effect (tolerance). When denied access to their chemical elixirs, their bodies experience adverse effects (withdrawal), typically the opposite bodily effects as those sought.

Drugs first alter feelings, thoughts, or behavior as a result of chemical changes in the brain. In that regard, alcohol is similarly a drug. Drugs can be ingested, smoked, inhaled, sniffed, drank, or administered intravenously. Aside from alcohol, drugs can be categorized as stimulants- which increase brain activity, depressants- which decrease brain activity, hallucinogens- which alter perceptions of sight, sound, and touch; cannabis- which includes drugs like *ganja* and *bhong* made from hemp, and opiates- which are substances derived from opium or synthetic alternatives that have effects similar to those of opium. Three of the most common opiate kinds include morphine, heroin, and opium. The most harmful and widely used laboratory derivative of morphine is heroin. Heroin purest is pricey. As a result, its unprocessed form, often known as "brown sugar," "smack," etc. had gained a lot of popularity. It is currently the substance that is most abused in India.

3.1.3 The Process of Addiction

It is generally recognized today that addiction is a disease and not simply a sign of moral weakness or of a lack of will power. In this section, the process of addiction to alcohol and drugs are examined separately, though the general path is similar.

3.1.3.1. Addiction to Alcohol

Alcoholism has been described as a disease by itself and not just a symptom of a psychological problem. The disease itself causes psychological and physical problems, which can be handled, only if the alcoholism itself is treated. It is a progressive disease, i.e. in the absence of treatment, it worsens.

As a progressive disease, it goes through three different phases. In the **Early Phase**, addict preoccupied with the drinks as well as needs for more alcohol for the same effects and prone to forgetting all that one did under the influence of alcohol.

In the **Middle Phase** alcohol addict experience loss of control over the quantity, time and place of consumption. Giving excuses for one's drinking to others and self. Behave aggressively

through words and action. Temporarily give up drink and change the type, the time/place of drinking, etc. At times, the alcoholic may seek help for alcoholism at this stage.

Finally, in the **Chronic Phase** the alcohol addict experience decreased tolerance i.e. now get 'drunk' even with a very small quantity, physical complaints, need continuous drinking for days together, shows criminal behavior to get alcohol and unable to live up to social values, experience paranoia or suspicious feelings that everybody is against him/her, encounter lack of motor coordination and hallucinations. If alcohol is discontinued, severe physical discomfort and pain follows. Either death or mental illness, mark the final stage.

Do you Know?

- **Alcohol consumption contributes to 3 million deaths each year.**
- **While 28% of these deaths are due to injuries from traffic crashes, self-harm and violence, 21% are due to digestive disorders, 19% due to cardiovascular diseases .**
- **Overall, the harmful use of alcohol is responsible for 5.1% of the global burden of disease.**
- **Alcohol kills around 6,000 people every day across the world.**
- **Alcohol kills 2.6 lakh Indians every year either by causing liver cirrhosis, cancer, or leading to road accidents caused by drunk driving.**
- **Odisha has the dubious distinction of being the second Indian state for alcohol induced accident deaths. There were 735 and 900 accident deaths in 2017 and 2018 respectively due to drunk driving.**

3.1.3.2. Addiction to Drugs

Addiction to drugs is similar to alcohol addiction, in terms of its characteristics. The addiction to drugs is also identical and experienced by the addict in three phases. In the **Early Phase**, the addict increases the amount of drug and the number of times. The person begins to spend more time and money on drugs and less on other activities in life. Thoughts about drugs and the need to have them become important. In the **Middle Phase**, the person needs the drug in larger quantity than before to feel well; experiences loss of control over drug use in spite of repeated efforts and decisions to stop or reduce the taking of drug; begins to hide drug supplies.;

encounters problems in all areas of life, e.g. educational, work, family, neglect of personal hygiene, staying away from friends and earlier interests and change in personality, etc.

Finally, in the **Chronic Phase**, the addict experiences total loss of control over drug use and almost constantly remains under the influence of drugs needs help of other people to attend to own needs, e.g. eating and remains only with other drug taking persons. There is every possibility of early death of an addict. Drug addiction thus leads to changes and deteriorations in behavior, social life, and mental faculties like judgment, thinking and emotions.

3.1.4. Causes of Alcoholism and Drugs Addiction

Research shows that the complex phenomena of addiction is more likely to result from a combination of causes than from a single one. Previously, it was thought that particular types of people—namely, deviants—were more susceptible to develop addictions. There is no one personality type that is predisposed to addiction. While others may make it more difficult to stop using, some elements may produce an environment conducive to addiction development. These are looked at in the following sub-sections.

3.1.4.1. Physiological Causes

It has been discovered that a child has a higher risk of getting addiction if both parents are addicts. While this does not imply that all addicts' offspring will develop addictions, it does raise the likelihood. The tendency for alcoholism in particular to run in families raises the possibility that being predisposed to addiction may be inherited. The amount and frequency of drug use, the route of intake (injected drugs are more addictive), the availability, access, and cost of the drug, as well as other environmental influences outside of the family, may all have an impact on the problem's growth. Other physiological elements, such as alcoholism, nutritional deficiencies, and dysfunction of various body systems, such as the endocrine system, are thought to play a role in the development of addiction. But none of these has received definite proof.

3.1.4.2. Individual or Psychological Causes

Addiction has long been considered a psychiatric disorder brought on by personal issues. According to studies, addicts are insecure people. Many addicts report experiencing minor to severe mental disturbances as their symptoms. However, it is unclear if addiction creates mental disorders or whether mental problems induce addiction. Whatever the connection, there is enough proof to show that addicts struggle with severe personality disorders, feelings of

inadequacy, dependency, powerlessness, isolation, and low self-respect. Addicts have been shown to have problems related to their childhood as well as current stresses prior to the onset of addiction. Addiction is seen to be the outcome of learning, as well. Initial drug use results in a pleasurable sensation or experience. This serves as a reward and could cause the intake to keep rising. Thus, even a positive initial encounter could result in addiction. But the widely accepted idea holds that certain personalities are more predisposed to addiction than others.

3.1.4.3. Sociocultural and Environmental Causes

There are several views out there today that say addiction has social roots. People are more prone to consume drugs and/or alcohol heavily in communities where doing so is seen as acceptable and when drugs are readily and affordably available. Alcohol use is a feature of religious events and rituals in several indigenous tribes. Some people may develop an addiction as a result of such frequent intake. This does not imply that addiction is exclusively encouraged by availability and acceptability. Some persons who experience normlessness turn to drugs or alcohol in societies where this intake is not recognised. Teenagers frequently use drugs to rebel against the standards and ideals of adults. According to the cultural defiance theory, these emotional and social links to an unconventional group contribute to the development of drug addiction.

The fact that alcohol and other less-addictive drugs are socially acceptable in some spheres of society is another element that contributes to this. On some religious and social occasions, including as weddings, funerals, and festivities, custom in India has long permitted the use of wine, *bhang*, and marijuana. This is especially true among several sociocultural groups. In today's society, drinking is seen as a symbol of social standing and is increasingly consumed socially across all sociocultural groups. In several Western nations, drinking alcohol is considered socially acceptable, and taking medications to ease pain or enhance performance is a common practice.

Another crucial aspect of determining the prevalence of addiction is the substance's legal standing. It is also thought that the degree of addiction in a culture is closely tied to whether drug use is sanctioned or penalized in that society. Therefore, it is thought that legalization of drugs as well as cultural acceptance of them both raise the rate of addiction. The number of people addicted to "hard" drugs will decrease if milder types of narcotics are legalized. Such people believe that grouping all drugs into one broad category has hurt efforts to avoid addiction.

Since ability to tolerate alcohol is equated with one's manhood, boys often begin to consume alcohol and at times drugs at a young age, due to peer pressure. Persons in jobs that create stress-physical and/or mental are known to become addicted. Those prone to addiction thus include persons in conservancy jobs, morticians and morgue workers and rag pickers, etc. Even those performing excessively exhausting, monotonous, laborious work e.g. load-carriers and porters, drivers, etc. are prone to alcoholism. Young boys imitate if the family has an adult addict. Besides aggravating of stress by the family at periods of transition, e.g. adolescence, the absence of reasonable parental control, and a disunited and dysfunctional family.

Sociological theorists offer other explanations as well. The theory of strain holds that people turn to drugs and alcohol because social conditions in their environment do not provide them adequate opportunity for achievement. This is particularly so for lower socio-economic groups and other socially disadvantaged groups.

It is also believed that people, because of their consumption of alcohol and other drugs and life-style become labeled as "deviants", tend to become dependent on drugs and/or alcohol, as these become the most important aspects of their lives.

Therefore, it is evident that a number of sociocultural, psychological, and physical factors, including curiosity, stressful environments, early drinking, mental health issues, drinking while taking medication, genetic issues, a lack of family supervision, large and dysfunctional families, wealth and weakening of parent-child ties, disregard for social values and a common human goal, changing socio-cultural norms and values, lack of community control, absence of interpersonal relationships, and others, contribute to this epidemic.

3.1.5 Extent of Drug and Tobacco Addiction and Alcoholism in India

In the above section we have deliberated upon various conceptual aspect of drug and alcohol additions. In the subsequent paragraphs we will discuss the extant of the drug and alcohol addiction in India at the present time.

Although the use of various psychoactive substances such as alcohol, cannabis and opioids has been observed in India for centuries, the current dimension of the extent and pattern of psychoactive substance use and the problems associated with their use are not well documented.

According to data on the global situation, the three most commonly misused substances are alcohol, opium, and cannabis. More men than women are addicted to them. Particularly in recent years, heroin addiction has seen a sharp increase. By injecting drugs, a person runs a significant danger of contracting additional diseases and health issues, such as AIDS (Acquired

Immune Deficiency Syndrome), as well as death from some of these issues and from taking an overdose.

Earlier, addiction was simply a problem for a select few people, but today's users come in all shapes and sizes. In reality, it is becoming more common to use multiple drugs at once, such as mixing alcohol and narcotics. Alcohol and other substances are being experimented with at younger ages than in the past. Due to rising prosperity, contemporary life's stressors, widening economic and social disparities, and a growing sense of discontentment with one's life, the issue is slowly getting worse in India, affecting both urban and rural communities.

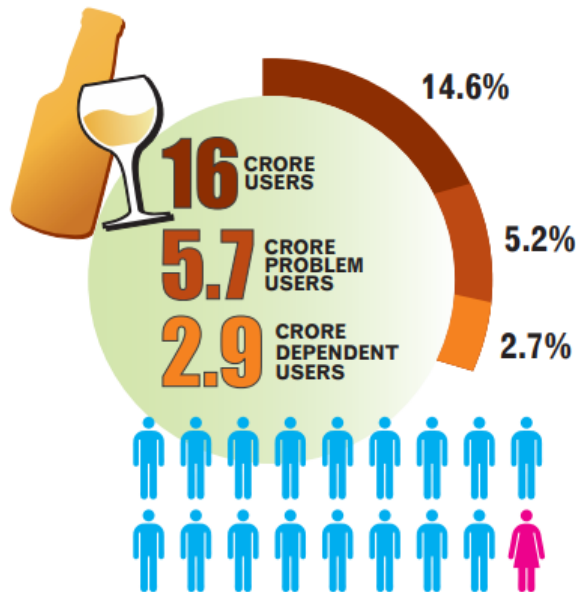
3.1.5.1. Extent of substance abuse in India

Recently published report “*Magnitude of Substance Use in India 2019*” presents the major findings of the National Survey on Extent and Pattern of Substance Use in India commissioned by the Ministry of Social Justice and Empowerment, Government of India in collaboration with the National Drug Dependence Treatment Centre (NDDTC), All India Institute of Medical Sciences, (AIIMS), New Delhi, in terms of proportion of Indian population affected by substance use.

The survey finds that there is widespread substance use among all demographic categories in India, although adult men are disproportionately affected by substance use problems. This survey also shows that there are significant differences in the extent and prevalence of use across states and among different substances.

Indians most frequently use alcohol as a psychedelic substance (among those included in this survey). Between 10 and 75 years old, 14.6% of the population nationwide uses alcohol. In terms of absolute numbers, the country has roughly 16 crore alcohol consumers. Men use alcohol at a rate that is significantly greater than women (27.3%). (1.6 percent). There are 17 alcohol-using men for every woman who drinks alcohol. Spirits or Indian Made Foreign Liquor (approximately 30 percent) and country liquor, sometimes known as "desi sharab," are the most popular alcoholic beverages among drinkers. The states with the highest rates of alcohol use include Goa, Punjab, Arunachal Pradesh, Tripura, and Chhattisgarh.

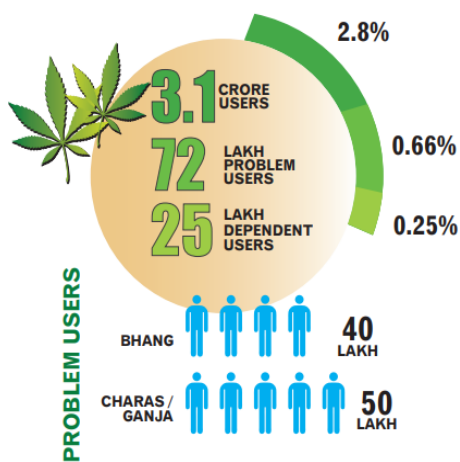
Alcohol Use in India



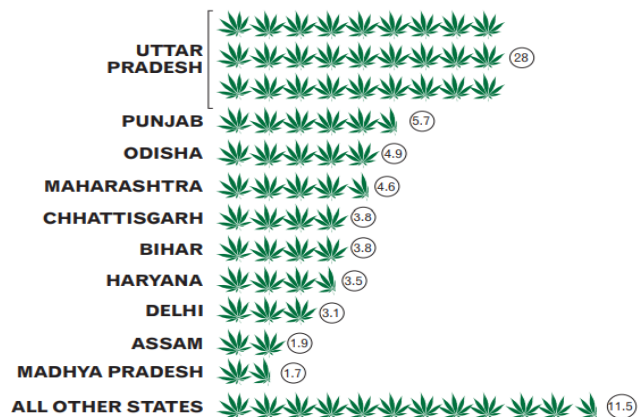
(Source: Ambekar A, et.al, Magnitude of Substance Use in India. New, 2019)

Cannabis and opioids are the second most popular drugs in India after alcohol. A total of 3.1 crore people, or about 2.8 percent of the population, report using cannabis products in the 12 months prior. The authorized form of cannabis (*bhanga*) and other illicit cannabis products were further distinguished in terms of cannabis consumption (*ganja* and *charas*). About 2.2 crore people (or about 2 percent) were found to use *bhanga*, and about 1.3 crore people (or about 1.2 percent) were found to use illegal cannabis products like *ganja* and *charas*. Uttar Pradesh, Punjab, Sikkim, Chhattisgarh, and Delhi are the states with the highest rates of cannabis consumption.

Cannabis Use in India

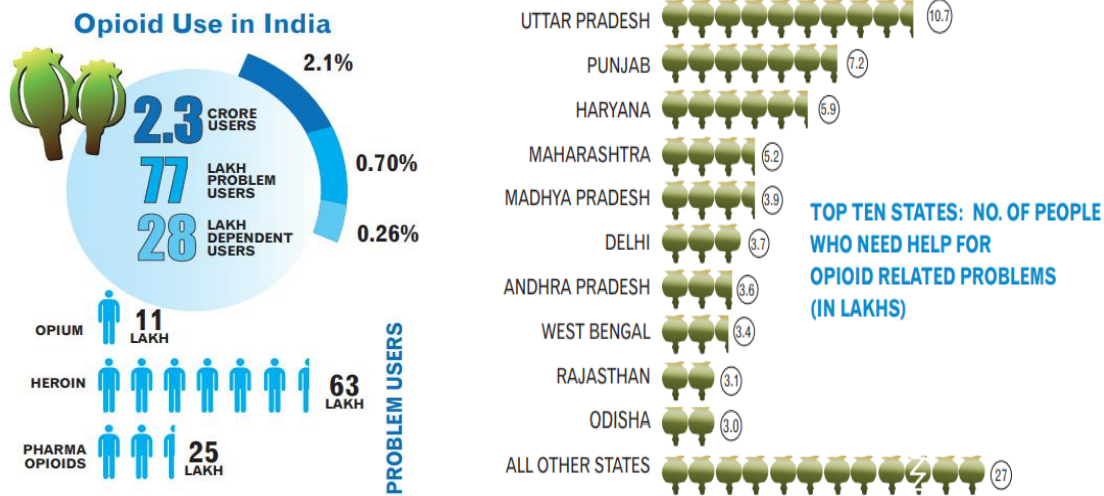


TOP TEN STATES: NUMBER OF PEOPLE WHO NEED HELP FOR CANNABIS RELATED PROBLEMS (2018) (IN LAKHS)



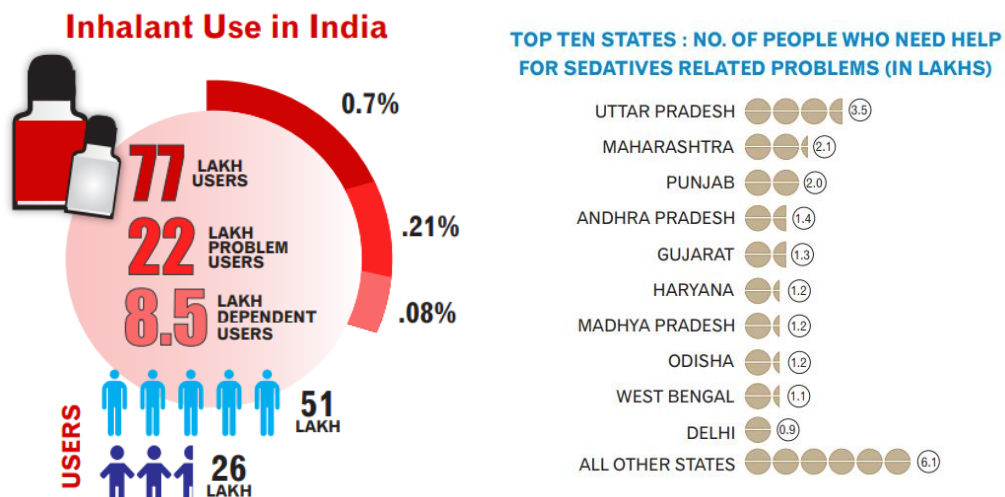
(Source: Ambekar A, et.al, *Magnitude of Substance Use in India. New, 2019*)

Opioids, such as Opium (or its derivatives such as poppy husk known as doda/phukki), Heroin (or its impure form, smack or brown sugar), and a range of pharmaceutical opioids, are used by about 2.1 percent of the population of the country (2.26 crore people). Heroin (1.14%), prescription opioids (0.96%), and opium are the most often used opioids in the country (0.52 percent). With regard to overall opioid use, Sikkim, Arunachal Pradesh, Nagaland, Manipur, and Mizoram have the highest rates (more than 10 percent).



(Source: Ambekar A, et.al, *Magnitude of Substance Use in India. New, 2019*)

According to the report, a sizable percentage of people take sedatives and inhalants. Approximately 1.18 crore Indians aged 10 to 75 (or 1.08 percent) currently take sedatives (non-medical, non-prescription use). The highest rates of contemporary sedative use are seen in the states of Sikkim, Nagaland, Manipur, and Mizoram. However, the top five states with the highest sedative use rates are Uttar Pradesh, Maharashtra, Punjab, Andhra Pradesh, and Gujarat.



(Source: Ambekar A, et.al, Magnitude of Substance Use in India. New, 2019)

Inhalants (overall prevalence 0.7%) are the only category of substances for which the prevalence of current use among children and adolescents is higher (1.17%) than adults (0.58%). Other categories of drugs such as, Cocaine (0.10%) Amphetamine Type Stimulants (0.18%) and Hallucinogens (0.12%) are used by a small proportion of country's population.

*Every year on **June 26th**, the International Day Against Drug Misuse and Illicit Trafficking is commemorated with the goal of raising awareness about the problem of drug abuse and addiction, as well as its consequences, among individuals and communities.*

Drug Abuse Figures of India

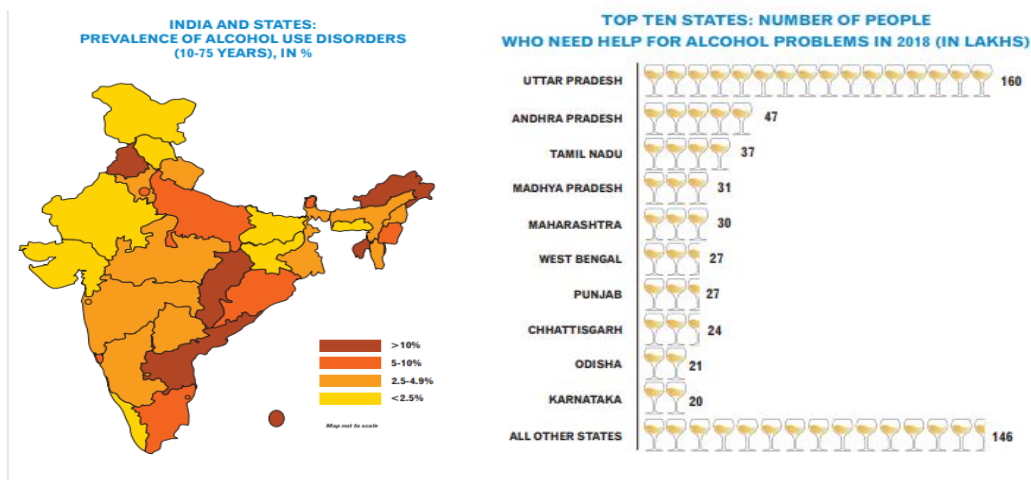
- In India, 19 metropolitan cities are at a high risk of drug abuse. Mumbai reported the highest number of cases under the Narcotic Drugs and Psychotropic Substances (NDPS) Act.
- Among states, Uttar Pradesh reports the highest number of drug addicts, the number being 10,852. Uttar Pradesh is followed by Punjab and Tamil Nadu in terms of the number of drug abusers, the cases being 6,909 and 5,403 respectively.
- Kerala reported 4,968 cases and took the fourth place while Maharashtra filed 4,714 cases and came in the fifth place.
- Mumbai reported 3,509 cases under the NDPS Act.
- Bengaluru records a total number of 2,766 cases and Indore, 998 cases.
- Punjab recorded 6,909 cases and Tamil Nadu, 5,403 cases.

3.1.5.2. Harmful and Dependent Use

A small percentage of most drugs and substances users reach the threshold for "harmful use" and "dependence." But the percentage of risky or dependent users varied according on the substance (indicating the differential propensity of various substances to develop problem use). For the health and social welfare sectors, the total of the estimates of harmful and dependent use represents the "quantum of work" (i.e., the percentage of the population that requires assistance).

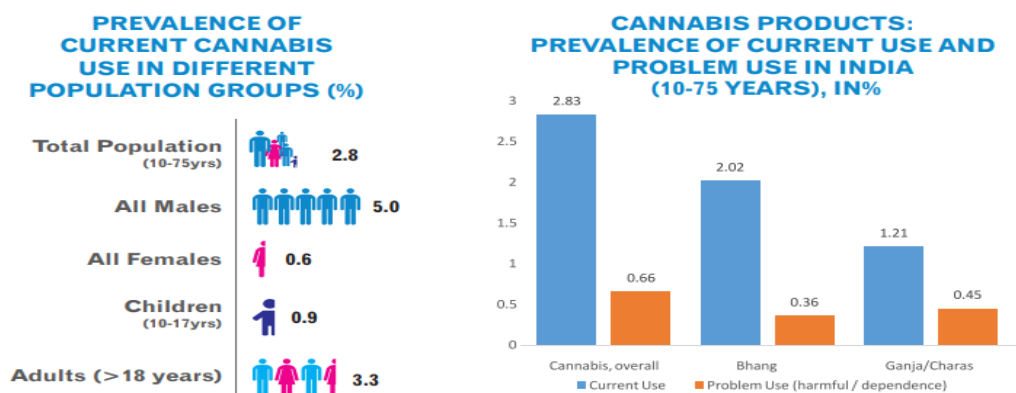
At the national level, as many as 19% of current users of alcohol consume alcohol in a dependent pattern. According to estimates, 2.7 percent, or 2.9 crore people, of the general population (10-75 years old), consume alcohol in a dependent manner. A further 2.7 crore people (or 2.5 percent of the population) in the nation engage in problematic alcohol use. In other words, more than 5.7 crore people, or around 5.2 percent of the population, are impacted by hazardous or dependent alcohol consumption and require assistance. One in five drinkers have alcohol dependence and require immediate treatment. The following states have high rates of

alcohol use disorders (greater than 10% prevalence): Tripura, Andhra Pradesh, Punjab, Chhattisgarh, and Arunachal Pradesh.



(Source: Ambekar A, et.al, *Magnitude of Substance Use in India. New, 2019*)

The percentage of people who use cannabis problematically (i.e., in a hazardous or dependent manner) is rather low. One in eleven cannabis users (or 0.25 percent) in the country has a cannabis dependence problem. But when it comes to dependent use, bhang and ganja/charas differ significantly. While just roughly one in sixteen bhang users were cannabis dependent, this number was one in seven for ganja/charas users.

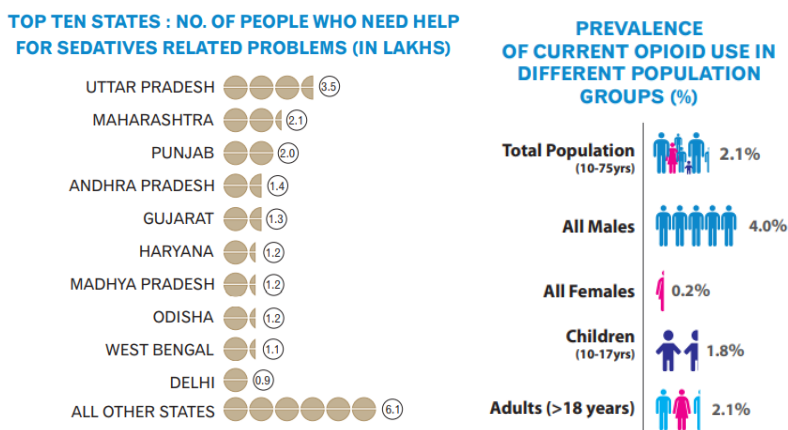


(Source: Ambekar A, et.al, *Magnitude of Substance Use in India. New, 2019*)

When compared to consumers of other opioids like opium and pharmaceutical opioids, heroin users are much more likely to be addicted to opioids. According to estimates, 77 lakh Indians, or around 0.70 percent of the population, struggle with opiate consumption. Only a few states—Uttar Pradesh, Punjab, Haryana, Delhi, Maharashtra, Rajasthan, Andhra Pradesh, and Gujarat—contribute more than half of the country's estimated 77 lakh individuals with opioid use disorders (harmful or dependent pattern). The top states in the nation, however, in terms of the

percentage of the population afflicted, are those in the north-east (Mizoram, Nagaland, Arunachal Pradesh, Sikkim, Manipur), along with Punjab, Haryana, and Delhi.

Numerous other drug users, including those who use sedatives and inhalants, also require support. About 0.20 percent of Indians in general need assistance with their sedative usage issues. According to estimates, 4.6 lakh children and 18 lakh adults in the country require assistance due to their dangerous usage or dependence of inhalants. The states with the highest percentage of kids seeking assistance for inhalant usage in terms of absolute numbers are Uttar Pradesh, Madhya Pradesh, Maharashtra, Delhi, and Haryana. Compared to the size of the country's population, the number of cocaine, stimulant, and hallucinogen users is incredibly low.



(Source: Ambekar A, et.al, *Magnitude of Substance Use in India. New, 2019*)

Around 8.5 lakh drug injectors are thought to be present nationwide. The opioid family of medicines is primarily injected by People Who Inject Drugs PWID (heroin – 46 percent and pharmaceutical opioids – 46 percent). Many PWID report using dangerous injection techniques. According to estimates, the states of Uttar Pradesh, Punjab, Delhi, Andhra Pradesh, Telangana, Haryana, Karnataka, Maharashtra, Manipur, and Nagaland have high PWID rates.

The majority of those suffering from substance use problems do not have access to treatment programmes. Only one in thirty-eight alcohol-dependent individuals report receiving any kind of treatment or assistance for their drinking issues. One in four people who use illegal substances and are addicted to them have ever sought therapy. Even fewer people with alcohol and drug issues seek hospitalization or inpatient treatment. About one in 180 people who struggle with alcoholism and one in 20 people who struggle with illicit drug addiction report receiving inpatient care.

The prevalence of alcohol usage appears to have remained consistent with previous studies of a similar nature, however a sizable percentage of Indians (more than 5%) experience

alcohol use disorders. While cannabis usage is less common than the global average, opioid use is three times more common in India than it is elsewhere, according to statistics on illegal drug use. Opium was the most common opioid used by men in India in 2004. According to this survey, not only is total opioid use higher than it was in 2004, but heroin use has surpassed opium use as the most popular opioid.

3.1.5.3 The Way Forward

India requires significant investments to improve the treatment options due to the country's large treatment gap (difference between demand and availability of treatment services). This report referred above demonstrates that a significant portion of the Indian population suffers from substance use disorders and requires immediate assistance. The governmental programmes for the treatment of substance use disorders, however, fall woefully short in terms of their reach.

Protecting the youth of the nation is of paramount importance. Very often, drug use prevention is seen (erroneously) as synonymous with spreading awareness about dangers of drug use among young people. Evidence for effectiveness of awareness generations as the predominant preventive strategy, is very weak. Prevention programmes must address the risk and protective factors aimed at not just preventing substance use but ensuring that young people grow and stay healthy into adulthood, enabling them to realize their potential and become productive members of their community and society.

Findings indicate that despite the existence of strict drug control laws and a multitude of agencies working towards drug supply control, a wide variety of the controlled drugs are being used and a sizeable number of Indians suffer from addiction to these drugs. Results also indicate a shift in demand for psychoactive substances, from traditional, low-potency, plant-based products (e.g. opium) to more potent and processed products (e.g. heroin). Thus, there may be elements of drug supply control which influence the pattern of demand. The non-medical, recreational use of controlled pharmaceutical products remains a concern. There needs to be an efficient coordination between the drug supply control sector as well as the entities involved in drug demand reduction and harm reduction.

Besides, proper regulation for production and distribution control of drugs and alcohol is necessary in order to combat the issue. Along with regulations proper preventive education programmes, public awareness programmes by both governmental and non-governmental agencies for prevention of addiction is highly required. Alcohol continues to be a major income-earner for many countries. Alcoholism affects a larger section of society than drug addiction and

affects all socio-economic sections. Today there is a strong demand to view alcoholism as a serious social problem along with drug addiction.

3.1.6. Myths related to Drugs and Alcohol Usage

Myths are what is popularly believed but in fact are false. The general public has not properly understood drugs and their effects. Many people become addicts due to false notions related to drugs. Let us discuss some of those myths prevalent in Indian society here:

Only weak individuals become addicts: In actuality, the opposite is true: Addicts develop into frail people. Nobody uses drugs with the intention of becoming addicted. As we just observed, there are various reasons why people start abusing drugs. Even at that point, a drug addict has a strong will to obtain their drug supply. An addict will do anything to keep using drugs. Aside from that, motivation affects how strong a person's will is. Priority affects motivation. Chemicals are the addict's top priority since they offer him a quick fix for all of his issues. As a result, the addict selects to obtain the chemicals over any other form of gratification.

Drugs give mental and physical strength: Drugs can alter a person's capacity for reasoning. As a result, he will be prepared to perform tasks that he was previously unable to complete because of drug use. Second, gaining strength is simply a temporary solution. Drugs can also make someone appear brave by assisting them in overcoming inhibitions and fears.

Recreational use of drugs is not harmful: All illegal drugs are harmful. They cause physical and psychological changes in the user. Prolonged drug use leads to addiction. Besides all drugs are expensive. They make the user poor physically and financially. It also encourages drug trafficking.

Everybody is taking drugs: The truth is that persons who take drugs often use this defence to justify their actions. Despite the fact that there are many drug users, the majority of individuals do not use drugs. It is challenging to deal with peer pressure, and it takes more fortitude and stamina to defend the moral high ground and to abstain from drugs. Drug use is not widespread.

Drugs help to forget failures and painful events of life: The truth is that it merely aids in forgetting for the one to three hours that the chemical's effect lasts. It only functions in the short term. Burying issues alive is akin to a ghost that will one day return to haunt you.

Drugs help to keep peer group status: The fact is that the peer group has no status all those who drink are drinking because they cannot stop drinking. They want to stop but cannot. The status the peer group pretends to have is unreal and unhealthy.

Drugs improve your concentration: Drugs can improve mental function, but they can damage brain cells over time. Drugs are used by students and anyone who need longer periods to work or study. However, many people become addicted to drugs, and over time, they die early. Brilliant poet Byron passed away in his 20s due to alcoholism. As a result, it's important to respond carefully to any conversations that are had about using drugs.

Consuming alcohol is normal, common, healthy and very responsible: Supporter of Alcohol presents "regular" drinkers as outgoing people at the center of a thriving social life. They claim that drinking alcohol is linked to good health, fortune, prosperity, tradition, and manners. Alcohol is almost usually associated with good health, sports, physical attractiveness, romance, friendships, and leisure activities in advertisements. Contrary to these myths, the reality is that regular drinkers contribute significantly to social costs of alcohol harm, consume more than the "recommended" number of units, and are linked to a variety of negative outcomes such as unemployment, productivity loss, violence, suicide, child abuse, NCDs, poverty, and other drug use.

Darker drinks are healthier: There is a misconception that alcohol with deeper hues is healthier. However, the truth is that while dark alcoholic beverages like bourbon and whiskey may have more compounds that are healthy for the body, they also include more harmful substances that worsen hangovers. Since flavonoids have a strong anti-inflammatory effect on the body, dark beers actually contain more of them than light beer. Red wine contains higher polyphenols than white wine; these compounds function as blood antioxidants in preventing heart disease, cancer, and other potential ailments. However, darker liquids also contain larger concentrations of congeners, harmful substances produced by fermentation. Although they are not fatal, they might worsen a hangover, so you might feel like you're going to die. In fact, a study compared the reported symptoms of hangover in individuals who drank the same amounts of dark bourbon and vodka. Bourbon drinkers complained of more severe hangover symptoms.

Drinking is a Good Way to Take the Edge Off Chronic Pain: Alcohol is occasionally used by people with long-term (chronic) pain to lessen their suffering. There are a number of reasons why this might not be the best option. Painkillers and alcohol should not be combined. The chance of developing liver issues, stomach bleeding, or other issues may rise when alcohol is consumed alongside painkillers. It makes alcoholism more likely to develop. Most people require more than a moderate amount of alcohol to feel better. Additionally, as one builds up a tolerance to alcohol, they will need to consume more to have the same level of pain alleviation. Drinking that much raises the possibility of developing alcohol use disorders. Chronic (long-

term) alcohol use can make pain worse. Alcoholics experiencing alcohol withdrawal symptoms may experience increased sensitivity to pain. Additionally, prolonged heavy drinking might really result in a specific sort of nerve discomfort.

Alcohol Gives You Warmth: Alcohol can make you feel warm, but it doesn't actually warm your body up. Your blood vessels may widen as a result of drinking, boosting the blood flow. More blood starts to flow to your skin as a result, giving you the sensation of a warm hug. However, when you drink, your body actually loses heat more quickly, making you feel cooler. Alcohol is also a diuretic. As a result, your body will lose more water, which could make you feel dehydrated. Therefore, exercise caution when drinking outside in the cold and refrain from mistaking a glass of whisky for a warm blanket.

Beer is good for your hair: Have you noticed the countless banners hawking beer shampoos and other hair care items that claim to have more alcohol than your drinks? Do you find it surprising that there is no proof, according to science, that beer makes hair better? While beer is a great beverage to enjoy with friends while sharing stories and conversations, it should not be used as a shampoo or self-care product. Applying or ingesting it has no clinical benefit for your skin and hair.

God and sages used to drink so we can drink: Some people say in the Vedic times, gods used to drink Soma drink which was an intoxicating drink. Hence, there is no problem with drinking alcohol. It is a fact that there are references in ancient literature regarding consumption of liquor. But at the same time, they also speak against the alcohol consumption. Drinking the spirituous liquor called *Sura* is considered as a mortal sin (mahapataka)". There are many other scriptures like Brahmanas and Sutras that condemn the consumption of liquor as well as allow on some occasions. The Chandogya Upanishad clearly states that drinking alcohol is one of the five biggest sins. Therefore, we can say that consumption of alcohol is prohibited in Hinduism. Whatever it may be we are living in modern scientific age. We understand the medical problem associated with alcohol. Hence, it is necessary to debunk traditional myths and protect our own health.

As drug use has spread throughout the world, myths have grown and facts have been distorted and subjected to ridicule. Wrong information about drugs as well as alcohols and their effects is common among the public. Governments, scientists, experts, and others have only limited success communicating accurate information. Individuals often begin taking drugs as an experiment, with the belief that the substances are not dangerous. If the drug gives the effect that the individual is seeking then the user's lack of knowledge about the health consequences

permits continued use. By the time the dangers are fully realized, it is too late for that person to stop taking drugs or to reverse the damage.

3.1.7 Health Hazards Associated with them and how they have become silent killers

Abusing substances harms a person's physical, psychological, and emotional health. His or her social connections deteriorate and their financial situation deteriorates. A individual starts using drugs to try to overcome his issues. They don't decrease; they just keep becoming bigger. Drugs harm the body's essential organs, including the liver, brain, heart, kidneys, etc. In this state, he cannot support himself and requires a large sum of money to keep getting narcotics. Addiction to drugs and alcohol has major health consequences in addition to social and economic risks.

3.1.7.1 Health Consequences of Drug Abuse

Alcohol and drug consumption has been identified as an important risk factor for illness, disability, and mortality. They are health damaging. The extent, degree and the type of health damage related to alcohol and drug use depend upon the drug type, period of use, route of use, amount of consumption, adulterants in street samples, and other high risk behaviors.

According to World Drug Report, 2021 published by the United Nation Office on Drugs and Crime (UNODC) in 2019 approximately half a million (5,00,000) deaths occur worldwide due to drug abuse. Further the report reveals that in 2019, 18 million healthy life were lost owing to drug use disorders. More than half of the deaths were due to liver cancer, cirrhosis and other chronic liver diseases resulting from hepatitis C, but the increase reflects, in part, the rise in overdose deaths attributed to use of opioids such as fentanyl. Deaths related to drug use disorders have nearly doubled over the past decade, far outstripping any increase in the number of users, suggesting that drug use has become more harmful. The official rates quoted are much lower. Most of the countries do not have adequate reporting facilities for reporting damages caused by drug abuse.

Drugs like heroin can cause death due to overdose. Alcohol overdose does not lead to death. Long-term period of drug use is a health hazard. Most of the addicts who use narcotics and stimulants die prematurely. Alcohol and cannabis users take a long time to get addicted, so health problems occur late in life. Drugs that are orally taken have less chance of leading to overdose. In case of an overdose, the person vomits, and thus the toxic reaction is slowed down. Adulteration of drugs has caused severe health problems. Often drugs are adulterated with very

poisonous substance to increase their quantity and potency. Rat poison, DDT and other poisonous ingredients are reported to be found in the drugs sold in the street.

Abuse of drugs encourages dangerous behavior. A person who uses hallucinogens may experience a misleading sense of time, space, and sound. The usage of hallucinogens results in a lot of accidents. It is a proven fact that drug usage lowers one's resistance to illness. The ability to fight infectious diseases, such as bacterial, viral, or parasite infections, can be lowered by drinking and medication usage. The following facts have been discovered after extensive study in the fields of immunity and drug abuse for many years: Drug misuse decreases the body's resistance to disease, decreases the creation of antibodies that fight disease, slows the immune system's response time, and decreases the body's capacity to successfully fight disease.

3.1.7.2. Health Hazards Related to Alcohol Consumption

More than 30 conditions listed in the WHO's International Classification of Diseases, 10th Edition (ICD-10) (WHO 2007) include the term "alcohol" in their name or definition, indicating that alcohol consumption is a necessary cause underlying these conditions. This group's most important disease conditions are alcohol use disorders (AUDs), which include alcohol dependence and harmful use or alcohol abuse. Disease and injury conditions for which alcohol consumption is a component cause contribute more to the global burden of disease than do alcohol specific conditions. Overall, the following are the main disease and injury categories impacted by alcohol consumption (listed in the order of their ICD-10 codes).

Infectious Diseases: Alcohol consumption has a detrimental impact on key infectious diseases such as tuberculosis, infection with the human immune-deficiency virus (HIV) and pneumonia.

Cancer: The Monograph Working Group of the International Agency for Research on Cancer concluded that there was sufficient evidence for the alcoholic beverages as carcinogenic to humans. Now it an established fact chronic alcohol consumption is a strong risk factor for cancer in the oral cavity, pharynx, hypo pharynx, larynx and esophagus and is also a major etiological factor in hepato carcinogenesis. Alcohol also increases the risk for cancer of the colorectal and the breast.

Diabetes: Higher consumption of alcohol is associated with an increased risk of diabetes. Detrimental effect of diabetes has been found starting at about four standard drinks (50 to 60 grams of pure alcohol) per day.

Neuropsychiatric Disorders: With respect to neuropsychiatric disorders, alcohol consumption has by far the greatest impact on risk for alcohol dependence. However, alcohol also has been associated with basically all mental disorders. The relationship between alcohol and epilepsy is much clearer. There is substantial evidence that alcohol consumption can cause unprovoked seizures. Most of the relevant studies found that a high percentage of heavy alcohol users with epilepsy meet the criteria of alcohol dependence.

Cardiovascular Disease: The overall effect of alcohol consumption on the global cardiovascular disease burden is detrimental. The effects of alcohol on the cardiovascular system are well documented and range from the protective effects of light drinking for ischemic stroke and coronary disease through to the increased risk from heavy drinking for hemorrhagic stroke, cardiomyopathy, hypertension and cardiac arrhythmias. Alcohol consumption mainly has harmful effects on the risk for hemorrhagic stroke, which are mediated at least in part by alcohol's impact on hypertension.

Diseases of the Liver and Pancreas: Alcohol consumption has marked and specific effects on the liver and pancreas, as evidenced by the existence of disease categories such as alcoholic liver disease, alcoholic liver cirrhosis, and alcohol induced acute or chronic pancreatitis. Worldwide alcohol is one of the most important reasons for an end-stage liver disorder. Alcoholic fatty liver is generally asymptomatic and may produce no changes in liver function tests other than those related to the direct effect of the alcohol on liver function in the early stages. It may, however, present with right abdominal pain, nausea and vomiting, which resolve on abstinence. Alcoholic hepatitis and cirrhosis result from chronic alcohol abuse. Alcoholic hepatitis produces liver cell necrosis and inflammation. Cirrhosis involves a permanent loss of liver cells, which are replaced by fibrosis with loss of the normal liver architecture. The clinical presentation is with jaundice, pyrexia, right abdominal pain, ascites and possible encephalopathy. In patients with poor liver function and a prothrombin time prolonged to a degree which precludes liver biopsy, the prognosis is poor, with a third of patients dying in the acute episode. Acute and chronic pancreatitis and gastritis and peptic ulcer are other gastrointestinal consequences of alcohol abuse.

Unintentional Injuries: The link between alcohol and almost all kinds of unintentional injuries has long been established. The acute effects of alcohol consumption on injury risk are mediated by how regularly the individual drinks. People who drink less frequently are more likely to be injured or to injure others. There also is a clear link between alcohol consumption and aggression, including, but not limited to, homicides.

Reproductive disorders: In premenopausal female alcoholics, there is an increase in the frequency of menstrual disturbances, abortions and miscarriages and infertility. Regular consumption of alcohol during pregnancy may affect the foetus. The abnormalities range from growth retardation to Fetal Alcohol Syndrome (FAS). Children with FAS have reduced body weight and height, are hyperactive and have subnormal intelligence. Their faces may be recognized by short palpebral fissures, short upturned noses, mid facial hypoplasia, low nasal bridge and a thin upper lip. Studies of male alcoholics have reported that alcohol consumption may affect spermatogenesis and spermatogenesis and cause reduced sperm counts.

3.1.7.3. Alcohol, Drug Use and HIV/AIDS

Alcohol dependency is a common phenomenon. In India we do not have reliable statistics about the relationship between drug abuse and HIV/ AIDS. Yet the injecting drug users report that drug and alcohol use precipitates risk behavior that leads to HIV transmission. It is true that alcohol and drug use do not cause infection with HIV. Mood altering drugs may, however, be co-factor. The biggest concerns that relate alcohol and drug use to HIV infection and the development of AIDS are listed below:

1) People drunk or taking drugs are likely to engage in risky behavior that leads to HIV infection.

2) Persons with lowered immunity due to their previous alcohol and drug use may be more likely to become infected with HIV when exposed.

3) Persons already infected with HIV may continue to destroy their immune system through drug and alcohol use.

4) Persons using alcohol or drugs may be more likely to participate in unsafe sexual behavior, increasing the risk that they will be exposed to HIV-or if they are already exposed, that they will increase the risk of transmitting HIV to others or becoming re-infected themselves.

Drug users share needles to push drugs. If one of the persons in the group is infected the others in the group are sure to be infected by the needle they share. Some of the drug users are likely to experiment with risky sexual behaviors with the same sex as well as the opposite sex. This increases the risk of infection.

Addiction is the only disease that tells you that you don't have a disease." Jason Z. W. Powers

Alcohol and drugs are silent killer. Their consumption slowly damages internal organs of human body without any apparent major signs or symptoms for early detection. Drugs and

alcohol can affect every organ of the human body; however, some organs such as liver, heart, pancreas and brain are more prone to severe damage. Hence, it is important not to ignore the warning signs of alcoholism and drug abuse before it is too late to reverse the health condition.

Even when the ill-effects of alcoholism and consumption of deadly tobacco products are very well evident in our society, citizens continue to reel under the menace of these silent killers. Commercialism, it seems, has overtaken health interests. The lackadaisical attitude of the people and the society in particular leaves no doubt that we are not serious about this menace which will hit us in the long run if steps are not taken now. We are seeing more of the young addicted to alcohol, drugs and tobacco. Usually, tobacco use is combined with alcoholism or recreational drug abuse. Prevention is better than cure.” The need of the hour is to see that all the concerned people should work together and be determined to get rid of these social evils, forever.

3.1.8. Let us sum up

This unit began with definitions and explanations of different concepts related to alcoholism and drug abuse, such as the meaning of the term’s drugs, alcohol, drug abuse, and the concept and causes of alcoholism and addiction. Then a brief description of the extent of the menace of alcoholism and drugs abuse in India has been presented. Some myths favoring drugs abuse and alcohol consumption as prevailing in the society are dealt with and debunked. The unit ended with a discussion on health hazards associated with drugs and alcoholism and how they are becoming a silent killer in human society. We have learnt that alcoholism and drug abuse are complex social problems. It is a problem of society, family and the individual, and, therefore, it requires joint efforts of the government institutions, which includes health education and social welfare, voluntary organizations, legislative and political bodies, community at large, and the affected families to find solutions to this problem.

3.1.9. Key Words

Addiction: Inability to lead a regular life in the absence to use of the chemical substance; is defined as a disease.

Alcohol : A drug that is addictive and affects the way the body and mind works.

Alcoholism : A chronic illness involving excessive and repeated drinking beyond customary use, such that it interferes with work, family, social and economic life of person.

Cannabis : Drugs produced from different parts of hemp plant.

Dependence : The body cannot perform its normal functions without taking the drug (physical).
One constantly thinks about the drug, its use, how to get the drug and one is unable to emotionally lead a normal life without taking the drug (psychological)

Depressants : Drugs that slow down the activity of the brain.

Drug : Any chemical substance which when put into the body affects the way the body works and the mind thinks due to chemical reactions in the brain.

Drug Abuse: The use of chemical substances (medicinal and non-medicinal) in an amount, strength, frequency or manner that damage the physical or mental functioning.

Hallucinogens: Drugs that change the way we see, hear and feel.

Opiates : Drugs obtained from opium or artificial substitutes that have opium-like effects.

Stimulants : Drugs that give a feeling of excitement as they increase the activity of the brain.

Tolerance : The need for more quantity of the drug and frequent use of the drug to produce the same effect from the drug, as earlier.

Withdrawal Symptoms : Painful physical reactions ranging from physical discomfort to severe vomiting and cramps, when the drug consumption is suddenly stopped, in the case of an addict.

3.1.10. Check Your Learning

Q.1. Definitional Type

- a) Addiction
- b) Drug Abuse
- c) Alcoholism
- d) Drug Trafficking
- e) Depressants
- f) Drugs Tolerance
- g) Tolerance

Q.2. Analytical Type

- a) Define drug addiction as a disease.
- b) What are the different types of drugs? Discuss with example.
- c) What is denial? How does it promote addiction?
- d) Discuss the socio-cultural and environmental causes responsible for addictions.
- e) In what way Individual or Psychological Causes leads to addiction?

Q.3. Essay type

- a) Discuss the different stages of drugs addiction and alcoholism.
- b) Define drug addiction and alcoholism. Discuss the causes responsible for addiction of drugs and alcohol.
- c) Examine and debunked the myths associated with drug addiction and alcoholism in India.
- d) Discuss the health consequences of drugs and alcohols on human body and mind.
- e) “Addiction is the only disease that tells you that you don’t have a disease” elaborate the phrase with the idea that addiction of drugs and alcohol as a silent killer in human society.

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3.2. Socio-Economic Impact of Drug Abuse

3.2 Objective

3.2.1 Introduction

3.2.2 Definition and important concepts

3.2.2.1 What is Socio-economic impact of drug?

3.2.2.2 What is Tobacco Addiction?

3.2.2.3 What is alcoholism?

3.2.3 Social Impact of drug

3.2.3.1 Impact of drug on family and community

3.2.3.2 Impact of drug on health

3.2.3.3 Impact of drug on Education

3.2.3.4 Impact of drug on crime

3.2.3.5 Impact of drug on work

3.2.3.6 Impact of drug on environment

3.2.4 Economic Impact of Drug

3.2.4.1. Impact of drug on Public safety

3.2.4.2 Impact of drug on Governance

3.2.5 Impact of drug and tobacco addiction and alcoholism

3.2.5.1 Loss of physical and mental strength

3.2.5.2 Loss of character

3.2.5.3 Loss of family ties and relationship

3.2.5.4 Loss of earning and livelihood potential

3.2.5.5 Loss of societal respect and dignity

3.2.6. Let us Sum Up

3.2.7. Key words

3.2.8. Check Your Learning

3.2.9 Suggested Reading

3.2 Objectives

Drug abuse is one of the major socio-economic problems affecting the physical and mental life of individuals and society. Substance Abuse or Drug Abuse means an over indulgence in a drug or other chemical substances. Addiction and use of drugs is increasing in the society day by day. This leads to a disease prone society and affects all aspects of human life. So, one has to understand how drugs are affecting the social harmony of the nation, society, individual and the world at large. This chapter will make you

- Understand about the socio-economic impact of drug abuse
- Appreciate how drug addiction affects the social and individual life
- Enable you to identify the economic loss due to drug abuse

3.2.1 Introduction

Drug abuse is a major social issue. Today there is no part of the world which is free from drug abuse. India is also caught in this vicious problem of drug abuse. Drug addiction causes a huge cost on human resources as well as it promotes illegal production and distribution of drugs. Drug abuse has a direct impact on social and economic aspect of the nation. The impact of drug is realized in workplace, family and the society. It results in violence at home and gang wars in cities, increase crimes and even stresses the public health system and we find young mass addicted to drugs. It leads to unsafe life. Drug addiction not only breaks the family harmony but also puts high economic burden on the society. The economic impact due to Drug abuse is immeasurable. The use, production and marketing of drugs, emergence of a class of drug consumers is a huge challenge for mankind. It ultimately leads to unemployment, weak human resources, weak brain power, unhealthy society and increasing crime at large. The socio-economic impact is associated with the expenditure incurred. We need to design a policy to prevent drug abuse. We must develop a prevention strategy and we need to educate the youth and protect the human resources. The impact is felt in various domains of life such as: family, industries, workplace and economy of the country.

According to UNDCP report, the economic effects of drug abuse can be measured in two forms, i.e. cost of government drug enforcement polices and the lost human productivity such as lost wages and decreased production that results from illness and premature deaths related to drug abuse. There are many hidden costs relating to disturbance in social life, wastage of young energy and increased crimes.

Here are five facts about drug abuse in India:

1) When the Punjab state government commissioned a [drug abuse study in 2015](#), it found that 230,000 people in the state were drug users. That translated to 836 drug users per 100,000 people in the state. The All India number is 250 per 100,000 (for 2012), according to the Ministry of Social Justice and Empowerment. Even the figure of 250 drug abusers per 100,000 is very high when compared to [other countries](#).

2) In India, cannabis, heroin and opium are the most commonly used drugs. But there is an increasing prevalence of methamphetamine too. The number of users who inject drugs has also gone up substantially. There are [one million heroin users](#) registered in India according to a UN report. But unofficial estimates suggest 5 million is a truer figure.

3) According to the [National Survey on Extent and Pattern of Substance Use in India](#) in 2019, about 2.1% of the country's population (2.26 crore individuals) uses opioids which include opium (or its variants like poppy husk known as doda/phukki), heroin, and pharmaceutical opioids.

4) The [national survey of 2019](#) also showed that about 2.8% of Indians aged 10-75 years (3.1 crore individuals) were using cannabis as bhang, ganja and charas.

5) But what is alarming is the number of suicides due to drug abuse and alcohol addiction has more than doubled in the last decade in India. In the year 2010, [3,343 cases of suicides](#) were reported, and the number increased to 7,860 suicides in 2019.

Major findings of Survey by AIIMS at National and State level:

A. Alcohol :

- i. At the national level, about 14.6% of people (among 10-75 year old) are current users of alcohol, i.e. about 16 Crore people. Prevalence is 17 times higher among men than women.
- ii. Among people consuming alcohol in India, Country liquor ('desi') (about 30%) and spirits (IMFL – Indian Made Foreign Liquor) (about 30%) are the predominantly consumed beverages.
- iii. About 5.2% of Indians (more than 5.7 crore people) are estimated to be affected by harmful or dependent alcohol use. In other words, every third alcohol user in India needs help for alcohol related problems.
- iv. States with the high prevalence of alcohol use are Chhattisgarh, Tripura, Punjab, Arunachal Pradesh and Goa.
- v. States with high prevalence (more than 10%) of alcohol use disorders are: Tripura, Andhra Pradesh, Punjab, Chhattisgarh, and Arunachal Pradesh.

(b) Cannabis :

- i. About 2.8% of Indians (3.1 Crore individuals) report having used any cannabis product within past 12 months (Bhang – 2% or 2.2 crore people; Ganja/Charas – 1.2% or 1.3 Crore people).
- ii. About 0.66% of Indian (or approximately 72 lakh individuals) need help for their cannabis use problems.
- iii. Though bhang use is more common than ganja/charas, prevalence of harmful/dependent use is proportionately higher for ganja/charas users.
- iv. States with the higher than national prevalence of cannabis use are Uttar Pradesh, Punjab, Sikkim, Chhattisgarh and Delhi.
- v. In some states the prevalence of cannabis use disorders is considerably higher (more than thrice) than the national average (e.g. Sikkim, Punjab).

(c) Opioids :

- i. At the national level, the most common opioid used is Heroin, (current use 1.14%) followed by Pharmaceutical opioids (current use 0.96%) and then Opium (current use 0.52%).
- ii. Prevalence of current use of opioids, overall is 2.06% and about 0.55% of Indians are estimated to need help for their opioid use problems (harmful use and dependence). More people are dependent upon Heroin than Opium and Pharmaceutical Opioids.
- iii. Of the total estimated approximately 60 lakh people with opioid use disorders (harmful or dependent pattern) in the country, more than half are contributed by just a few states: Uttar Pradesh, Punjab, Haryana, Delhi, Maharashtra, Rajasthan, Andhra Pradesh and Gujarat.
- iv. In terms of percentage of population affected, the top states in the country are those in the north east (Mizoram, Nagaland, Arunachal Pradesh, Sikkim, Manipur) along with Punjab, Haryana and Delhi.

(d) Sedatives and Inhalants :

- i. About 1.08% of 10-75 year old Indians (approximately 1.18 crore people) are current users of sedatives (non-medical, non-prescription use).
- ii. States with the highest prevalence of current Sedative use are Sikkim, Nagaland, Manipur and Mizoram. However, Uttar Pradesh, Maharashtra, Punjab, Andhra Pradesh and Gujarat are the top five states which house the largest populations of people using sedatives.
- iii. Inhalants are the only category of substances for which the prevalence of current use among children and adolescents is higher (1.17%) than adults (0.58%).
- iv. At the national level, an estimated 4.6 lakh children and 18 lakh adults need help for their inhalant use (harmful use / dependence).
- v. In terms of absolute numbers, states with high population of children needing help for inhalant use are: Uttar Pradesh, Madhya Pradesh, Maharashtra, Delhi and Haryana.

(e) Cocaine (0.10%) Amphetamine Type Stimulants (0.18%) and Hallucinogens (0.12%) are the categories with lowest prevalence of current use in India.

(f) Nationally, it is estimated that there are about 8.5 Lakh People Who Inject Drugs (PWID). High numbers of PWID are estimated in Uttar Pradesh, Punjab, Delhi, Andhra Pradesh, Telangana, Haryana, Karnataka, Maharashtra, Manipur and Nagaland. Opioid group of drugs are predominantly injected by PWID (heroin – 46% and pharmaceutical opioids – 46%). A substantial proportion of PWID report risky injecting practices.

Access to treatment Services: In general, access to treatment services for people affected by substance use disorders is grossly inadequate. Just about one in 38 people with alcohol dependence report getting *any* treatment. Only about one in 180 people with alcohol dependence report getting inpatient treatment / hospitalization for help with alcohol problems. Among people suffering from dependence on illicit drugs, one among 20 people has ever received inpatient treatment/ hospitalization for help with drug problems.

Key Take home Facts

- **No single factor can be identified as a contributor to substance use in society.**
- **Multipliable factors interplay with each other to bring substance use among individuals.**
- **Adolescents are more prone to substance use.**
- **Genetic factors, mental health issues, and environmental issues contribute significantly to making one prey to substance use.**
- **Family discords, community acceptance, failures in life and academics, peer pressure, and ganging are some of the prime reasons which propel individuals to resort to substance use.**
- **However, it needs to be kept in mind that substance use is a reflection of poor personality and strong willpower can enable an individual to get out of its grip.**
- **Adolescents need to realise that “It is not substances that can make them their servants, but it is individuals’ strong self-confidence and determination that can help them to fight against substances.**

3.2.2 Definition and important concepts

3.2.2.1. What is Socio-economic impact of Drug?

In simple terms socio-economic impact of drug abuse means undesirable or negative changes in the social fabric due to drug abuse; it also includes negative economic impact on individual, society and Government. It has many aspects. Use of drug by common people leads to many social consequences such as – Instability in family relationship, Domestic Violence, Crime prone life, Reduction of sense of belongingness to the family and the society. There is also lack of social harmony and happiness within the family. On the other hand, family plays an important role in the life of an individual. Family members have a strong bond with each other, they support each other, face crisis together and affect the behavior and attitude of each other. Once any member becomes a drug addict the entire family is negatively affected. The family can play a major role in preventing drug addiction within the family. Further even if unfortunately a member becomes a drug addict, de-addiction is impossible without the support of the family. Doctors alone cannot cure a drug addict without the support of the family. Use of drugs by any family member particularly the parents and the elders negatively affect the young ones. Weak family link also reduces its influence for preventing drug abuse. It has been found that use of drugs by elders leads to use by youngsters. Use of drugs by a family member creates a vicious circle of drug users and it leads to a drug prone society.

Definition of Social impact

Social impact can be both positive and negative.

Social impact is defined as

- “Any significant or positive changes that solve or at least address social injustice and challenges”
- Social impacts have been continuously bringing changes in many parts of our lives
- Social impacts can be derived from many sources such as business, science and technology, politics and climate changes etc. Say, use of mobile phone has brought many social changes. *A student can write 500 words on impact of mobile phones on the society.*

Drug abuse directly affects the society and destroys the family life. Thus, young men should protect the family life by creating awareness and preventing drug addiction.

3.2.2.2 What is Tobacco Addiction?

The term Tobacco addiction means when a tobacco consumer has been using it for a long period of time and cannot give up such use. Tobacco contains nicotine which is poisonous. Nicotine creates dependence. Nicotine produces pleasing effects in the brain. Though it is temporary in nature but an addicted person is tempted to consume it again for that pleasing effect. This addiction cannot be easily given up. In fact, it creates dependence.

Tobacco is the common name for tobacco product from several plants. They are known as “Genus Nicotiana”. More than 70 species of tobacco are available in nature. The chief commercial crop is *N. tabacum*. It is generally used in dried form especially in cigarettes and cigars. There are many Indian variants like *bidi*, *sutta*, *nasa* or snuff etc. It contains highly addictive stimulant which makes the person to consume it time and again. Tobacco use is highly risky for human body. It directly damages lungs, heart, liver and also leads to cancer. Nicotine dependence affects our body. Which include:

- Lung cancer
- Variety of cancers
- Heart and circulatory problems
- Diabetics
- Eye problem
- Infertility and impotence
- Complications during pregnancy
- Cold, flu and other illness
- Infections
- Hearing loss
- Chronic respiratory problem
- Osteoporosis
- Dental problems
- Irregular periods of women

The tobacco smoker also negatively affects the health of other people. People living with the smokers are periodically exposed to them and are known as passive smokers. In fact, even though they are not smokers they are forced to inhale the toxic smoke and as such can suffer from all the above health problems. Smokers create group of smokers. They in fact create peer pressure on their friends and force them to smoke. Social smokers become addicts in course of time. Tobacco consumption leads to pre-mature death. The society has the sacred responsibility of promoting a tobacco free society.

In Odisha and many other parts in India people consume *paan*. It contains many harmful substances like tobacco and beetle nut. This is also quite harmful. In addition people spit out the liquid and negatively affect cleanliness. Other tobacco product includes *gutka* which is very dangerous.

3.2.2.3. What is alcoholism?

The word “alcoholism” means addiction to the consumption of alcoholic drink. In other words, it is alcohol dependence. An addicted alcoholic is forced to drink by habit. Alcohol addiction has a direct impact over the society. Such a person starts stealing to pay for it. He becomes a habitual liar. He hides alcohol. He loses his sense and has no control over his behavior. He even has very little control over his motor action (say walking). He suffers from frequent irritation. He suffers from increased heart rate, nausea and vomiting. Alcoholism or alcohol addiction leads to many unhealthy behaviors and also health problems. There are physical, mental and social problems faced by the alcohol addicts. The following problems are faced by alcohol addicts.

- The inability to control alcohol intake
- Obsession with alcohol
- Their behavior is unacceptable to the society
- They socialize with other alcohol addict
- Getting drunk in workplace and home
- Having frequent blackouts
- Drinking daily
- Negative drunken behaviors
- Inability to imagine their life without alcohol
- Using alcohol as the reward of life

These are the common behavioral problems of the alcohol addicts. Therefore, one should seek professional help when trying to quit their drinking habit. Depression, anxiety, low self-esteem and enjoyment lead to drinking. None of these is justified. In fact, drinks will not help to reduce depression and low self-esteem. It does more harm than good. The enjoyment part is also not true. In fact, the so called enjoyment is only a kick for a short time. This outbalances the enjoyment. There are social smokers and drinkers. Who in course of time become habitual drinkers and smokers?

3.2.3. Social Impact of drug

3.2.3.1 Impact of drug on family and community

Family is the basic unit of the society. The harmony of the family depends on the family members. When one member of family becomes drug abuser then he disturbs the entire family harmony. Every family member suffers due to a single drug abuser. It affects the life style, behavior, personality formation of the children and also financial condition of the family. The money spent on drugs can be put to better use. Amongst the poor the spending on drugs deprives others from food. The nation also pay heavy price in terms of workforce and from economic point of view relating to absenteeism, lack of performance and accidents at work place are the common problems created by the drug abusers. The drug abusers show criminal attitude in family. It ultimately breaks down the family bondage.

Parents of young drug abuser suffer a lot. Parents cannot face the child who is taking drugs and behaves abnormally. When the younger ones observe the elders using drugs, they wrongly assume that drug abuse is an accepted behavior. The family members ultimately accept this with anger, fear, shame and embarrassment. Drug abuser in family generally shows socially unacceptable behaviors, violence, aggression, irresponsibility and selfishness. Many addicts also indulge in gambling. Drug addicts in the family affect children negatively. They create fear amongst children. When the children grow up many of them take drugs. The negative attention of the society also spoils child's life. This vicious circle of parent children becoming drug addicts must be broken. The drug addicts and their children suffer from loss of identity, depression and low self-esteem. Only a healthy family creates a healthy society.

Domestic Violence

- **Men who commit domestic violence also have problems with substance misuse**
- **Research indicates that up to 75% of individuals who suffer from substance use disorder are engaged in physical assault, mugging, using a weapon to attack their wives at home, and committing other violent crimes when prevented to take substances**
- **Alcohol caused approximately 90,000 domestic violence deaths worldwide**
- **Alcohol or drug use is involved in 40-60% of domestic abuse situations. More than 30 percent of men are drunk at the time they commit a domestic assault, and 90 percent abuse substances on the same day, with alcohol**
- **More than half of the individuals who abuse their elder parents (age 60 or older) are dependent on alcohol or drugs**
- **Each year, about 300,000 victims of violent assaults report that their attackers were under the influence of alcohol**

Substance abuse has serious impacts on a family

- **Parent's substance abuse problem, affects child's development. This is especially serious in single-parent households where the children have no one else to turn to. Parents become divorced from their core responsibilities toward their children and the children's needs become unmet. Many children fail to enjoy their childhood rights with substance-using parents. They miss out on education, health care, and nutritional support due to financial misery and the lack of parental attention. This affects their mental and emotional development. Deprivation and disadvantages mar their future lives. There develops a strong correlation between addiction and an increased risk of child abuse. Research has revealed that children with substance disorder parents have a higher chance of getting into substance use and addiction later in life.**
- **Family lives on trust. When a substance abuser emerges in a family this trust is lost and this proves dysfunctional for the family. This brings broken marriages and broken and disordered family ties between parents and children, spouses and siblings.**
- **Family stress remains very high when there are substance users in a family. The focus is lost and the family fails to discharge its normal and vital functions for the individual inmates and the society at large.**
- **Substance abuse is responsible for bringing financial instability and challenges to families. Addiction drains out the resources from the family. Additionally, the substance abuse problem is likely going to cause the individual to lose their job due to poor performance or attendance. This brings a financial crunch for the families. The family fails to satisfy the basic needs of its members. Many times, they get into debt traps.**
- **Substance abusers are likely to put everyone around them on edge. They indulge in physical and emotional abuse. They become the perpetrators of abuse and they themselves become vulnerable to violence as victims. Child substance abusers get into criminal activities.**

Key Learning Outcomes

Substance use disorders have heavy consequences for communities.

- **They affect community solidarity.**
- **They increase crimes which is a negation to community safety. Thus, substance uses on a mass and massive scale generates risky communities.**
- **Substance use leads to school dropouts and poor learning outcomes.**
- **They affect community health by having a repercussion on individual health.**
- **Heavy alcoholism and drug addiction bring violence against women.**
- **They create burdens on the community exchequer by demanding more police service with personnel and jails.**

They bring issues like unemployment, poverty, and hunger

3.2.3.2 Impact of Drug abuse on Health

Health is an important indicator of healthy family and society. Health is wealth. It is wisely said that the closest friend of a person is his body. We require a body, a healthy body. Hence every one of us has to take care of our body and mind. Healthy body and healthy mind makes a person wealthy and wise. Drug abusers suffer from physical and mental illness. The drug abusers behavior and food habits are not acceptable. Their immunity condition or ability to fight diseases are low. The continuous use of any drug destroys brain cells and leads to other physical problems. The physical effect of drugs varies as per the chemical property. All types of drugs have side effects. In fact, drug abuse leads to ill health. The damage to health depends on the followings factors:

- Drug intake quantity
- Drug type
- Period of drug use
- Amount of drug consumption
- Channel of drug use
- Alternant use in drug
- High risk chemicals in the drug

The survey report by Fischer in 1994 revealed that every year approximately 2, 00,000 deaths occur all over the world as a result of drug abuse. Over dose and long use of drugs leads to risky and abnormal behavior. Adulteration and use of chemicals in drugs cause severe health problem. In fact, the body system weakened with the impact of drugs. Abstain from drug use, the drug abuser behaves madly and creates disturbances. So, it is evident that the drug has direct effect over the health and body system. The drug makes the person feel better, confident, free from anxiety, stress and worries. Subsequently after continuous use a stage will come it will not give any pleasure to the body and the drug abuser is not able to stop taking the drug rather addicted. The drug abuser requires it on regular basis. It directly affects the central nervous system of the body and results in weak cognitive functioning of the brain. It results in untimely death of the abuser.

3.2.3.3 Impact of Drug on Education

Drug abusers are irregular in attending college and university. They lose concentration and learning ability. Drugs negatively affect their performance in examination. Yet education is the only medium through which the society can be developed and enriched. It is generally believed that education and awareness is an important tool of intervention for prevention of drug abuse. To prevent the negative impact of drug abuse, preventative education should be provided at every level of educational system. Preventative education is a slow process which will produce positive results. There is no shortcut solution to the problem.

Drug and alcohol abuse are important problems which affects the education of young mass. Many educators realized that drug and alcohol abuse amongst students are significant barriers to the achievement of educational objectives. The fact is that school and colleges don't have the power to stop smoking, alcohol drinking and sex or other abuse. They can only create awareness, educate the students about the prevention process and also try to control students' activities. One must think about the role of teachers, parents and mentors to prevent

drug addiction among the students or young mass. The young generation should be trained and motivated to lead a healthy life and create a healthy society, free from drug abuses.

The health problem of the drug abusers initially affects the individuals, himself, then it affect the family and finally the society in general. The cost of the drug is high and it involves a heavy price. Most of the times the user is not able to pay for it. And as such it becomes a strain on individual and family finances. De-addiction treatment will also involve a cost. Generally the addict develops other health issues discussed earlier which involves an expensive treatment. The public health system in India is already suffering from resource crunch. This additional cost is a strain on public health system. It is like a vicious circle. Needle sharing by drug users leads to AIDS and other diseases. The young mass who are addicts must understand the ill impact of drug on health and seek consultation with doctors to save their own life.

3.2.3.4 Impact of Drug on Crime

Crime and drug are like two sides of a single coin and are related. Illegal production, distribution, possession, procurement and consumption of illicit drug result in criminal offences. Drug related crime includes trafficking of drugs, violent conflicts, murder, robbery and violent competition among rivals for manufacturing and marketing drugs. Data from 1975 to 1989 proves that drug related crimes are the fastest growing crimes. The drug abusers are generally involved in criminal activities. These are four kinds of crime related to drug abuse

- Crime committed by drug abuser to obtain drugs
- Crime committed by drug peddlers/suppliers
- Crime by drug business owners to protect their business
- Financial crimes like money laundering, robbery, and murder for money
- Crime is the illegal manufacture and trade of drugs

Drug and crimes go together. A total drug free nation can be thought off, if the young mass will create a movement of not touching drugs. There is a global concern to prevent drug consumption. Every nation has started working on this front. The process begins with educating the young and spreading awareness about the ill effect of drugs. Prohibition laws and rules are the legal tools to protect the society but this is not enough. Freedom from drug will be a dream until we create awareness and a movement against the drugs. The young must realize that their life is the most valuable gift of God and meant for good of the society, nation and mankind. Let us work together to prevent drugs and promote a crime free society.

3.2.3.5 Impact of Drug on Employment and Productivity

Drug abuse has a tremendous impact on workforce. Young people normally pick up the bad habit of drug consumption between the age group of 15 to 35. Sometimes unemployment leads to drug abuse. Frustrated young and even older people who lose their job become addicts. The reverse is also true. Those who become drug addicts lose their job and remain unemployed. It is evident that there is a strong relation between unemployment and drug taking habits. As per British Crime Survey Report 1992 the life time prevalence of drug abuse among the unemployed was 60% higher than among the employed. The recent survey by International Labor Organization (ILO) and the Europeans Commission finds drug

and alcohol abuse in the workplace negatively affects productivity. The organizations were forced to dismiss the addicted employees. The effect of drug is also reflected in the performance of workforce. Drug abuses in the workforce impose heavy costs in different service sectors. They are reducing the competitiveness and performance of the organization. The drug abusers suffering from ill-health and being in disciplined have low performance. They are less productive and add to the cost of production. Unable to perform well they create additional pressure on their colleagues. In this process everyone suffers.

3.2.3.6. Impact of Drug on Environment

Drug production impacts environment. The environmental damage found in any country will depend on the specific role of that country in producing illicit drugs. Opium poppy cultivation takes place in forest areas. The traditional slash and burn system is used by the hill tribes to cultivate poppy plants. This results in clearing of large forest areas. The reduction of forest area is a environmental threat. Production of opium and other drugs from these plant ingredients creates toxic waste. These wastes are not scientifically disposed. Mostly untreated toxic waste is released into the environment. The studies conducted by USA Government find that “Cocaine processors in the Andean region each year dump into the water, some 10 million liters of Sulfuric Acid, 16 million liters of Ethyl Ether, 8 million liters of Acetone and from 40 to 70 million liters of Kerosene. These chemical wastes lead to acute poisoning of water. These reduce the oxygen level in water and also reduce fertility of soil. The fishes and other aquatic animals become poisonous. Consumption of fish from such water causes health problems. The major concern is restoring forests and stopping the illicit drug cultivation and protection of water resources.

Do you Know?

- The carbon emissions caused by growing a single ounce of cannabis indoors have the same environmental impact as burning 7 to 16 gallons of gas. They require powerful lights, temperature control, humidity control, and other energy-consuming care. Wherever greater temperature control is necessary, greenhouse gas emissions are higher. For instance, drastic temperature increases are necessary for growing cannabis in Alaska or the Midwest. Similarly, within a single year, approximately 15 million metric tons of carbon dioxide are emitted in the United States as the result of indoor cannabis production, equivalent to the annual emissions of 3 million cars.
- Water depletion due to heavy use is another major environmental impact of cannabis cultivation. Cannabis crops require a lot of water. It ranges between 8-10 gallons per plant, per day. This amount is almost double as much as a grape or tomato plant needs. In 2012, over three billion gallons of water were used to cultivate cannabis in California alone. When water stress is on the rise, the cultivation of such plants becomes detrimental to water resources and humanity.
- Drug traffickers clear the forest space necessary for drug plantations. They use them for coca and palm production. The greatest threat opium processing poses is illegal logging and widespread deforestation to clear the land required for the cultivation. And wherever a critical mass of forest gets removed, the surrounding areas become more susceptible to drought, erosion, landslides and flooding. In other words, the land becomes uninhabitable to humans and a wide variety of animals, too. They also go for deforestation for transporting, storing, and processing drugs. This becomes a strong contributor to climate change. Unregulated forest clearing for illicit substances is a major issue with long-term implications. In Colombia, coca growers clear remote sections of the nation's rainforest for plantations and the production of cocaine. It is estimated that per year, carbon emissions from forests cleared for coca could be as much as two million tons.
- Illegal drug production leads to the disposal of waste. The fertilizers, rodenticides, pesticides, and chemical compounds used by the producers to have a bumper crop This issue is commonly noted in South America, the Netherlands, and Belgium. The open disposal of the chemicals used in drug industries wreaks havoc on local wildlife.
- Finally, drug production has affected biodiversity in multiple ways in the countries where they are produced.

3.2.3. Economic Impact of Drug

3.2.4.1 Impact of Drug on Public Safety

Drug abuse has direct effect on public health and safety. It hampers the peaceful development and smooth functioning of the society. The safety of the society is negatively affected as drug abuse leads to crimes (as explained earlier). Even road safety is compromised due to addiction. Most of the road accidents occur due to consumption of alcohol and drugs. Drug consumers as drivers are a threat on the roads. Pedestrian drug consumers are also victims of accidents. In work place (i.e. factories, offices and hospitals etc.) drug abuse leads to accidents and other unfortunate incidents. Even in home an intoxicated person may cause fire and their action leads to accidents. All these involve a high cost for the individual, family, society and the State.

The maintenance of safety measures costs heavily to the government. And understanding of the economic costs of drug abuse is required to develop policies, rules and regulations. An estimation of costs for implementation of policies to prevent drug supply to market, development of safety protocols and controlling the drug peddlers is highly essential. Lot of public resources are wasted in containing drug abuse. This money could be diverted to economic development provided there is no drug abuse. It is a challenge for everyone to ensure public safety and smooth functioning of the society by containing drug abuse.

3.2.4.2. Impact of Drug on Governance

All over the world the Governments find it difficult to implement the rules and laws relating to drug abuses. Corrupt officials at all levels of law enforcement throughout the world make it difficult to implement laws. Political patronage and muscle power of drug mafia hampers implementation of laws. In some countries the drug mafia are so strong even politicians are not able to govern the country. Illegal cultivation, drug trafficking and such other activities are not easily controlled by governments. The financial implication is a burden on the government. In nutshell the government incurs lot of expenditure on the following heads:

- Regulating the drug consumption
- Drug abusers treatment
- Rehabilitation centers
- Absenteeism at work place
- Poor and unhealthy work force
- Training centers for professionals
- Substance abuse data base preparation
- Protecting the public
- Deployment of human resources for the public safety
- Operating counseling centers

The economic impact of drug abuses can be reduced by the following steps:

- Increasing tax on drugs
- Preventative measures and strict policies
- Controlling the numbers of sale outlets in specific areas
- Time restriction on opening and closing of the shop

- Strict policy for the specific age group
- Accountability of the drug seller
- Provision for treatment of drug abusers
- Massive awareness programs among the students and in alcohol prone areas

These are the preventive steps which will reduce the cost of expenditure of the government.

Key Learning Outcomes

Substance use disorders have heavy consequences for the economy

- **It entails the loss of productivity of the working population**
- **They become economically burdensome for the organisations they work**
- **It leads to suspension from jobs and unemployment and poverty rise become the necessary consequences of substance abuse**
- **It increases the dependency ratio in society**
- **Fighting against drug abuse is a burden on the state exchequer.**
- **The gain in income for the drug traffickers does not help the country's economy to grow**

3.2.5 Impact of Drug and Tobacco addiction and Alcoholism

3.2.5.1 Loss of Physical and mental strength

Drug abusers generally face physical and mental problems. The effect of drugs on the body depends on the types of drug used, types of chemical compounds used in the drug and quantity consumed by the abuser. If the drug abuser uses the drug on everyday basis then it also affects the person's brain and body. The specific physical effects of drug use may vary from individual to individual. The physical effects are of two types: 1) Long term physical effect 2) Short term physical effect

1. The long term physical effect of drugs are
 - Changes in body part coordination
 - Blood pressure and heart rate changes
 - Heart stroke, liver disease and pancreatitis
 - Pain relief and relaxation
 - Feeling either sleepy or over excited
 - Changes in the appearance of a person's body
 - Drug dependency at a particular time
 - Weakened immune system
 - Various kinds of cancer
 - Digestive problem

2. The short term physical effects of drugs are

The drug use causes short term physical effects.

Consumption of alcohol	Consumption of methamphetamines	Consumption of Cocaine	Consumption of Tobacco and Nicotine	Consumption of Heroin
Lack of coordination of body movement	Increased body movement and physical activity	Increased body temperature	Increased blood pressure	Dry Mouth
High rate of heart beat	Decreased appetite	Increased heart rate	Increased breathing	Itching
Changes of the skin and face	Increased rate of breathing	Headache	Increased Heart Rate	Nausea
Dizziness	Irregular heart rate	Abdominal pain and nausea		Vomiting
Nausea and vomiting	Increased blood pressure	Erratic and Violent behavior		Slow breathing rate
Partial comma stage	Increased body temperature	Heart Attack and Stroke		
Lack of coordination of body movement	Increased body movement and physical activity			

These are the short term physical effect of drug on the body. If the consumption of the drugs continues by the drug abuser then the life of the consumer will be at risk and ultimately leading to death.

Mental effects of drug abuse

Alcohol, Cannabis and various stimulants are psychoactive drugs. They have direct impact on individual's brain function and structure. The effects on the mind of the drug abuser vary from person to person and depend on the type of drug used by the abuser and duration of use. Mental illness is the major disorder caused due to drug consumption.

The common mental illness due to drug consumption is:

- ✓ The short term mental effects of drugs are:
 1. Consumption of alcohol-
 - Anxiety
 - Irritability
 2. Consumption of Cannabis-
 - Feeling of relaxation
 - Anxiety
 - Irritability
 3. Consumption of Heroin-
 - Euphoria
 - Restlessness

- ✓ The Long term mental effects of drugs are:
1. Consumption of alcohol-
 - Depression
 - Anxiety
 - Learning and memory problem
 - Social problem
 - Abnormal behavior
 - Attitudinal change
 2. Consumption of methamphetamines-
 - Anxiety
 - Confusion
 - Insomnia
 - Mood swings
 - Violent behavior
 - Hallucinations
 3. Consumption of Tobacco and Nicotine-
 - Irritability , attention and sleep problems
 - Depression
 4. Consumption of Cannabis-
 - Mental health problems
 - Irritability
 - Lack of sleep
 - Anxiety

The body is affected by the drugs in different ways. It varies from person to person. The short term and long term effects of drug directly affects the body system and weakens the mental strength. Once the body gets addicted with any of the drug substance then the drug controls your mind, thought and actions. Drug dependence immediately affects the psychological and physical health. It is very important to note that there is no safe use of drug. It affects the body's central nervous system and it controls how you think, feel and behave etc. Subsequently the body is not at all in a condition to prevent any disease. So, the drug abusers will lose the mental and physical strength to fight any disease.

3.5.2.2 Loss of Character

Every individual is identified and recognized for his behavior, personality, attitude and character. If the addiction affects his life then the person will lose his identity in the society. The addiction affects life in many ways. It damages health, professional and personal relationship, career and personal finances. Prolonged addiction destroys the image of the individual because during the addiction stage his mind and body will be under the control of drugs. Your valuable time will be spent only at drinking or using drugs. This will damage your social relationship, happiness of the family and slowly you will lose your identity as a person. You will only be identified as a drunkard or drug addict. People around you will never accept you and they will also remain away from you. In this way you are no more identified as a social person or an accepted person of the society.

3.2.5.3 Loss of Family ties and Relationship

The drug abusers are slowly detached from their fellow members. Due to addiction the drunkard parents neglect their children and don't care for them. As a result the children feel emotionally and physically neglected and unsafe. Children also become mentally unstable and they lose their trust on their parents. They feel very guilty and ashamed of their parents behavior. The effects of drug are so harmful that it destroys the peaceful and loving relationship between the family members. Conflict becomes a regular issue. There will be no trust between the family members. It is assessed that one child out of five have one parent addicted to alcohol or some other drug. Children who grow up in such a family are likely to become drug addicts themselves. They also become afraid of their addicted parent. The bonding of the parents with children slowly breaks up. It also leads to an isolated life for the drug abuser. The addicted person becomes alone and there is no attachment with children, wife and other relatives of the family. Addiction results in broken relationship, conflict, isolated life and loneliness.

3.2.5.4 Loss of Earning and Livelihood Potentials

The family depends on the earning of the head of the family. The income which comes in terms of salary, wage or remuneration is used to fulfill the needs of the family members. If the head of the family will be a drug addict then a major portion of income will be spent on the purchase of drugs. A drug abuser never thinks about the need of the children, future of the children, educational expenses, health expenses of the children and also never takes care of the spouse. He cannot even save the money for future requirement i.e. marriage of the children, settlement during retirement life etc. In this way he loses the livelihood earning ability. His potential for earning slowly decreases and he can't control his spending on alcohols/drugs. Ultimately he loses his earning and livelihood potential.

Interesting Observation

A study, carried out by the international labour organisation (ILO) and the European Commission, on the effects of drug abuse and alcohol abuse in the workplace in European countries, found that performance impairments and absences from work are the common results of drug and alcohol abuse among employees. In approximately two out of five cases, organizations were forced to dismiss employees for drug and alcohol-related reasons.

3.2.5.5 Loss of Societal Respect and Dignity

Society is a platform where every individual leads a life with respect and dignity. He gets his identity and leads a life with self-esteem. Society doesn't give respect to drug abusers and drunkards. They are never welcome to a group and its activities. The drug abuser becomes alone and maintains a detached life. When there is no friend circle, no social interactions and no social gatherings the drug abuser becomes alone and he becomes friend of drugs or other drug abusers. In this way he loses his position in society. Nobody cares about his presence or respects him. Drug abuse affects the social life, physical, mental, financial and professional life as a whole.

3.2.6 Let us Sum up

- Objectives
 - Understand the socio-economic impact of drug abuse
 - Appreciate how drug addiction affects the social and individual life
 - Enable you to identify the economic loss due to drug abuse
- Drug abuse has become major social issue in India and the world. Drug abuse negatively impacts physical and mental health, economy and society. It affects individual, family, society, state and mankind
- Economic impact of drug abuse included
 - Loss of income and impoverishment of the individual and his failure to take care of his family
 - Heavy expenditure on the part of the Society, State for control of drug production and distribution. It also leads to spending on Public Health, Education and Awareness Program to contain the use of drugs
- Social impact of drug abuse is immeasurable. Drug abusers destroy family bond, social fabric and peace and prosperity of the society
- Drug abuse results in loss of wealth and health
- Drug abuse is directly and indirectly connected with physical and mental health. Illness connected with drug includes various kinds of cancer, respiratory problems, complexity in pregnancy. Loss of hearing, low fertility, osteoporosis and dental problems etc. Drugs reduces the immunity and abusers are easily infected.
- Drug abuse leads to problems of mental health like loss of concentration, increased anxiety, hyper activism, depression, hallucination, irritation, low self-esteem, psycho-social isolation, insomnia, mood swings and violent behavior
- Education alone can create awareness and promote a prevention strategy
- States and international bodies need to developed a drug free strategy. All country must come together to prevent illegal production and distribution of drugs, built a robust health care infrastructure to rehabilitate drug abusers, create and manage a strong police system to prevent drug related crime. States should also take affirmative action to prevent drug abuse
- The drug abuser loses social respect, dignity and ability to take care of his family. He loses his livelihood. The NGOs and social activism can tackle this problem.
- Drug production, distribution and abuse endanger life and property of citizens. Gang wars are common in mega cities for control of drug business. There are examples of drug mafia controlling cities and even countries. This can be tackled only by honest officers, judiciary and politicians.
- Drug production also pollutes the environment

- In a nutshell the following points are our concern
 - ✓ Impact of drugs on social life
 - ✓ Problems faced by family
 - ✓ Professional difficulties due to drug addiction
 - ✓ Conceptual knowledge on drug and tobacco addiction
 - ✓ Meaning of alcoholism
 - ✓ Types of effects due to drug consumption
 - ✓ Personal and professional loss due to drug addiction

- ✓ Economic impact of drugs in society and business
- ✓ Family suffering due to drug consumption

3.2.7 Key words

- Drug Abuser- The illegal use of drugs by a person
- Drug Addiction- It means a chronic disorder characterized by compulsive drug seeking
- Social Impact- As any significant or positive changes that solve or at least address social injustice and challenges
- Economic Impact- A financial effect that something happen due to new products, new changes in policy on any situation
- Tobacco- A preparation of the Nicotine – rich leaves of plants used for smoking and chewing.
- Socio – Economic Impact- It refers to the factors such as income, education, employment social support and community satisfy will significantly affect day to day life.
- Mental health- It refers to the emotional , psychological and social wellbeing

3.2.8 Check your learning

Q.1. Answer in two or three sentences

- a) Drug
- b) Drug addiction
- c) Socio economic impact
- d) Impact of drug on health
- e) Impact of drug on family
- f) Tobacco addiction
- g) Alcoholism
- h) Drug peddlers
- i) Impact of drug on profession
- j) Drug abuser

Q.2. Answer in 50 words

- a) What is drug addiction and how it affects the health?
- b) Differentiate between tobacco addiction and alcoholism.
- c) Outline the behavioral characteristics of drug abuser.
- d) Mention the physical difficulties due to drug addiction.
- e) What is the long term effect of drug on health?
- f) Explain the causes of drug addiction.
- g) What are the effects of cocaine on health?
- h) How drug addiction affects the workplace enrollment?

- i) Differentiate between social and economic impact of drug.
- j) What are symptoms of drug abuser?

Q.3. Answer in 250 words

- a) Define drug abuse and discussed the social impact of drug.
- b) What is tobacco addiction and how it impact on health?
- c) Explain about the economic impact of drug.
- d) What are the types of drug and discussed in impact on health?

3.2.9 Suggested Reading

- *“The social impact of drug abuse” UNDCP, a position paper for world summit for social development, Number 2, Copenhagen, 6-12 march , 1995*
- *“Drugs and Social Context” by Springer*
- *Anil Agarwal, Narcotic Drugs, National Book Trust, New Delhi, 1995*
- *UNDCP Regional office for South Asia, Drug Demand Reduction Report, New Delhi 1999*
- *Singh Gumeet, “ Alcoholism in India”, in Asia and D.A. Desouza(ed) Psychiatry in India, Bhalani Book Depot, Bombay, PP- 240-251,1984*

3.3 Laws to Address Substance Abuse

3.3.0 Objective

3.3.1 Introduction

3.3.2 Convention held relating to substance use

3.3.2.1 Single Convention on Narcotic Drugs, 1961 Amended in 1972

3.3.2.2 The Convention on Psychotropic Substances of 1971

3.3.2.3 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988

3.3.2.4 The Framework Convention on Tobacco Control (FCTC)

3.3.3. Indian Laws relating to Substance Use

3.3.4 Salient Features of social legislation to NDPS Act, 1985

3.3.5 Salient Features of Social legislation on COTPA, 2003

3. 3.5.1 National Tobacco Control Program (NTCP)

3.3.6 Mechanism and Government Scheme

3. 3.6.1 Nasha Mukta Bharat Abhiyan

3.3.6.2 Rehabilitation Centres and their roles for De-addiction

3.3.7 Let Us Sum Up

3.3.8 Key words

3.3.9 Check Your Learning

3.3.10 Suggested Reading

3.3.0 Objective

After reading the unit you will be able to

- Know about features of NDPS Act, 1995 and COTPA Act, 2003 in details
- Become aware of various Govt. schemes for preparation, de-addiction and rehabilitation
- Help your friends to take professional help for becoming free from drugs and alcohol abuse
- Sensitize your immediate friend circle and community on issues of drug , tobacco and alcohol

3.3.1 Introduction

Substance use has long been recognized as a social malady. Since then, efforts have been made by the international community to prevent its use. The attempt to control drug use dates back to the period of the Second World War. As early as the mid-1920s attempts in this direction started at the international level. The International Opium Convention and the International Convention pertaining to Dangerous Drugs (1925), set standard limits on addictive drugs like cocaine and opium and its derivatives. These Conventions were organized by the League of Nations prior to World War II. However, the lists of compounds were set down in the treaties' text. In order to keep up with advancements in chemistry, it became a requirement to periodically alter or replace the conventions by enacting new treaties. The United States Commissioner of Narcotics 1954 realized that state-by-state ratification of such proclamation may take many decades.

3.3.2 Convention held relating to substance use

3.3.2.1 Single Convention on Narcotic Drugs, 1961 Amended in 1972

By the decision 689 J (XXVI) of 28 July 1958, the Economic and Social Council of the United Nations agreed to convene a convention in line with Article 62, paragraph 4, of the United Nations Charter and with the terms of the General Assembly resolution 366 (IV) of 3 to put a check on the use of narcotic drugs. In line with this decision, a meeting was held in December 1949 to adopt a single agreement on narcotics to replace the existing multilateral field treaties with a single instrument. This instrument was intended to control narcotics and to establish guidelines for the management of the production of raw materials for illicit drugs. This became the first all-embracing exhaustive proclamation relating to the control of substance use. There are three important conventions relating to drugs at the international level. They are:

- **Single Convention on Narcotic Drugs, 1961 Amended in 1972.**
- **The Convention on Psychotropic Substances of 1971.**
- **United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988.**

The United Nations Conference for the Adoption of a Single Convention on Narcotic Drugs met at United Nations Headquarters from 24 January to 25 March 1961 with seventy-three nations represented in the Conference including India. The provisions laid down by this Convention underwent an amendment in 1972.

3.3.2.2 The Convention on Psychotropic Substances of 1971

The second major convention is named as “The Convention on Psychotropic Substances of 1971”. It is a United Nations treaty designed to control psychoactive drugs such as amphetamine-type stimulants, barbiturates, benzodiazepines, and psychedelics. This treaty was signed in Vienna, Austria on 21 February 1971. This treaty was signed by 34 original signatories to bring into the ambit of control many of the newly discovered psychotropics which were not covered by the Single Convention on Narcotic Drugs of 1961. It came into force on 16 August 1976.

The Convention on Psychotropic Substances of 1971

- **This Convention laid stress on the health and welfare of mankind.**
- **If a Party or the World Health Organization has information relating to a substance not yet under international control which in its opinion may require the addition of that substance to any of the Schedules of this Convention, it shall notify the Secretary-General and furnish him with the information in support of that notification.**
- **Prohibit all use of Psychotropic Substances, except for scientific and very limited medical purposes by duly authorized persons, in medical or scientific establishments which are directly under the control of their governments or specifically approved by them.**
- **The parties that need to manufacture, trade, and distribute such substances for medical use or for any other purposes need to get licenses under strict supervision and conditions.**

3.3.2.3 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988

The landmark convention against drug trafficking was passed in 1988. It is popularly known as the United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, 1988. This was the first international proclamation that took into consideration the ethical degradation that a society experiences due to substance abuse. The Convention was adopted by the United Nations Conference for the Adoption of a Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, held in Vienna from 25 November to 20 December 1988. The 1988 Convention was introduced following the socio-political developments in the 1970s and 1980s. The opening of the national borders with the process of deterritorialization following the call for globalization resulted in the free trade of illicit drugs and there was a drastic increase in the demand for cannabis, cocaine, and heroin. The countries' youth population became the drug marketers' easy targets. There started an internationalization of the drug trade giving birth to the world's multi-billionaires on the one hand and drug-related morbidity and mortality on the other. The parties to this convention expressed their concern on the magnitude of and rising trend in the illicit production of, demand for, and traffic in narcotic drugs and psychotropic substances, which pose a serious threat to the health and welfare of human beings and adversely affect the economic, cultural and political foundations of society.

3.3.2.4 The Framework Convention on Tobacco Control (FCTC)

It is the first international agreement pertaining to public health in the modern era signed on 21 May 2003. It entered into force on 27 February 2005. It is also the first convention to be negotiated under the World Health Organization's supervision (WHO). More than 180 WHO member states have ratified the convention, which was originally signed by 168 of the 192 WHO members. The FCTC outlines specific steps for governments in order to address tobacco use and provides an internationally coordinated response to the tobacco epidemic. These steps include:

- Adopting tax and price measures to reduce tobacco consumption
- Banning tobacco advertising, promotion, and sponsorship
- Establishing smoke-free workplaces and public areas
- Prominently labeling tobacco products with health warnings

- Preventing the sale of tobacco goods illegally

3.3.3 Indian Laws relating to Substance Use

In India, as we have discussed substance abuse is on rise among the youth. Particularly college students and school children are becoming vulnerable to substance use today. Drug abuse has emerged as a serious concern, adversely affecting the physical and socio-economic well-being of the future working population of the country. The epidemic of drug abuse in younger generation has assumed alarming dimensions in India. Studies establish that the share of the young population, basically the college students, is mounting day by day. Addiction to alcohol/drugs affects the young masses involved, ruins their families, and proves detrimental to society. From becoming productive human resources, they become parasitic human resources for society.

Alarming Facts and Figures Relating to Substance Use Among Indian Students

- **According to the United Nations Office on Drugs and Crime (UNODC) 2018 survey on drug use among the general population, the extent of drug use among youngsters remains higher than that of older people.**
- **Most researchers suggest that early (12-14 years old) to late (15-21years old) adolescence is a critical risk period for the initiation of substance use and that substance use may peak among young people aged 18-25 years.**
- **Nearly 18 lakh children need help with inhalant use.**
- **It is estimated that about 8.5 lakh people are injecting drugs (PWID – people who inject drugs) most of whom admit to having started the habit around the age of 17.**
- **5.2% of college students are addicted to alcohol.**

India is a signatory to all the international Conventions on Substance use. It has signed the Single Convention on Narcotic Drugs 1961, as amended by the 1972 Protocol, the Conventions on Psychotropic Substances, 1971 and the United Nations Single Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, 1988. As such the country has tried to enunciate its own domestic laws to fight against substance use. In the following lines details on Indian laws have been brought into discussion.

Do You Know?

- **Indian drug policy has its roots in Article 47 of the Indian Constitution.**
- **Art. 47 states that the "State should endeavour to bring about prohibition of the consumption of intoxicating beverages and of narcotics which are harmful to health, except for therapeutic purposes."**
- **It also spells out that it is the responsibility of the state to ensure social security and justice to the citizens by enumerating duties of the state which are important for achieving the goal of a better society, and it includes better conditions of living, access to healthy and nutritious food and public health and hygiene.**
- **It is founded on Gandhian principles.**
- **Thus, the Constitution explicitly mandates that states need to take action to prevent or reduce or stop the consumption of injurious drinks or drugs.**

3.3.4 Salient Features of social legislation to NDPS Act, 1985

The first ever Act against illicit drugs and Psychotropic Substances was enacted in India in 1985. It was named as the Narcotic Drugs and Psychotropic Substances Act, 1985 (NDPS). Until this period Cannabis was legally sold and were commonly used in India for recreational purposes. As India was a signatory to the International Conventions on narcotic drugs and psychotropic substances of 1961 and 1971 respectively, it was mandated for the government to eliminate the ethnically deep-seated use of Cannabis. So, on 14 November 1985, the Narcotics Drugs and Psychotropic Substances Act was enacted which banned all narcotic drugs in India.

The NDPS Act prohibits cultivation, production, possession, sale, purchase, trade, import, export, use and consumption of narcotic drugs and psychotropic substances except for medical and scientific purposes.

This social legislation is trying to control the menace of drug abuse in the country. This Act intends to consolidate and amend the law relating to narcotic drugs, to make stringent provisions for the control and regulation of operations relating to narcotic drugs and psychotropic substances.

This Act says that it extends to the whole of India and it applies also to,

- (a) All citizens of India outside India;
- (b) All persons on ships and aircrafts registered in India, (wherever they may be)

This Act defines an “addict” as a person who has a dependence on any narcotic drug or psychotropic substance.

This Act provides for committees at both the Central and State level.

The NDPS Act lays down the procedure for search, seizure, and arrest of persons in public and private places detected to have been involved in drug or substance production, marketing, and use. Under the Act, it is illicit for a person to produce or manufacture/cultivate, possess, sell, purchase, transport, store, and/or consume any narcotic drug or psychotropic substance. The Narcotics Control Bureau was set up under the NDPS Act with effect from March 1986. The Narcotics Control Bureau (NCB) is the chief law enforcement and intelligence agency of India vested with the responsibility to fight drug against trafficking and the abuse of illegal substances. It was created on 17 March 1986 to enable the full implementation of the NDPS Act and fight its infringement. In 1988, the NDPS Act was supplemented by the Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act to provide for preventive detention of people suspected or accused of involvement in drug trafficking.

The Act also prescribes the constitution of The Narcotic Drugs and Psychotropic Substances Consultative Committee. The provisions laid down for such a committee are as follows.

- The Central Government may constitute, by notification in the Official Gazette, an advisory committee to be called “The Narcotic Drugs and Psychotropic Substances Consultative Committee” to advise the Central Government on such matters relating to the administration of this Act as are referred to it by the Government from time to time
- The Committee shall consist of a Chairman and such other members, not exceeding twenty, as may be appointed by the Central Government
- The Committee shall meet when required to do so by the Central Government and shall have power to regulate its own procedure
- The Committee may, if it deems it necessary for the efficient discharge of any of its functions, constitute one or more sub-committees and may appoint to any such sub-committee, whether generally or for the consideration of any particular matter, any person (including a non-official) who is not a member of the Committee
- The term of office the Chairman and other members may be decided by the Central Government. The manner of filling casual vacancies in the offices of and the allowances, if any, payable to, the Chairman and other members of the Committee, and the conditions and restrictions subject to which the Committee may appoint a

person who is not a member of the Committee as a member of any of its sub-committees, shall be such as may be prescribed by rules made by the Central Government.

There shall also be special officers appointed at the State level for the proper implementation of this Act.

3.3.5 Salient Features of social legislation on COTPA, 2003

The Indian Parliament passed the Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Bill in April 2003. This Bill became an Act on 18 May 2003 and this is popularly known as COTPA. COTPA has been enforced from 1 May 2004. The Act is applicable to all products containing tobacco in any form, and extends to the whole of India.

The key provisions of COTPA -2003

- Prohibition of smoking in public places (educational institutions, restaurants, malls, bus stops, workplaces etc.). This has been implemented from 2nd October 2008 in the whole of India.- **Section-4**
- Ban of all forms of direct and indirect advertisements of tobacco products- **Section-5**
- Prohibition of sales to minors (tobacco products cannot be sold to or by the children less than 18 years of age and cannot be sold within a radius of 100 yards of any educational institutions)- **Section-6**
- Regulation of health warning in tobacco products packs. English and one more Indian language are to be used for health warnings on tobacco packs. Pictorial health warnings are also to be included. **Section-7**
- Regulation and testing of tar and nicotine contents of tobacco products and declaring on tobacco products packages.

Smoking in public places was banned under COTPA, on 2nd October, Gandhi Jayanti, 2008.

These public places include cinemas, auditoriums, hospitals, public transport (aircraft, buses, trains, metros, taxis), and their related facilities, (Bus stands, railway stations and airports), restaurants, amusement centres, pubs, bars, offices (Government and private), libraries, courts, shopping malls, markets, refreshment rooms, post offices, banquet halls, coffee houses, educational institutions and parks. However, smoking in airports, restaurants, some enclosed work places, pubs and bars is allowed if they provide a separate designated place for smoking.

There is a penalty for smoking in public places

First conviction- Will lead up to two years imprisonment or with fine which can extend to Rs.1000. Subsequent conviction is - Up to Five years imprisonment or with fine which can extend to Rs.5000.

The first International treaty on Tobacco Control

Not only in India, use of Tobacco been a big killer all over the world. Unfortunately our young mass gets into this habit mostly which spoils their life, lifestyle and all future plans. The use of Tobacco and its innumerable adverse impacts on human civilisation has been one of the important concerns at the International level as well. WHO Framework Convention on Tobacco Control (WHO FCTC) is the first international treaty negotiated under the auspices of World Health Organisation. There are currently 181 Parties to the Convention. It was adopted by the World Health Assembly on 21 May 2003 and entered into force on 27 February 2005. It has since become one of the most rapidly and widely embraced treaties in United Nations history.

The WHO FCTC was developed by countries in response to the globalization of the tobacco epidemic. It aims to tackle some of the causes of that epidemic, including complex factors with cross -border effects, such as trade liberalization and direct foreign investment, tobacco advertising, promotion and sponsorship beyond national borders, and illicit trade in tobacco products. The preamble to the Convention shows how countries viewed the need to develop such an international legal instrument.

Government of India ratified the WHO Framework Convention on Tobacco Control (WHO FCTC) in 2004, the first ever international public health treaty focusing on the global public health issue of tobacco control. WHO-FCTC provides for various measures to reduce the demand as well as supply of tobacco. India played a leading role in FCTC negotiations to finalize its provisions and was the regional coordinator for the South- East Asian countries.

The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, COTPA, 2003

This Act was enunciated in 2003. The Act repealed The Cigarettes (Regulation of Production, Supply and Distribution) Act, 1975. The very purpose was to prohibit the advertisement of and regulate the trade and commerce in, and production, supply, and distribution of cigarettes and other tobacco products in India. The 39th Assembly held in 1986 urged the member states to implement measures to provide non-smokers protection from involuntary exposure to tobacco smoke. Consequent to this decision of the World Health Assembly, the Indian Parliament passed the Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply, and Distribution) Bill in April 2003. This Bill became an Act on 18 May 2003 and this is popularly known as COTPA. COTPA has been enforced from 1 May 2004. The Act is applicable to all products containing tobacco in any form and extends to the whole of India.

The Cigarettes (Regulation of Production, Supply, and Distribution) Act, enacted by the Government of India makes it mandatory to display a statutory health warning on all packages and advertisements of cigarettes since 1975. The following signs might have captured your observations. These are to be strictly followed.



The key provisions of COTPA -2003

1. The Act prohibits smoking of tobacco in public places, except in special smoking zones in hotels, restaurants and airports and open spaces.
2. Advertisement of tobacco products including cigarettes is prohibited. No person shall participate in advertisement of tobacco product, or allow a medium of publication to be used for advertisement of tobacco products. No person shall sell video-film of such advertisement, distribute leaflets, documents, or give space for erection of advertisement of tobacco products. However, restricted advertisement is allowed on packages of tobacco products, entrances of places where tobacco products are sold. Surrogate advertisement is prohibited as well under the Act.
3. Tobacco products cannot be sold to persons below the age of 18 years, and in places within a 100 yards radius from the outer boundary of an institution of education, which includes schools, colleges, and institutions of higher learning.
4. Tobacco products must be sold, supplied or distributed in a package which shall contain an appropriate pictorial warning, clearly mentioning its nicotine and tar contents. Cigarette packets are needed to have pictorial warnings of a skull or scorpion or certain prescribed pictorial warnings along with the text SMOKING KILLS and TOBACCO CAUSES MOUTH CANCER in both Hindi and English.
5. The Act also gives power to any police officer, not below the rank of a sub-inspector or any officer of State Food or Drug Administration or any other officer, holding the equivalent rank being not below the rank of Sub-Inspector of Police for search and seizure of premises where tobacco products are produced, stored or sold if he suspects that the provision of the Act has been violated.
6. If any person manufactures tobacco products and fails to adhere to the norms related to warnings on packages, on first conviction he/she shall be punished with up to 2 years in imprisonment or with fine which can extend to Rs. 5000. In case of subsequent conviction the punishment shall be up to 5 years in imprisonment or with fine which can be extended to Rs. 10000.
7. For smoking in public places, a fine of up to Rs. 200 can be imposed. Selling tobacco products to minors (Persons below 18 years) and the sale of tobacco products within 100 yards of all educational institutions are banned (Ministry of Law and Justice, 2003).

8. For advertisement of Tobacco production, on the first conviction, the punishment shall be up to 2 years in imprisonment or with fine which can extend to Rs. 1000. In case of subsequent conviction, the punishment shall be increased up to 5 years in imprisonment or with fine which can extend to Rs. 5000.
9. The owner/manager/in charge of a public place must display a board containing the warning "No Smoking Area" or "Smoking here is an offense" in an appropriate manner at the entrance and inside the premises. A place where tobacco products are sold must display appropriate messages like **"Tobacco Causes Cancer" and "Sales of tobacco products to a person under the age of eighteen years is a punishable offense under the law"**.

What do We Need to Know?

The COPTA Act, 2003 prescribes for:

- **Prohibition of smoking in public places (educational institutions, restaurants, malls, bus stops, workplaces etc) - Section-4**
- **Ban of all forms of direct and indirect advertisements of tobacco products- Section-5**
- **Prohibition of sales to minors (tobacco products cannot be sold to or by children less than 18 years of age and cannot be sold within a radius of 100 yards of any educational institutions)- Section-6**
- **Regulation of health warnings in tobacco product packs. English and one more Indian language are to be used for health warnings on tobacco packs. Pictorial health warnings are also to be included. Section-7**
- **For advertisement of Tobacco production, on the first conviction, the punishment shall be up to 2 years in imprisonment or with fine which can extend to Rs. 1000. In case of subsequent conviction, the punishment shall be increased up to 5 years in imprisonment or with fine which can extend to Rs. 5000.**
- **Smoking in public places was banned under COTPA, on 2nd October, i.e. Gandhi Jayanti, 2008.**

Government of India ratified the WHO Framework Convention on Tobacco Control (WHO FCTC) In 2004, the first-ever international public health treaty focusing on the global public health issue of tobacco control. WHO-FCTC provides for various measures to reduce the demand as well as supply of tobacco. India played a leading role in FCTC negotiations to finalize its provisions and was the regional coordinator for the South- East Asian countries.

3. 3.5.1 National Tobacco Control Program (NTCP)

The Ministry of Health and Family Welfare (MHFW), Government of India launched the National Tobacco Control Program (NTCP) in the year 2007-08 during the 11th Five-Year-Plan. This nationally sponsored scheme aims at sensitizing the people on harmful impacts of tobacco consumption. It also tries to reach the masses with the messages of tobacco control legislation named COTPA, 2003. So also, different stakeholders are sensitized for the effective implementation of COTPA, 2003 in the country. Under this program, the govt. tries to facilitate the implementation of strategies for prevention and control of tobacco advocated by the WHO Framework Convention of Tobacco Control.

The aims and objectives of NTCP are

- (i) To create awareness about the harmful effects of tobacco consumption
- (ii) To reduce the production and supply of tobacco products
- (iii) To ensure effective implementation of the provisions under “The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply, and Distribution) Act, 2003” (COTPA)
- (iv) To help people quit tobacco use
- (v) To facilitate the implementation of strategies for prevention and control of tobacco advocated by the WHO Framework Convention of Tobacco Control

The main thrust areas for the NTCP are as under:

- Training of health and social workers, NGOs, school teachers, and enforcement officers;
- Information, education, and communication (IEC) activities;
- School programmes;
- Monitoring of tobacco control laws;
- Coordination with Panchayat Raj Institutions for village-level activities;
- Setting up and strengthening cessation facilities including the provision of pharmacological treatment facilities at the district level.

NTCP has resulted in the provision of dedicated funds and manpower for the implementation of the Programme. State/District Tobacco Control components viz. STCC and DTCC Plan have been subsumed in the Flexi-pool for Non- Communicable Disease (NCDs) under

National Health Mission (NHM) for effective implementation since 12th Five Year Plan. Currently, the Programme is being implemented in all States/Union Territories covering around 612 districts across the country.

Dedicated State Tobacco Control Cells for effective implementation and monitoring of tobacco control initiatives are being engaged. The Key activities include;

- State Level Advocacy Workshop
- Training of Trainers Program for staff appointed at DTCC under NTCP.
- Refresher training of the DTCC staff.
- Training on tobacco cessation for Health care providers.
- Law enforcers training/sensitization Program

Tobacco Surveillance

The Global Tobacco Surveillance System (GTSS) aims to enhance country capacity to design, implement, and evaluate tobacco control interventions, and monitor key articles of the World Health Organization's (WHO) Framework Convention on Tobacco Control (FCTC) and components of the WHO MPOWER technical package. GTSS includes the collection of data through four surveys:

- Global Youth Tobacco Survey (GYTS);
- Global School Personnel Survey (GSPS);
- Global Health Professions Student Survey (GHPSS) and
- Global Adult Tobacco Survey (GATS).

GYTS focuses on youth aged 13-15 and collects information in schools. GSPS surveys teachers and administrators from the same schools that participate in the GYTS. GHPSS focuses on 3rd year students pursuing degrees in dentistry, medicine, nursing and pharmacy. GATS is a nationally representative household survey that monitors tobacco use among adults aged 15 years and older.

GATS India is conducted as a household survey of persons aged 15 years and above. The first round of GATS was conducted in 2009-10 and second round in 2016-17. GATS provides information on respondents' background characteristics, tobacco use (smoking and smokeless), cessation, second hand smoke exposure, economics, media, and knowledge,

attitudes and perceptions towards tobacco use. GATS enhances countries' capacity to design, implement and evaluate tobacco control policies and programs. It also assists countries to fulfil their obligations under the WHO FCTC to generate comparable data within and across countries.

The prevalence of any form of tobacco use (for persons aged 15 years and above) has decreased significantly by six percentage points from 34.6 percent (GATS-1, 2009-10) to 28.6 percent (GATS-2, 2016-17). The number of tobacco users has reduced by about 81 lakh (8.1 million).

3.3.6 Mechanism and Government Schemes

National Fund for Control of Drug Abuse

The Act provides that, the Central Government may, by notification in the Official Gazette, constitute a Fund to be called the National Fund for Control of Drug Abuse. This Fund shall be credited

- (a) An amount which the Central Government may, after due appropriation made by Parliament by law in this behalf, provide
- (b) The sale proceeds of any property forfeited
- (c) Any grants that may be made by any person or institution
- (d) Any income from investment of the amounts credited to the Fund under the aforesaid provisions.

The Fund shall also be applied by the Central Government to meet the expenditure incurred in connection with the measures taken for

- (a) Combating illicit traffic in narcotic drugs, psychotropic substances or controlled substances
- (b) Controlling the abuse of narcotic drugs and psychotropic substances
- (c) Identifying, treating, rehabilitating addicts
- (d) Preventing drug abuse
- (e) Educating public against drug abuse
- (f) Supplying drugs to addicts where such supply is a medical necessity

One of the most important aspects of this Act is that the Act also provides for a fund for the control of Drug Abuse.

The Act also provides that the Central Government may constitute a Governing Body as it thinks fit to advise Government and to sanction money out of the said Fund subject to the limit notified by the Central Government in the Official Gazette. The Governing Body shall consist of a Chairman (not below the rank of an Additional Secretary to the Central Government) and such other members not exceeding six as the Central Government may appoint. The Governing Body shall have the power to regulate its own procedure.

(1) The State Government may appoint such officers with such designations as it thinks fit for the purposes of this Act.

(2) The officers shall be subject to the general control and direction of the State Government, or, if so directed by that Government, also of any other authority or officer.

Section 32B of the NDPS Act is very important to know. It lays down that the offense committed in an educational institution or social service facility or in the immediate vicinity of such institution or facility or in other places to which school children and students resort for educational, sports, and social activities as one of the aggravating factors which may be considered by the Court for imposing higher than the minimum penalty prescribed for the offense. The Act continues to inflict stricter punishments on drug abuser in India. The punishments pronounced by the act are as follows:

Offences	Punishment	Provisions
Cultivation of opium, cannabis etc. without a license	Rigorous imprisonment-up to 10 years plus fine up to Rs.1 lakh	Sec. 18(c), 20
Knowingly allowing one's premises to be used for committing an offence	Same as for the offence	Sec. 25
External dealings in NDPS- i.e. engaging in or restricting trade whereby drugs are procured from outside India and supplied to a person outside India	10 to 20 years + Rs. 1 to 2 lakhs fine (Regardless of the quantity)	Sec. 24
Violations pertaining to controlled substances (precursors)	10 years + fine Rs. 1 to 2 lakhs	Sec. 25A
Financing traffic and harbouring offenders	10 to 20 years + fine Rs. 1 to 2 lakhs	Sec. 27A
Punishment for violations not elsewhere specified	6 months or fine or both	Sec. 32



Source: Finology legal

The NDPS was supplemented with the Prevention of Illicit Traffic in NDPS (PITNDPS) Act in 1988. It was enacted to provide for detention in certain cases for the purpose of preventing illicit traffic in narcotic drugs and psychotropic substances. Simply speaking, the act has provisions for securing preventive detention of the major drug traffickers. As the drug traffickers deal in large volumes, and earn substantially through trafficking, efforts are made by the Government to identify, seize and freeze their properties and follow up the case vigorously till the properties are forfeited.

Landmark Judicial Verdicts on the Control of Substance Use

- **The Indian Supreme Court in 2008 in the case of ‘E Michael Raj v Intelligence Bureau, Narcotics Control Bureau had given a verdict that punishment under the NDPS Act will depend on the quantity of offending drug present in a consignment seized by the police.**
- **As per the ruling, five grams of heroin would classify as a small quantity while 250 grams of the same contraband would be considered a commercial quantity attracting a punishment of up to 20 years of imprisonment.**
- **It was noted that in order to cheat the Controlling authorities, the drug peddlers started selling heroin mixed with caffeine, chalk powder, and zinc oxide.**
- **So, an immediate reversal of the 2008 verdict was needed by the Government.**
- **Reversing the 2008 decision of E Michael Raj, a three-judge bench of Justices Arun Mishra, Indira Banerjee and MR Shah in the case of Hira Singh vs. Union of India ,2017 gave the verdict that drug peddling is a crime of high order against society and it has to be dealt with an iron hand.**

What do we need To Know Now?

The NDPS Act, 1985 talks about:

- **Composition of a special court**
- **Non-bailable offense**
- **Provision of the proper fund to deal with the Drug Abuse**
- **Fixation of responsibility with specially designated officials**

All three organs of the Government are proactive to deal with substance use with iron hands and stringent punishment provisions are in place for the abusers. But this is not sufficient to secure society with the conscious efforts of its citizens. So, it is high time that young students need to come forward to fight against the deadly battle against substances and save society from myriad risks.

Realising the seriousness of the multi-faceted implications of the incidence of substance abuse in the country and the young children being victims of it, the Ministry of Social Justice and Empowerment has been implementing the scheme of prevention of alcoholism and substance abuse through the National Action Plan on Drug Demand Reduction. It provides a host of services, including awareness generation, counselling, treatment, and rehabilitation of dependents (addicts). The programme emphasizes a community-based prevention approach through educational programmes and services for drug-dependent persons and their caregivers. But it is pertinent here that as students you need to know substance use may bring immediate pleasure, but long-term pain and misery. It is not a symbol of status, but a sign of the lack of moral standards and good values in an individual. Substance users create a risk culture for themselves and for society at large. Added to drugs is the use of nicotine in tobacco which also makes many individuals addicted and ultimately brings health hazards for them. The efforts may not directly benefit the current tobacco user and force them to quit the habit. In the following part, let us have a discussion on the prevailing legal provisions against the use of tobacco and other drugs in our country.

3.3.6.1 Nasha Mukht Bharat Abhiyan

Let the teacher project the three short videos before explaining the campaign.

<https://www.youtube.com/watch?v=96WaltOurJk>

https://www.youtube.com/watch?v=jw_aiTBCZL4

<https://www.youtube.com/watch?v=Qvud8GxjyDM>

It is a nationwide campaign by the Ministry of Social Justice and Empowerment, Government of India with the objective of creating awareness on substance abuse prevention. For the year 2020-21 Ministry of Social Justice and Empowerment, Government of India has formulated an Annual Action Plan for 'Nasha Mukht Bharat' to be implemented in 272 districts. These districts are decided based on the highest usage of substances as reported by NCB and the findings of the comprehensive National survey done by the Ministry. Nasha Mukht Bharat Campaign is a three-pronged attack combining the supply curb by Narcotics Control Bureau, Outreach and Awareness and Demand Reduction effort by Social Justice, and Empowerment and treatment through Health Department.



The Action Plan has the following components:

- Awareness generation programmes
- Focus on higher educational Institution, university campuses, and schools
- Reaching out into the Community and identifying dependent populations,
- Focus on counselling and treatment facilities in hospitals and rehabilitation centres
- Capacity-building programmes for a service provider

The State Governments are also playing key roles in the effective implementation of this nationally run campaign. They are playing the role of a catalyst in reducing the demand and supply of the substances. The Government of Odisha has set up a special Department named Social Security and Empowerment of Persons with Disabilities Department (SSEPD) that works towards substance abuse prevention.

3.3.6.2 Rehabilitation Centres and their roles for De-addiction

There are certain patients or dependent persons who need rehabilitation centres to get de-addicted. These rehabilitation centres help alcoholics or substance abusers to come out of their addictions through counselling and medication. State Level Coordinating Agency (SLCA) is established by the Ministry of Social Justice and Empowerment, Government of India to coordinate the rehabilitation centres across the state. These rehabilitation centres are providing free residential de-addiction services to the patients.

In Odisha, a voluntary organization named Association for Voluntary Action (AVA) is running SLCA. The following email Ids and contact numbers can be used for taking help for de-addiction.

Informative Knowledge

In Odisha, a voluntary organization named Association for Voluntary Action (AVA) is running SLCA. The following email Ids and contact numbers can be used for taking help for de-addiction.

avaorg.puriorissa@rediffmail.com

rrtcodisha.ava@rediffmail.com

Drugs helpline No. 1800110031

National toll-free de-addiction Helpline is 14446

Key Take home Facts

Conventions, legislation, institutions, and campaigns make provisions for penalties for substance use. But their preventive power is really limited. As a responsible child/ citizen of the nation, you must keep yourself away from all types of tobacco stuff and convince and help your friends if he/she uses tobacco stuff in any form. And the biggest appeal to minors in the country is to politely deny bringing or buying any tobacco stuff if they are asked for it.

You need to realise

“Prevention is better than cure “and “Early prevention is the real prevention”.

3.3.7 Let Us Sum Up

- ✓ In the 20th and 21st century nations have addressed the issues of drug abuse through laws legislated by their parliaments
- ✓ In the last 100 years international cooperation to prevent drug abuse has increased
- ✓ The UN Conference for the adoption of a single convention on Narcotics Drugs in 1961 is a milestone. India was also a part of the conference. In 1972 this agreement was amended
- ✓ The second major convention on psychotropic substances was held by UNO in 1971. It was signed by 34 countries and became effective from 16th August 1976
- ✓ UN Convention against illicit traffic in Narcotics Drugs and Psychotropic substances was held in 1988
- ✓ W.H.O facilitated holding of the framework convention on tobacco control (FCTC). 168 countries became a part of the convention. This is a milestone for reducing tobacco consumption, health warning and smoke free work places and public places
- ✓ NDPS Act, 1985 is a pioneering Indian Law
- ✓ COTPA Act, 2003 is an improvement over NDPS, 1985 and further aimed at controlling Trade and Commerce relating to tobacco
- ✓ National Tobacco Control Program was launched in 2007-08 by the Govt. of India. It covers judicial process, laws and prescribed punishment etc. It also specifies affirmative action Govt. needs to take.

3.3.8 Key words

- **NDPS ACT, 1985:** Illicit drug and psychotropic substances act enacted in India in 1985
- **COTPA ACT, 2003:** The purpose of this Act to prohibit the advertisement and to regulate the trade and commerce of cigarette and tobacco product
- **NTCP:** The program aims at sensitizing the people on harmful impacts of tobacco Consumption
- **De-addiction of drugs:** Methods adopted to keep away from the dependency on a Particular drug or substance abuse
- **Re-habilitation Center:** Center where in habitant of the drug addicted individuals to Provide de-addiction services
- **NCB:** Narcotic Control Bureau deals with matter of drug law enforcement in India
- **Psychotropic Substances:** Designate chemical substances that act upon the mind that is on the conscious or unconscious mental life of an individual
- **Illicit traffic:** Manufacturing and trafficking the psychotropic chemicals
- **AVA:** In Odisha, a voluntary organization named Association for Voluntary Action (AVA) is running SLCA Action for de- addiction.

3.3.9 Check Your Learning

Questions (One mark each)

- a. What does NDPS stand for?
- b. When was NDPS Act enacted?
- c. When was COTPA enacted?
- d. During which plan NTPC was launched?
- e. What is the full form of NHM?
- f. What does GSPS stand for?

Questions (Two marks)

- a. What is the primary function of State Tobacco Control cells?
- b. Which is the first ever international public health treaty for tobacco control?
- c. Give examples of two public places where smoking is illegal.
- d. Which committee can advise the Central Government on administration of NDPS Act?

- e. What should be written on Cigarette packets to make the smokers aware about its adverse impacts on our health, according to COTPA?
- f. Which is the age group on which GYTS focuses?

Questions (Five marks)

1. How does NDPS Act define an 'addict'?
2. What is National Fund for control of Drug abuse?
3. What are the most important objective of NDPS Act, 1985?
4. What does Sec 5 of COTPA say?
5. What is the penalty for smoking in public places according to COTPA?
6. What is Global Tobacco Surveillance System?

3.3.10 Suggested Reading

1. *The Tobacco Epidemic, 2015, (ed) Loddenkemper R. , Kreuter M. , Karger Publishers*
2. *Cigarettes and other Tobacco Products (Prohibition of Advertisement and Regulation of Commerce, Production, Supply and Distribution) Act, 2003 Along with Rules (paperback, Professional)*
3. *Public Health, Tobacco, Trade in India , 2020, Dr Amit Yadav, Thomsen Reuters*
4. *Tobacco and Oral health, Tanushree Keswani, 2016, CBS Publishers*
5. *Quit Smoking Today, Paul McKenna, Bookish Santa*

3.4 ROLE OF STAKE HOLDERS

Provision of Tobacco Free Campus and Role of Students, Role Of Students In Their Family And Immediate Surroundings, Role Of NGOs and Other Agencies

3.4.0. Objectives

3.4.1. Introduction

3.4.2. Provision of Tobacco Free Campus and Role of Students

3.4.2.1. Objective of these Guidelines

3.4.2.2. Guidelines for Tobacco Free Campus (Govt of India)

3.4.3. Roles and Responsibilities of Students in Tobacco Free Campus

3.4.3.1. Preparing Students for Tobacco and Drug Campus

3.4.3.2. Role and Responsibilities of Students in Drug & Tobacco Free Campus

3.4.4. Role of Students in Tobacco & Drug Prevention in Their Family and Society

3.4.4.1. Role of Students in Drug abuse in Family

3.4.4.2. Role of Students in Society and community against substance abuse

3.4.4.3. Value of youth participation in drug prevention program

3.4.5. Role of NGOs in Prevention of Substance abuse

3.4.6. Role of National bodies

3.4.7. Let Us Sum Up

3.4.8. Key Words

3.4.9. Check Your Learning

3.4.10. Suggested Readings

3.4.0. Objectives

In the earlier units, we covered substance misuse from a variety of perspectives. This chapter attempts to make you aware of the importance of taking action in the fight against addiction. Since substance misuse affects not just one person but also the entire world, a country, a society, and a family; it is crucial that all societal stakeholders get involved. There is a need for specialized organizations, NGOs, and individuals—such as students—to mount an effective defense against this evil. After finishing this unit, you will be aware of the part that various stakeholders, including you, can play in eliminating addiction from society. After studying this lesson, you will be able to:

- Know about the role of students in the fight against addictions of drugs.
- assess the duty of students for bringing awareness in school, family and surrounding for the eradication of substance abuse;
- give an overview of the role of NGOs and other specialized national and international agencies for eradication of drugs, tobacco and alcohol addiction in India.

3.4.1. Introduction

The usage of drugs is an increasing concern across the world. No civilization or nation may assert immunity. The globe has understood that unless we mount a calculated defense and develop successful intervention tactics, this evil will consume the entire planet. Addiction to alcohol, drugs, and cigarettes is increasing among adolescents and college-bound teenagers as a result of a number of variables that have been explored in earlier units. This implies that the threat of addiction affects even schools and colleges. As a result, society's and humanity's futures are both in risk. Addiction is consuming both youths and adults alike outside of academic campuses, in the villages and urban areas. This is something that many of us have realized, and occasionally, at least some of us have believed that something concrete ought to be done in order to stop things from continuing in this way.

The government works to reduce both the supply and the demand for certain substances. However, the government cannot handle everything, particularly in a huge nation like India. Individuals, such as students and NGOs, have a moral obligation to support the government's efforts to end the drug epidemic. The function of students on the university, in the home, and in the neighborhood is discussed in this chapter. Because society contributes to substance misuse in various ways, it has to be made aware of its part in fostering addiction and given the tools to stop it from happening again. Various organs make up society. All of these organs must be involved in order to plan an efficient prevention and treatment strategy. We'll talk about how to attain this

balance. The individual, family, and community may not fully comprehend some aspects of prevention and treatment. For those area how the government agencies are working to control the threat of addiction will be also dealt here in the following paragraphs.

3.4.2. Provision of Tobacco Free Campus and Role of Students

Tobacco use is the leading global contributor to preventable disease and premature mortality, killing half of its users before they reach reproductive maturity. Use of tobacco increases the chance of developing diseases such as cancer, cardiovascular disease (CVD), diabetes, chronic pulmonary disease, stroke, infertility, blindness, TB, oral cavities, etc. According to the Global Youth Cigarettes Survey (GYTS), 2009, 14.6% of Indian youths between the ages of 13 and 15 use tobacco. Many health issues, such as more frequent and severe asthma episodes, respiratory infections, ear infections, sudden infant death syndrome (SIDS), coronary heart disease, stroke, lung cancer, etc., are brought on by passive smoking or second-hand smoke exposure in newborns, youths, and adults.

Over 13.00 lakh people in India die from tobacco-related causes each year, or about 3500 people every day. Public health risks associated with spitting up tobacco and tobacco products include the spread of gastro-intestinal illnesses, pneumonia, and the swine flu, as well as the possibility of transmitting tuberculosis because the bacteria can survive in spit for up to a day.

Given the aforementioned information, governments all around the world, including India, have passed laws prohibiting smoking on school grounds. Colleges and institutions that have enacted laws banning the use of tobacco products at all indoor and outdoor campus sites are considered to have tobacco-free campuses. It is well established that tobacco use is bad for the environment, smokers, and bystanders. Colleges have been developing tobacco usage rules ever since this problem was first identified in an effort to raise health standards, create a more enjoyable campus environment, and lessen nicotine's harmful environmental effects.

In order to implement measures to reduce tobacco usage, the Government of India passed the Cigarettes and other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003 (COTPA 2003) in 2004.. Various laws prohibit smoking in public places, selling tobacco to and to minors, selling tobacco within 100 yards of educational institutions, and engaging in direct and indirect tobacco product advertising and promotion. **These have been discussed in the last sub units.** The NTCP is a comprehensive programme that emphasizes community involvement, school programmes, IEC,

and advocacy in addition to offering a strong foundation for the implementation of tobacco control laws and activities.

The Government of India released, launched, and prepared the "Guidelines for Tobacco Free Schools/Educational Institutions" in 2008 and the "Step by Step Guidelines for implementation of Section 6(b) of the Act and Rules" in 2017. This was done in response to the GYTS and GATS findings that there is significant tobacco use among adolescents and young adults, despite the fact that they are most susceptible to exposure to tobacco use. Since then, numerous further actions have been taken. These rules were created as a result of the GATS2 data, which also indicated that the earlier guidelines needed to be reviewed.

While some educational institutions only forbid smoking on their campuses, some universities and colleges have made it illegal to use any kind of tobacco, cannabis, or other substance. The intensity and rigor of each college's cigarette policy varies slightly. Colleges are attempting to reduce tobacco use in a variety of ways, not only by outright prohibiting it on campus. Many colleges provide students seeking to quit tobacco use cessation programmes and ongoing support.

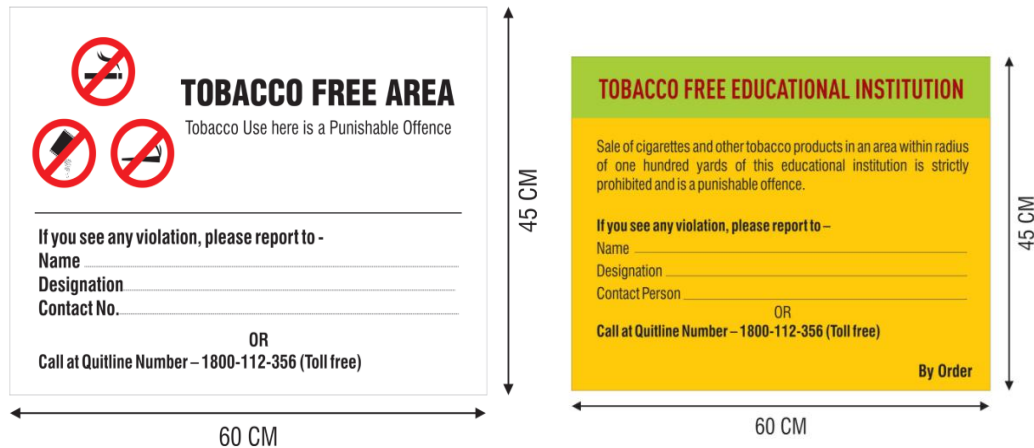
The Government of India has created Guidelines for "Tobacco-Free Educational Institutions (ToFEI)" under the NTCP, and all schools in the nation are required to abide by them. The Central Board of Secondary Education (CBSE) also adopted it for use in all of the schools that are associated with it. In reaction to the lax enforcement of the law in educational institutions, these principles were developed.

3.4.2.1. Objective of these Guidelines

The purpose of these guidelines is to provide tobacco control programmes for teenagers and young adults a new lease on life. Any educational institution, including schools at all levels, colleges for further or professional education, and universities, both in the public and private sectors, may implement these rules.

3.4.2.2. Guidelines for Tobacco Free Campus (Govt of India)

- An Educational Institution should display of "*Tobacco free School*" or "*Tobacco-free Institution*" board at a prominent place on the boundary wall outside the main entrance. The signage should be displayed in the language of instruction in the Educational Institution and also in the local language if it is so possible.



- A representative of the students, a teacher, or an official from the staff of the educational institution should be chosen to serve as the tobacco monitor(s) (the student from class IX onwards). Tobacco Monitors should be assigned as Health & Wellness Ambassadors. The placard should also include the name, title, and phone number of the tobacco monitor(s). It is possible to designate more than one tobacco monitor, and doing so might be a good idea. Smokers should be careful not to be identified as Tobacco Monitors.
- The administration of an educational institution should make sure that no tobacco products are sold there or within 100 yards of the building. Calling the National Quitline at 1800-11-2356 is the best way to report any violations. If at all possible, the management should work with the community, particularly parents, and local law enforcement to put a stop to such transactions. It should be noted that clause 6(b), which prohibits the sale of tobacco products within 100 yards of educational institutions, also allows the Head of the Institution to levy fines for violations. To ensure that no tobacco products are offered inside the defined area, educational institutions should also use the assistance of local authorities to mark such limits or areas that clearly define the 100 yards area.

ACT	Section	Offence	Penalties
COTPA	Section 4*	Smoking in Public Places	Fine upto Rs.200 under section 21
	Section 6a*	Sale of tobacco products to or by minors	Fine upto Rs.200 under section 24
	Section 6b*	Sale of tobacco products within 100 yards of any Educational Institute	Fine upto Rs.200 under section 24
	Section 5	Direct/indirect advertisement of tobacco products and scholarship/ sponsorship of any event by tobacco companies	Under Section 22- First Offence: Fine up to Rs. 1000/- or imprisonment up to two years or both Subsequent offence: Fine up to Rs. 5000/- or imprisonment up to five years or both
	Section 7	Mandatory display of specified health warnings on all tobacco product packs	Under Section 20 - First Offence for Producer or Manufacturer: Fine up to Rs 5,000/- or imprisonment up to two years or both. Subsequent Offence: Fine up to Rs 10,000/- and imprisonment up to five years Under Section 20 - First Offence for Seller or distributor: Fine up to Rs 1,000/- or imprisonment up to one year or both. Subsequent Offence: Fine up to Rs 3,000/- and imprisonment up to two years
Juvenile Justice Act	Section 77	Giving or causing to give any addictive substance including tobacco to minors	Upto 1 lakh fine and 7 years imprisonment
Indian Penal Code	Section 268	Creating Public nuisance which causes any common injury, danger or annoyance to the public	Fine upto Rs. 200/-
	Section 269	Negligent act likely to spread infection of disease dangerous to life	Imprisonment upto 6 Months or Fine or both
	Section 278	Making atmosphere noxious to health	Fine upto Rs. 500/-
Food Safety and Standards Act, 2006 (FSSA, 2006)	Regulation 2.3.4 of Food Safety and Standards (Prohibition and Restrictions on sales) Regulations, 2011	Use of Tobacco and nicotine as ingredients in any food products.	Penalty not exceeding Rs. 10.00 lakh under Section 57 (1) (ii) of FSSA, 2006

* A list of authorized officers to enforce the provisions of COTPA, 2003 and Rules made thereunder is as under;

- The administration of a school must forbid the use of tobacco products on the school's property by anybody, including students, teachers, other staff members, drivers of school buses, and visitors. The Campus Code of Conduct should include the "No Tobacco Use" rule, and infractions should result in disciplinary action in accordance with their internal policy.
- Because all educational institutions' grounds are public spaces by definition, smoking on their property is against section 4 of the COTPA. According to the COTPA, 2003, the Head of all Educational Institutions is also permitted to levy and collect fines for such offences.
- Due to the 2011 Food Safety and Standards (Prohibition and Restrictions on Sales) Regulation's prohibition on the use of tobacco and nicotine as food additives, many States

have issued the required directives to make it illegal to purchase gutkha and pan masala (containing tobacco or nicotine). Despite being a standardized product under the Food Safety and Standards Act of 2006 and the Regulations enacted thereunder, Pan Masala without tobacco and/or nicotine should not be consumed because it is harmful to health.

- By encouraging them to use the Quitline and Cessation programmes, educational institutions may aid tobacco users and addicts in their efforts to stop using tobacco. The Quitline is a good source of details regarding these options.
- A tobacco-free educational institution is not allowed to take part in any event that is sponsored by a business that encourages the use of tobacco products or that manufactures or distributes them in any way. Additionally, EIs and students should not accept any award or scholarship established by such companies..
- The management of educational institutions and tobacco monitors must also be on the lookout for tobacco substitutes like e-cigarettes and similar devices, such as Heat-Not-Burn devices, Vape, e-Sheesha, and e-Nicotine Flavored Hookah. Even though they are not tobacco products, these products are nevertheless bad for your health. E-cigarettes come in a wide range of sizes and designs that resemble conventional cigarettes, cigars, pipes, pens, USB flash drives, and other items. They also have a slick, high-tech design and rechargeable batteries. These products are typically sold as safer substitutes for traditional cigarettes, but this safety claim is untrue. There is evidence that these products lead to nicotine addiction in young adults and adolescents. The Quitline can receive reports of any use of these products on campus.
- The institution may use the Self-Evaluation Scorecard for Tobacco Free Educational Institution recommended by the Ministry of Health and Family Welfare, (MoHFW) Government of India, to evaluate the state of implementation of the Tobacco Free Educational Institutions Guidelines in their institution on a semi-annual basis and to obtain a certificate to this effect for those EIs who score 90% or higher marks. The Educational Institutions might decide to take part in the Tobacco Free Educational Institutions Award Scheme after they are convinced that they have attained the benchmark score. If a Tobacco Free Educational Institution's score is verified to be equal to or higher than the benchmark score, the EI will get a Tobacco Free Educational Institution Certificate. The MoHFW will release specific information regarding the Tobacco Free Educational Institution Award Scheme separately.

Self-Evaluation Scorecard for Tobacco Free Educational Institution			
Name of the Educational Institution:-			
Name and Designation of Evaluator:-			
Date of Evaluation:-			
Final Score of the Educational Institute:			
Sl. No.	Criteria	Weightage Points	Scored points by the Institute
1	Display of 'Tobacco Free Area' Signage inside the premise of Educational Institute at all prominent place(s).	Mandatory (10)	
	The name/designation/contact number are mentioned / updated in the signage	Mandatory (10)	
2	Display of "Tobacco Free Education Institution" signage at entrance/ boundary wall of Educational Institute.	Mandatory (10)	
	The name/designation/contact number are mentioned / updated in the signage	Mandatory (10)	
3	No evidence of use of tobacco products inside the premise i.e. cigarette/beedi butts or discarded gutka/tobacco pouches, spitting spots.	Mandatory (10)	
4	Poster or other awareness materials on harms of tobacco displayed in the premise.	9	
5	Organisation of at least one tobacco control activity during last 6 months.	9	
6	Designation of Tobacco Monitors and their names, designations, and contact number are mentioned on the signages	9	
7	Inclusion of "No Tobacco Use" norm in the EI's code of conduct guidelines	9	
8	Marking of 100 yards area from the outer limit of boundary wall / fence of the EI.	7	
9	No shops selling tobacco products within 100 yards of the Educational Institute.	7	

- Tobacco Control activities: The Educational Institutions should undertake tobacco control activities from time to time. Some suggestive activities are as under –
 - There must be a "Tobacco Control Committee" in place. A science teacher, or any other instructor, a school counsellor (if available), at least two NSS/NCC/scout representatives, at least two parent representatives, a municipal councilor, a member of PRIs, and any other member may serve as its chairperson. The committee will keep an eye on the school's or institution's tobacco control efforts. The committee must meet every three months and submit a report to the district office.
 - Tobacco-free pledge gatherings; competitions for posters, slogans, essays, quizzes, and debates; and street plays, among other activities. Posters that have been created with information regarding the negative effects of tobacco use should be placed prominently around the educational facility.
 - Integration of tobacco control activities with ongoing School Health Programme of the State.
 - The Educational institution management should encourage tobacco control initiatives by students /teachers/ other staff and certificates of appreciation or awards may be given to those who take initiative and do good work in this regard.

- Educational institutions could ask local law enforcement officials, such as the State Nodal Officer for Tobacco Control in the State Health Directorate, to participate in school assemblies and give a speech on tobacco control. These officials may also be consulted for technical or other feedback. This will make it easier to lobby decision-makers on tobacco-related issues.
- Marking of 100 yards area from the outer limit of boundary wall / fence of the Educational Institution.

Besides the above suggestive list, the Educational Institutions team should explore other options as well to make their campus tobacco free.

3.4.3. Roles and Responsibilities of Students in Tobacco Free Campus

Simply making policy for prevention of Tobacco usage in educational institutions will not going to achieve its objectives. It is necessary for the various stake holders to perform their responsibilities honestly. National Tobacco Control Cell, Ministry of Health and Family Welfare, Government of India, State/District Tobacco Control Cell and Civil Society Organizations should properly perform their role and responsibilities to make educational institution tobacco free. MoH&F, Government of India has laid down role and responsible of all the above-mentioned stake folders in its guidelines for Tobacco Free Educational Institutions. And all the aforesaid stake holders are doing their duties. Apart from the above stake holders, for making Educational Institutions tobacco free and drug free, active participation of students is of outmost necessity. In the following paragraphs responsibilities students for the mission of Tobacco Free Campus initiatives are discussed.

An Exemplary Pledge for Students

I pledge that I will not use tobacco products, illegal drugs, or alcohol. I will do my best to educate my friends and family and neighborhood about the dangers of using such products and how they are life killers. I will always make the right decision by refusing to take any such product and resist their consumption and sale to the people of my surroundings.

3.4.3.1. Preparing Students for Tobacco and Drug Campus

Students are undeniably an integral part of society. They possess boundless energy and enthusiasm, and they often offer fresh perspectives on relevant issues. With their unique experiences, viewpoints and vitality, young people are capable of making extremely important contributions to society.

School and college going adolescent, young person's confront difficult choices with respect to drugs, alcohol, and tobacco and sometimes respond by experimenting or by rebelling against traditional sources of authority. These days, drug abuse has become more prominent among youth. Today, there is a clear need for effective drug prevention programs directed toward youth. And participation of youths in such prevention program is now an utmost necessity. Thus, in the case of tobacco free campus initiative participation of students is essential. But a question arises here, how can we make the students actively participate in the crusade against substance abuse? Is it necessary to train them? How and where to train them? And the answer to these questions is training in the school and colleges.

Schools and colleges are among the most common settings for substance use prevention efforts. It is here in the classroom that students are groomed by teachers. Thus, school should train the students appropriately before seeking their participation in fight against substance use. Some of the possible way to train the students in school are as follows:

- School should engage themselves in supporting the development of social, emotional and decision-making skills of students in early years and providing opportunities to practice these skills in the context of substance use-related issues; and helping youth understand and resist negative social influences.
- School should develop a positive school culture that encourages pro-social behaviors and the active participation of students in school life, and developing clear substance use norms and policies and supportive practices to address any possible incidents of substance use or mental health-related issues can contribute to substance use prevention.
- In tertiary education (comprising universities, colleges and vocational schools), addressing school policies and culture, altering the environment through social marketing campaigns and providing brief interventions can prevent substance use, and student participation in the planning, targeting, delivery and marketing of such interventions can also be valuable.
- Educational institutions should conduct prevention programmes. Because preventive programme provides a basis for teaching young people to develop healthy behavioral

patterns which do not include drug taking, and for instilling in them a sense of responsibility.

- Educational institutions should fully integrate the drug abuse education into school curricula, with emphasis on the destructive effects of drugs use, the encouragement of excellence in teaching, health and overall personal wellbeing. The contents of curriculum to impart drug prevention education should be clear and easy to understand. They should be appropriate for the target group's needs and interests. Preventive education programme should have the objectives such as to value and maintain sound personal health, to respect laws and rules prohibiting drug use, to resist peer pressures to 'abuse drugs, to promote student activities that are drug free and offer healthy avenues for student interests, and to promote religious and cultural values which strengthen drug free life styles.
- Besides the educational institutions should involve parents in their programme for training young mind to fight against substance abuse. They can establish a Students Assistance Programme to identify and assist students who are already having problems and helping them out. School should also help teachers to develop skills and knowledge to handle the education for drug resistance as well as for helping out those students who 'have already become addicts.

Through above framework and initiatives education institution both school and colleges as well as universities should train the students on prevention of tobacco and other drug usage.

3.4.3.2. Role and Responsibilities of Students in Drug & Tobacco Free Campus

“Young people are not problems to be solved, but problem solvers themselves.”

Students are assets to the educational institutions and they can make positive and long-lasting contributions when the opportunity arises. School and college students are typically considered "Youth," which is a transitional stage between childhood and adulthood. It is the beginning of an era of growth and development. They start laying the groundwork for their behaviors as adults at this period of their lives. The development of talents, which could decide future triumphs or difficulties, is a precarious stage of life. Hence, engaging students in the tobacco and drugs free movement embodies a fundamental procedure of self-determination, as the policy uniquely affects this population. Student support is essential for implementing a 100%

smoke- and tobacco free campus. Thus, students should perform their role and responsibilities in making tobacco and drug free campus as mentioned below

- **Formation of Students Group/Association-** It is necessary for the students to form *The Tobacco Action Group* and *Student Health Consortium*, and work for a truly smoke-free campus. Such associations should create awareness among the fellow students in order to increase student involvement, organize student-centered activities to raise awareness such as collecting signatures, holding students' debates, and conducting opinion polls.
- **Conduct of Outreach Programme-** Student volunteers from different association and group should actively promote and provide outreach platforms for the campus cessation program such as Tobacco Talk. Reducing both secondhand smoke exposure and tobacco use/smoking should be considered equally important. Only a 100% smoke-free campus will protect vulnerable young people from becoming addicted, getting sick and dying prematurely from tobacco. A truly smoke-free campus will save many more lives than continuing to maintain designated smoking areas.
- **Conduct of debate/essay writing and Quiz competition:** Students association in collaboration with authority of educational institutions should conduct debate competition and essay writing competition among students regarding demerits of tobacco and drug usage. Quiz competition should be conducted for promotion of awareness among fellow students.
- **Conduct of Counselling Centre-**The students volunteers from the association should conduct counselling center for their fellow mates. They should call for expert counselor for counselling tobacco and drug addict on the benefits of staying away from substance and the way of getting rid of addiction.
- **Conduct of Street Play-** Students should perform street play inside the campus and near the campus on the theme related to risk of tobacco and drug use in order to make awareness among the fellow students and youth residing near the educational institution. To make the fellow students and peer group understand why people use drugs and alcohol. Make them understand the difference between drug abuse and drug addiction. Aware them to avoid temptations and peer pressure and inspire them to practice healthier living habits.
- **Conduct of slogan Writing & Poster making-** Slogan and placard should be called from the fellow students by the volunteers to spread awareness among the students regarding benefit of drug free and tobacco free campus.

- **Awareness through social media and Radio:** Students should use various media such as Radio to spread awareness among fellow students. They can also harness the social media platform such as WhatsApp group, campus YouTube channel, Instagram, telegram, short video etc. for spreading awareness among the fellow students regarding demerits of tobacco and other substance usage as well as rehabilitation and counselling activities among peer groups.

Thus, through self-awareness among the students, formation of association for drug preventions, arrangement of campus play, peer group consultation by students, conduct of debate competition, poster making competition, slogan writing competition, seminar, etc. by student association in consultation with teachers and authority are some of the roles and responsibilities of students in making tobacco free and drug free educational campus. The active involvement of youth as recipients is often an essential feature of effective programmes. Moreover, school attachment and active student participation are associated with positive development and a lesser risk of substance use; therefore, supporting positive bonding to school and active participation in school life is good prevention in itself.

Key Learning

Educational institutions can play a unique role in preventing drug, alcohol, and tobacco use among the youth. What they can do?

- **Forbid tobacco use by students, staff, and visitors on all school grounds and at all school-sponsored events.**
- **Provide comprehensive tobacco prevention education. At school and through students and teachers as extension activities.**
- **Involve parents and families in school efforts to prevent tobacco use.**
- **Adopt a firm school policy of not accepting any funding, curricula, or other materials from any tobacco company.**
- **Evaluate the school's tobacco-free programs at regular intervals.**
- **Help tobacco-using students and staff quit.**

3.4.4. Role of Students in Tobacco & Drug Prevention in Their Family and Society

When given the chance, students or young people can contribute positively and permanently to their community. Although society is starting to recognize and value their qualities, it is still cautious to embrace them as contributing members of society. But this acknowledgment will be realized through efficient consulting procedures.

The involvement of youth in drug and tobacco prevention programmes serves as a source of knowledge in and of itself. Young people can provide information about their evolving attitudes and needs, their perceptions of what makes for high-quality service delivery, and the obstacles to obtaining these services as both citizens and recipients. Young people can identify information access techniques that are helpful to others and those that could use better.

Young people are the best people to tap into today's fast evolving youth culture since they are constantly attempting to keep up with the most recent trends. They can inform the populace about anything, including music, fashion, and even illegal substances. They are professionals in their own right when it comes to pharmaceuticals. The link between individuals who deal with drugs and those who want to learn more is made up of young people, but sadly, their influence and viewpoints on prevention programmes are routinely ignored.

Youth can contribute programmes and special knowledge in the field of anti-drug initiatives to the larger community. Instead of letting confused kids think that drugs are their only option, they should offer alternatives that will appeal to their interests.

Young people earn respect for themselves, for adults, and for society at large when they are given the duties of developing, administering, and organizing drug prevention projects or programmes. Youth participation in drug prevention programmes is a part of a larger effort to value and respect young people's potential. Youth-led programmes put the emphasis on what matters rather than what doesn't. Because they are based on actual requirements rather than assumed ones, it lends validity to a programme. Additionally advantageous is the fact that it conserves resources, time, and energy. Making drug prevention programmes successful will ultimately encourage the creation of additional programmes and the active, participatory inclusion of youth.

3.4.4.1. Role of Students in Drug abuse in Family

Families represent one of the most powerful socialization agents across cultures, and thus serve as essential settings for prevention efforts. The disintegration of the old joint family system, absence of parental love and care in modern families where both parents are working, decline of old religious and moral values etc. lead to the rise in the number of drug addicts who take drugs to escape hard realities of life. Students can be involved in prevention programming in the context of families, for example, during the planning and adaptation phases. Students are involved in family skills prevention programmes. Besides students who are trained in awareness course in their school and colleges can help the family and immediate surrounding in the fight against drug prevention and tobacco use.

- The students need to spread awareness among the family members to avoid substance abuse and tobacco usage.
- Students should spread the legal aspects of using alcohol, tobacco and other drugs to the family members. It should be clear to the students that violation will invite certain sanctions.
- Various tobacco such as *Bhang*, *Gudakhu* are not considered harmful by old and illiterate people in families in rural areas, in that case it is necessary for the students to impart the family members the health risk and economic consequences of their usage to the family member.
- Addiction is still seen as a crime or a moral weakness. Due to this parent and relative of the addict hide it. There is a sense of shame and guilt on the part of the family members, which prevent them from seeking help on time. Besides the relapse rate of those who are treated is so high that often the addict and the relatives see no point in seeking help. In this case students can counsel their parents and family members to face the situation so that family can survive the onslaught of tobacco and drug abuse.
- Alienation is a kind of feeling a person can have as not being part of the group or the society where he lives or works. isolated and who have turned to drugs as an escape. In this case it is the duty of students to apply their knowledge and skill and create the atmosphere of belongingness and check other people of the family getting attracted to substance abuse.
- Family includes the parents, siblings, and close relations. We have explained earlier that addiction is a family disease. Family is an important agent in building up a drug free society. The strategy should have the following elements to make it effective in combating drug abuse:
 - Parents should be given accurate information about drugs like alcohol, cigarettes etc.
 - Parents should be helped do develop skills in building up healthy family relations.
 - Parents should be helped to implement drug prevention strategies at home by being role models, helping the child to have creative activities and, resist peer pressure

- Clear family norms should be established regarding the use of alcohol or tobacco by the elders in the family.

When own member of the family abuses drugs- be a parent, child or a relative, - it causes disruption and disharmony within the family and every member suffers. Drug abusers are often obsessed with the notion that everything is going on smoothly around them, including the needs and situation of family members. Their ignorance leads to a breakdown of the family functioning. Thus, it is necessary for the youths to act in time and prevent breakdown of the family.

3.4.4.2. Role of Students in Society and community against substance abuse

Beyond school and family, lies the society. Students or youth interact and spend their time in social setup. They encounter different social problem there in the society. Drug and tobacco abuse and alcoholism is a major social problem encountered by the youth. And they also noticed that most of those engulfed in these problems are their friends, relatives and peer groups. Hence, it is the responsibility of the youth to eradicate the menace of drug and alcoholism from the society. Youth are competent, determined, self-worthy and conscientious hence their participation in eradication of substance abuse from the society is essential.

- Young persons are, undoubtedly, the best experts on young people. Their behaviors, their style and even their language differ from adults. Thus, youth volunteers should properly counsel their counterpart as well as older people engulfed in addictions.
- Young volunteers should share their experiences and ideas on the dangers of drugs to their drugs ignorant counterpart. They should convey their perceptions concerning what makes a drug dangerous or how drugs can be avoided to the addicts.
- For many young people, taking part in a drug prevention programme gives them the chance to talk about personal drug addiction experiences that have either directly or indirectly impacted them. When they discuss their drug experiences with classmates or other community members, they serve as a prime illustration of the negative impacts and dangers of drugs. This is really beneficial for other young people because it helps them comprehend drugs from the perspective of someone their own age..
- Young people should ask and discuss issues with their peers. They feel comfortable confiding in others their own age. The peer group serves as a crucial source of support for many young people. It makes sense to involve youth in the planning and delivery of services since they are aware of the strategies that will best benefit them and their peers.

- Youth should impart the developmental skills and knowledge learned in their campus to the drug addicts in the community that will ensure a better future for the society.

When educated youth actively participate in community prevention programmes, they can make significant progress. Because kids develop the self-assurance and awareness to handle problems on their own, this also aids in the growth of their self-esteem with each opportunity. Their leadership responsibilities and roles, which give them the ability to become responsible citizens, increase this.

3.4.4.3. Value of youth participation in drug prevention program

Participation of youth in tobacco free campus activity, drug and alcohols prevention program are of significant value. Young people may persuade their peers to support any cause by acting as persuasive teachers, trustworthy messengers, and effective recruiters. Since they are the ones leading youthful lives, young people are informed about the attitudes and behaviors of youth. Youth are more appreciated as leaders, advisors, and active agents of change within preventative programmes when they are accorded this respect and consideration.

Youth are aware that drug prevention is a major problem that many young people are currently confronting. Young people make excellent information sources. They understand the significance of drug prevention since it is preferable to assist young people in avoiding drugs than to attempt to stop them after being addicted. Given that young people have historically been the target audience for notions of drug prevention, it is evident that they are able to distinguish between drug prevention strategies that work and those that don't appeal to them. Honesty of students provides insight about what works best for youth and, accordingly, better prevention programmes are created. Thus, in an ideal situation, youth participate in and receive prevention interventions that positively support their development in different settings and from different sources across the different periods of their development. Families, schools, recreational settings and online environments are all examples of optimal settings for youth to reach out to their peers with prevention interventions and messages.

Why does Youth need to be Agents in Drug Prevention?

- **Ideas are sharp, are purpose driven and directed by commitments. Have easy solution.**

- **Common experience, common culture of their generation and connect better to bring solution and bring prevention.**

3.4.5. Role of NGOs in Prevention of Substance abuse

The government cannot tackle drug usage alone in a large nation like India, where there are over 140 crore people and poverty is the main issue. In this situation, non-governmental groups play a crucial role. Any NGO's primary responsibility is to assist the government in combating social ills and in its efforts to promote social upliftment. Below are some key roles that NGOs play in the fight against addiction.

- The NOGs in India have historically performed heroic work in implementing family planning and eliminating illiteracy. In a similar vein, NGOs must acknowledge the seriousness of the issue of chemical dependency and step up to assist the government in the fight against addiction.
- Women's organizations are essential since women are more likely than men to fall victim to substance misuse in India's male-dominated society. Addiction adds to the abuse and pain she experiences.
- NGOs can carry out awareness campaigns even in remote locations. Many NOGs used street theatre and folk art to communicate their message. Kerala Sastra Sahitya Parishad must be mentioned in this context. The NGOs can also identify problematic abusers, provide them with counselling, point them in the direction of care, and aid in rehabilitation.

- The private agencies and non-profitable or charitable organizations can run hospitals exclusively for treating addicts and this will be a good step in the fight against substance abuse. The services rendered by TTR foundation in Chennai is worth mentioning.
- It is also heartening to note that some hospitals have separate department to handle issues of substance abuse related cases. The services of St. John's Hospital, Bangalore in this regard are laudable.
- Do you know that Women's Organizations were responsible for creating awareness about drinking in various states of India? When a woman is oppressed on account of man's addiction, women's organizations should come to the rescue of the woman and also to the society at large.
- In the Western countries many NGOs have their advocacy programmes, counseling and, treatment centers, half-way homes, day care centers and rehabilitation centers. Instead of blaming substance abuse on the West, we have many lessons to learn from the NGOs in the West in our fight against substance abuse.
- Service Organizations like Rotary Club and Lions Club have their programmes on addiction. The Government, NGOs and Service Organizations together should put an efficient, effective and successful fight against substance abuse.
- The Ministry of Social Justice and Empowerment Welfare in India has urged NGOs to get involved in lowering drug demand. Along with treatment and rehabilitation, a number of initiatives, such as awareness-raising, prevention, and public awareness campaigns, have been carried out. Numerous cutting-edge initiatives are currently underway, such as the utilization of street theatre to raise awareness of drug misuse, drug abuse prevention, and street children's rehabilitation.
- One instance of cooperation between organizations engaged in supply reduction (police) and demand reduction efforts is the Navjyoti Rehabilitation Project. There has been work done to prevent drug abuse among criminal addicts. The UNDCP has provided help for each of these projects.
- Several other NGOs are conducting various activities such as therapeutic community in prison, buprenorphine maintenance in an urban slum of and prevention and control of drug abuse at the workplace.
- There are various NGOs which have done some good work in the field of substance abuse. It is not possible to give an exhaustive list but it is only in the fitness of things that we mention representative list: TRADA (Kottayam) Kerala, CAIM Foundation

(Bangalore) Karnataka, TT Ranganathan Clinical Research Foundation, (Chennai) Tamil Nadu Shanti Seva Sadan, (Bangalore) Karnataka, Helping Hands, (Bangalore) Karnataka, Turning Point (Chennai) Tamil Nadu, Shakti (Pune) Maharashtra, Sahara House, New Delhi, Kripa Foundations (Bombay) Maharashtra, ADIC (Thiruvananthapuram) Kerala. Nada India Foundation has been working with the National Association of professional Social Workers in India (NAPSWI) and NISD since 2016 for NCD capacity-building in Delhi (NCR), Punjab, H.P., Jammu, Kerala, Rajasthan, U.P., Chhattisgarh Uttarakhand, Puducherry and & Maharashtra. They are organizing workshops on Strengthening Leadership and Social work intervention for the Prevention and Control of NCDs and its cross cutting risk factors. Indian Institute of Youth & Development (IIYD), Phulbani, Odisha, KRIPA Foundation, Bombay, National Addiction Research Centre (NARC) (Bombay), Navchetna Drug De-Addiction-cum-Counseling Centre (Banaras), Navjyoti DPFCDR (Delhi) are few NGOs who are working tirelessly for prevention of substance abuse in India.

- There are also numerous regional or international federations of NGOs. These organizations include the Asian Harm Reduction Network (AHRN) and the SAARC NGO Forum. These boxes serve as illustrative case studies that define their goals and activities.
- In 1990, a gathering in Dhaka, Bangladesh, led to the founding of the SAARC NGO Forum. The appointment of a 15-person committee. Various topics were covered, including networking, community mobilization, events, the need for training, and collaborations between GOs and NGOs.
- Another inter-country group for the region met in Colombo, Sri Lanka, in 1994. The deliberations and consensus statement on standards of service and training needs are available in the Forum Report (1994). The Colombo Plan Drug Advisory Programme and the SAARC Secretariat have both been very active in this regard.
- The NGOs play a vital role in prevention of substance abuse. An organization's relationship with its local constituents is stronger and its operations are more likely to be self-sustaining when it has a strong community support base. The crucial role played by NGOs was recognized in Article 71 of the United Nations Charter, which acknowledged their importance in lowering drug demand. The UNDCP and other UN organizations have increased their focus on working with NGOs in recent years. NGOs with

consultative status are allowed to observe CND sessions. Specialized NGOs are likely to be quite active in the future and influence national policy.

ALL INDIA STREET THEATRE WORKSHOP AGAINST DRUG ABUSE, STEP

STEP, established in May 1993 has been actively working on creating awareness about various problems through theatre. Through this medium STEP has not only promoted creativity but also awareness about present day social issues. The objectives of the Society for Theatre Education for People are:

- to develop, refine and promote the concept of theatre education in India
- to integrate with other networks and institutions for attaining the objectives
- to provide informative and healthy entertainment to the masses
- to organize seminars, workshops, conferences, exchange visits, symposiums on meaningful theatre
- to promote the use of theatre for social awareness.

The main objective of the recent undertaking of STEP, “All India Street Theatre Workshop Against Drug Abuse”, was to use the medium of street theatre to build a national campaign against drug abuse. Specific objectives of the workshop were:

- To inculcate the following skills in participants for effective street theatre — body movements, puppetry, script writing, music appreciation, poster making, and other street theatre skills.
- To enable the participants to use these skills in creating awareness against drug abuse.
- To network with other NGOs working against drug abuse in different States of India.

DRUG ABUSE AWARENESS AND PREVENTIVE EDUCATION CENTRE FOR CRIMINAL ADDICTS IN CENTRAL JAIL

The relationship between drug abuse and crime has been well established. The Indian Council of Education, an NGO with UN consultative status with ECOSOC (Economic and Social Council), has set up a de-addiction center for incarcerated addicts in the New Delhi prison. The supply of drugs in the prison is related to the consistent demand from criminal addicts, and could not be brought to a halt despite the strict administration of the prison authorities. It has been felt by the Council that a specialized comprehensive drug abuse preventive education programme is needed for the whole prison community.

This center functions from the premises of the prison. It provides information and knowledge to the inmates and the staff of the prison through audio-visual campaigns about the ill-effects of alcoholism and drug abuse on the individual, the family and society at large. The center also helps to identify and refer criminal addicts to the de-addiction center, provides follow-up programmes, and helps the prison authorities to finalize their rehabilitation programme with the active participation of the addicts and their families. The center covers 5000 inmates and 350 staff members of the prison. The overall objective of this DAPC (Drug Abuse Prevention Centre) project is to make the prison drug free in a year

3.4.6. Role of National bodies

There are various national bodies operating under the Government of India that are involved in prevention, control, treatment and rehabilitation of the problem of abuse and addiction. Many national bodies are involved in intervention and curbing demand and supply.

The State shall endeavor to bring about the prohibition of the consumption of intoxicating beverages and substances which are harmful to health, except for medicinal purposes, according to our Constitution. In the majority of States, alcohol is considered a lawful drug. In our federal system, the Central Government has little influence over the repeal of prohibition. Ironically, alcohol distribution in India is frequently handled by the state governments. In many situations, the government owns its own distillery, go downs, wholesale depots, and even retail establishments.

Even so, there are rules governing the retail establishments, such as selling hours. These laws are more respected when they are broken than when they are followed, with liquor stores, advertisements, and other areas where they shouldn't be allowed. When the distribution system disregards the law, the State Government frequently stands by as an oblivious, powerless observer.

It must be acknowledged that the Indian government and the state governments are fighting illegal narcotics with tenacity. We have a Customs Department that works hard to stop international drug trafficking by being extremely watchful in airports and seaports. Because it serves as a hub for international drug trafficking, the Customs Department makes a conscious effort to stop the importation and exportation of dangerous substances. Our Excise Department, which oversees the license of the liquor business, is diligent in halting illegal distilling or brewing. We frequently read about counterfeit alcohol being seized. Special action forces are employed by many State Governments to address drug-related problems. When the Police Department and Forest Department are implicated in the cultivation of marijuana and poppies, the State Governments must take very harsh action against them. India has a very long coastline and a very long foreign boundary. As a result, international drug trafficking does not only occur at ports of entry. Our borders with India-Pak and India-Bangladesh, as well as our ports, are used for a large portion of worldwide drug trafficking. Numerous departments and agencies within our government work to combat trafficking.

Our military, border security force and coast guard provide excellent services. Most of our government hospitals lack the resources necessary to treat addicts or conduct follow-up procedures in terms of treatment. An addict is denied the chance to stop the habit since, in the

eyes of the law, he is considered the same as any other criminal. In the areas of treating, counseling, and rehabilitating addicts, NIMHANS (National Institute of Mental Health and Neurosciences), Bengaluru, excels. It is true that many medical schools and hospitals offer addiction treatment facilities where many people are receiving treatment.

- Government of India has established various specialized institutions such as the Narcotic Control Bureau etc. for conducting researches on usage of Narcotic drugs in India.
- In order to better execute the COTPA tobacco control rules and the WHO FCTC tobacco control policies, the Government of India piloted the National Tobacco Control Program (NTCP) in 2007–2008. Out of the 35 States and Union territories in the nation, the initiative is being implemented in 21 of them. 42 districts in all are currently covered by NTCP. For the first time, dedicated funds were made available to implement tobacco control policies at the central state and substate levels, marking a significant advancement for tobacco control activities across the nation.
- The nodal ministry for lowering drug demand in India is the Ministry of Social Justice and Empowerment. The Nasha Mukh Bharat Abhiyaan (NMBA) campaign has been launched by the ministry in honour of the 26 June 2021 International Day Against Drug Abuse and Illicit Trafficking. In 272 Districts throughout 32 State/Union Territories, which have been designated as the most susceptible to drug use in the nation, the Nasha Mukh Bharat Abhiyaan (NMBA) is in operation. Based on data from the Comprehensive National Survey and feedback from the Narcotics Control Bureau, these vulnerable areas were determined (NCB)..
- The Ministry of Social Justice and Empowerment supervises and oversees all efforts to prevent drug misuse, including determining the scope of the issue, taking preventive measures, treating and rehabilitating addicts, disseminating information, and educating the general public. Through nonprofit organizations, the Ministry offers community-based assistance for the detection, care, and recovery of addicts. The ministry established awards in 2016 for the most effective or outstanding services provided by individuals as well as institutions in the prevention of abuse of alcohol, narcotic drugs, psychotropic substances, and other addictive substances (other than tobacco and its products), such as cough syrups, correction fluid, and other substances. These awards are intended to recognize and encourage excellence in the prevention of alcoholism and substance abuse as well as the rehabilitation of its victims.

3.4.7. Let Us Sum Up

We discussed in this unit the role of stake holders in reduction and prevention of substance abuse. Substance abuse is a global problem, it is a national problem, it is a social problem, it is a family problem and it is a problem of individuals. Hence it is essential that there should be intervention with a view to achieve demand and supply reduction. We also discussed the policy of tobacco free campus as formulated by the Government of India and role of students in achieving it. We examined how beyond their academic campuses, in their family and community, youths are playing significant role for reducing and preventing abuse of different substances such as tobacco, alcohol and drugs. We also discussed the role played by several Government bodies - the Customs Department, Ministry of Health, Ministry of Welfare, Military, Navy, Border Security Force, Coast Guard etc. This made us realize that the NGOs in India have an inevitable role to play in the fight against substance abuse.

3.4.8. Key Words

Alcohol : A drug that is addictive and affects the way the body and mind works.

Cannabis : Drugs produced from different parts of hemp plant.

Substance abuse: The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts..

Drug Abuse: The use of chemical substances (medicinal and non-medicinal) in an amount, strength, frequency or manner that damage the physical or mental functioning.

Tobacco: Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products

Beedi : It is made by rolling a dried, rectangular piece of temburni leaf (*Diospyros melanoxylon*) with 0.15-0.25 g of sun-dried, flaked tobacco into a conical shape and securing the roll with a thread.

Betel leaves: Betel leaves are an indispensable part of *paan*. The betel vine is a creeper, and it is often grown next to areca-nut trees, which provide support, or on wooden scaffoldings.

Bhang: Indian hemp

Crusade: Fighting for a noble cause

NIMHANS : National Institute of Mental Health and Neurological Science (Bangalore).

SAARC: South Asian Association for Regional Cooperation.

3.4.9. Check Your Learning

Q.1. Definitional Type

- a) Tobacco
- b) Betel Leaves
- c) Bhang
- d) Youth
- e) Tobacco Free Campus
- f) Street Play
- g) Preventions
- h) Narcotic Control Bureau

Q.2. Analytical Type

- a) Tobacco Free Campus Policy.
- b) What is role of School in achieving Tobacco Free campus?
- c) List out the stake holders in tobacco Free Camus Policy.
- d) Discuss the role of civil societies in making tobacco free campus.
- e) Discuss the benefit of Youth participation in drug prevention programme.

Q.3. Essay type

- a) Elaborate the Tobacco Free Institution Guidelines by ministry of Health and Family Welfare, Govt of India.
- b) Define Youth and discuss the role and responsibilities of Students in achieving tobacco free campus policy.
- c) Examine the role of students and youth in prevention of substance abuse in family and surroundings.
- d) Discuss the role of NGOs as a stake holder in fight against substance abuse.
- e) Discuss the role of National Bodies as stake holders in fight against substance abuse.

3.4.10. Suggested Readings

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SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

1-2-3

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4-5-6-7

4.3 Inter personal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).

8-9-10-11

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.

12-13-14-15

Unit-4
Ethical Values for Student Life

4.1 Meaning and Objective of Education

4.1. Meaning and Objective of Education

4.1.0- Objectives

4.1.2- Introduction

4.2 Meaning of Education

4.2.1- Education: A right as well as a commitment

4.2.2- Active learning and self-monitoring

4.2.3- Importance of co-curricular and extra-curricular activities

4.2.4- Handling success and failure in an academic career

4.3 Objectives of Education

4.3.1-Not a quest for only degrees and qualifications

4.3.2- Character-building through real education

4.3.3- Behaviour modulation

4.3.4- Overall personality development

4.4. Difference between academic qualification and ability

**4.5. Academic failure: a failure within the classroom but not outside
(i.e., failed in examinations, passed in life)**

4.6 National Education Policy 2020.

4.6.1 -Principles of National Education Policy 2020

4.6.2-The Vision of National Education Policy 2020

4.7- Summing up

4.8 Keywords

4.9 Checking your progress

4.10 Suggested Reading

4.1. Meaning and Objectives of Education

4.1.0 Objectives

- To apprise the students of the meaning and objectives of education
- To make students conscious of their right to learn and educate themselves and instil in them a sense of commitment to society
- To motivate students to explore their hidden talents through participation in different activities

4.1.2- Introduction

“*Sa vidya ya vimuktaye*”- is an old saying in India. It means education liberates one from darkness, ignorance, illiteracy, poverty, hunger, diseases and conflict etc. It is the highest goal of education. Originally, it possibly meant only freedom from ignorance. It meant understanding the nature of the universe and cosmos etc. It also meant liberation of the soul from bondage. Today, education must liberate us.

- The term education means the process of receiving or giving systematic instruction. In other words, education means preparation for life and a continuous process of progress. Progress of life must be in social, physical, psychological, emotional and educational careers. The highest goal of education is to ensure a better life and eradicate ignorance from society. Ignorance is like a disease which can only be removed from society by spreading education, knowledge and motivating common people for education.
- Educated people constitute an effective human resource for the country at large.
- Education brings happiness, makes you self-independent, promotes innovation in science, changes the aim of life, inculcates positive behaviour, overall personality development and develops competency for facing the challenges of life.
- Education is a process through which we receive knowledge and also share our knowledge with others.
- Education helps one become a better citizen, a better human resource, a better parent, a better employee and a better human being.
- Educated persons can understand what is right and what is wrong.
- Understanding can be developed only through education.

- Higher Education Institutes are the knowledge incubators to create a knowledge-based society.
- Education is the only answer to ignorance; it leads towards complete understanding, and harmony in society and development.
- According to Vedas – “Education is something which makes man self-reliant and self-less”, it means becoming economically independent. One has to learn the skills and specific knowledge needed for the purpose of earning. Let us educate ourselves, spread knowledge and eradicate blind beliefs, illiteracy, ignorance, hunger, poverty, diseases and serve the poorest of the poor.
- It’s in our hands to build society and the nation at large through education.

4.2 Meaning of Education

4.2.1- Education: A Right as well as a Commitment

Education is a right as well as a commitment. Education has become a fundamental right for everyone. If you are educated then you educate your brothers, sisters and other family members. In this way, you are the key individual who can educate society and make it free from hunger. Education is the most important and powerful tool to bring changes in life. So, lots of steps have been taken to spread education. The following legal provisions enable us to learn, to study, to educate and to gain knowledge for the betterment of society and progress of life.

- The Constitution (Eighty Sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India, which pledges to provide free and compulsory education to (of) all children in the age group of six to fourteen years as a Fundamental Right
- The Right to Education Act, 2009(RTE) which describes modalities of the importance of free and compulsory education for children aged between 6-14 yrs. in India. The Article under 21-A of the constitution of India says that every child has a right to fulltime elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards
- The Universal Declaration of Human Rights holds that education is a fundamental human right for everyone

The right to education is indispensable for the exercise of other human rights

- Quality education aims to ensure the development of a fully-rounded human being.

- It is one of the most powerful tools in lifting socially excluded children and adults out of poverty, and into a more equitable society.
- UNESCO data revealed that, if all adults completed secondary education, globally, the number of poor people could be reduced by more than half.
- It narrows the gender gap between men and women.

Points to know about right to education
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| <ul style="list-style-type: none"> • Primary education should be free, compulsory and universal. • Secondary education including technical and vocational, should be generally available, accessible to all and progressively free. • Higher education should be accessible to all on the basis of individual capacity and progressively free • Those who had no education or had incomplete education also have right to education as adults. • Professional training opportunities should be made available to all professionals. • Quality of education should be ensured through maintenance of minimum standards. |
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Education has become a legal right. The Directive Principles of State Policy, under the Indian Constitution, stipulate that the state shall, within the limits of its economic capacity and development, make effective provisions for securing right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement and in other cases of un-served want.

Part IV-(45) says- The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

The right to education has been implemented for everyone. The right to education will be realised by the nation when each and every individual understands the value of education. The young are the real stakeholders to acquire and spread education to every corner of the nation. Education is not only a right, it's also a global commitment.

The 2030 Agenda for (UNESCO under UNO) sustainable development goals comprise 17 goals. Out of the 17, goal no. 04 is the global commitment to education. It aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

- The global target 4.1 by 2030 is to ensure that all girls and boys get complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- Target 4.2 by 2030 is to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- Target 4.3 is to ensure by 2030 equal access for all women and men to affordable and quality technical, vocational and tertiary education including Education University.
- Target 4.4 by 2030 is to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship.
- Target 4.5 by 2030 is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.

Besides that, the following specific five sustainable development goals are taken with direct reference to education:

1. Health and well-being (SDG 3 target 3.7)

By 2030, ensure universal access to sexual and reproductive healthcare services, including (for) family planning information and education and the integration of reproductive health into national strategies and programmes.

2. Gender equality (SDG 5 target 5.6)

Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

3. Decent work and sustainable growth (SDG 8 target 8.6)

By 2030 substantially reduce the proportion of youth not in employment, education and training.

4. Responsible consumption and production (SDG 12 target 12.8)

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

5. Climate change mitigation (SDG 13 target 13.3)

Improve education, raise awareness and human and institutional capacity for climate change mitigation, adaptation, impact reduction and early warning.

The commitment of higher education institutes in the state and the nation at large is not only limited to spreading education but to creating valuable and worthy human resources. State, national and global commitment is to achieve the educational targets by the year 2030.

4.2.2- Active learning and Self-Monitoring

Learning is a continuous process. Higher Education institutions are learning hubs. Students' learning happens at classrooms, libraries, reading rooms and through different activities. Teachers play an important role in motivating students. Their active participation in different activities initiates the active learning process. Every student should be given opportunities to participate in the following activities:

- Participation in group learning i.e., group discussions, news analysis, student presentations, seminars and quizzes etc.
- Participation in classroom activities and interactions
- Library studies
- Participation in debates
- Study hours at reading rooms
- Participation in different curricular, co-curricular and extra-curricular activities

This active participation of students happens when students take interest in the learning process. They are the best self-monitors. They are very particular about their studies, collection of books from libraries, gaining knowledge from teachers and classmates and self-studies. Self-monitoring of students happens when they clarify their doubts, adopt disciplined behaviour, observe punctuality, guide their lives for a better career and involve themselves in the learning process. Self-learning follows the self-monitoring process. The college ambience provides a lot of opportunities for self-learning and self-monitoring. It's in our hands to avail the learning opportunities and monitor our life for a better future and career.

Group Discussion: “Am I aware about how I think and how I learn?”

At this point, the teacher can facilitate a discussion on Self-Monitoring. The following questions can be put to them:

- To what extent students are conscious or aware of how they think in general?
- Do they reflect on their own thoughts and regulate their own actions so as to live in a meaningful way?
- Do students monitor their own thought processes so as not to be trapped into negativity?
- Do they talk to themselves in an encouraging way so as not to waste the present moment with unnecessary worrying?
- Can they identify the way they learn and master a subject?
- Do they improve upon the methods they employ for learning different things?

The following video clips provide students an insight into the fact that their own beliefs and mind-sets about learning can become the reasons of their failure:

Developing a Mind-set for Successful Learning

<https://www.samford.edu/departments/academic-success-center/how-to-study>

Beliefs That Make You Fail or Succeed

<https://www.youtube.com/embed/RH95h36NChI?autoplay=1&rel=0>

4.2.3 Importance of co-curricular and extra-curricular activities

Co-curricular and extra-curricular activities play an important role in shaping the students’ personality and learning process. Co-curricular activities are those activities which are supplementary to the curriculum. However, many other aspects of human personality such as social development, emotional development, physical development, psychological development need to be nurtured for the all-round development of the student. So, the students must be engaged in extra-curricular activities. As students differ in their aptitudes and interests, and therefore their diverse potential and talents in various domains should be nurtured. For instance: A student may display a talent for playing musical instruments whereas another may be good at drawing. The co-curricular and extra-curricular activities are carried out along with regular subjects taught in schools and colleges because they provide opportunities for nurturing these talents as well as provide a scope for the expression of creativity. Science project competitions, chess competitions, song, dance, painting, presentations, debates, mono action, sports activities have a direct impact on students. They help to identify their potential and also open a pathway for future careers.

Group Discussion:

Why should I pay back to society? How do I do it?

The teacher can facilitate a discussion among students at this point by emphasizing that schools, colleges, universities are all parts of society and they operate with the investments made both by public and private sectors.

Similarly, the family and the community, as a part of society, also play an important role in the education of a child. Therefore, students can contribute to society meaningfully in two important ways:

- Behaving responsibly and sincerely while pursuing learning in a college. Students can discuss in small groups the question: “What is responsible behaviour and what is not?”
- After graduating and choosing a profession, students can address societal needs. Students can discuss in small groups the question: “What are the opportunities to address societal needs once I start working?”

List of some of the co-curricular and extracurricular activities

- Sports and Athletics
- Music, Dance, Art and Theatre
- Volunteering for Social Service
- Composition, Elocution and Quizzing
- Foreign language learning

Key points to remember:

- Co-curricular and extra-curricular activities reward and facilitate students' talent in various fields of human endeavour.
- Such activities help in the all-round development of human personality as in social, cultural, emotional, physical and psychological aspects of development.
- Students' aptitude and interest in particular domains need to be encouraged through co-curricular and extra-curricular activities in educational institutions.
- Enhancement of creative expressions, practical skills, life skills etc. is the positive consequences of such activities.
- Such activities are known to facilitate academic achievement, too.

Topics for discussion

- Are co-curricular and extra-curricular activities undertaken in your college regularly?
- Do students tend to underestimate the role of such activities in HEIs? Give reasons.
- What roles do teachers play in encouraging students for participating in such events?
- Many students pursue hobbies and activities they are passionate about. List one of such activities of yours. How regularly do you pursue it? Does your college life help in this activity in any way?
- What in your opinion is the most important co-curricular activity that helps students in the long run?

Positive impact of co-curricular and extra-curricular activities in a student's life

- Students get opportunities for practice of teamwork, developing managerial skills and developing leadership and competitive spirit etc.
- They can showcase their talents in various forums and can take pride in their accomplishments.
- The participation enables them to handle practical affairs of life through exposure to situations involving conflict, problem solving, co-operation and so on in real life situations.
- Through participation, students can learn to celebrate their personal victory as well as accept failures gracefully.
- These activities make the students realise that participation in co-curricular and extra-curricular activities is more important than just winning competitions.
- Winning trophies and prizes in co-curricular and extra-curricular activities helps in strengthening credentials of the students, which they can mention in their personal profiles. Strong resumes help them find good placement opportunities.
- It often said that “All work and no play makes Jack a dull boy”. In other words, without any time off work, a person becomes dull or a student dull.
- Feeling happy and celebrating friends' achievements improves inter-personal relationships and maintains positive relationships.
- Different student-activity clubs constituted for such activities i.e., Literacy club, dramatic club society, music club and activity club etc. It helps students to organise different activities. Ultimately, students develop leadership qualities, inter-personal skills, organising ability and the ability to handle events.

4.2.4 Handling success and failure in one's academic career

Success and failure are like two sides of a coin. They always go together. As life goes on, we face challenges at different stages of our journey. In this journey, sometimes we don't get results as per our expectations. Even though we put in a lot of effort we are never satisfied with the result. We must know that the result depends on our efforts, content selection, writing style, sequencing answers, wording, starting and closing the content, points to be covered and how much value the question carries, the context and many more aspects. So, one can't guarantee the result unless it is based on numerical data, multiple choice-based questions and fill in the blanks etc. Sometimes, we write the concepts but we don't get good

marks. The ultimate result is failure but students should remember that there is always an opportunity in future to try once more with renewed effort and courage. If we give up all our hopes before trying then we fail. One shouldn't lose hope, but try to cope with the situation, should not lose courage and try again to achieve success.

Importance of academic success may be worth ending our own life. Success may be defined as the completion of a work, and one gets the benefits of the result as per the evaluation, value attached to the content, satisfaction for the individual and achievement of something as per your wish. Success is a mental satisfaction of positive consequence and on the other hand, failure is the dissatisfaction due to wrong approach to work.

Excellence, success and achievement depend on the need, mind-set and expectation level. Sometimes the students secure 99.9% of mark but get dissatisfied because he/she wants 100%. On the other hand, someone just securing the pass mark may feel very happy and satisfied. Therefore, measuring one's success in life through just one event such as the examination results is definitely a sign of immaturity. There are many ways to achieve success and one must know that academic success is not the only parameter of success. You can become a good orator, an artist, a painter, a singer, a dancer, a sportsperson, an administrator or a farmer and at the same time a good and valuable human being for society and the nation. There are many ways to achieve success and it is also important to know that "*Failure is the pillar of success.*"

4.3 Objectives of Education

4.3.1 Not a quest for only degrees and qualifications

Education means the quest for knowledge, educating the masses, spreading knowledge, and many other academic pursuits. In other words, we call ourselves educated by obtaining a certificate or a degree. But the real objective of education is not the quest for degrees and qualifications. When someone is skilled in a particular type of knowledge then he/she is considered educated, he/she does not require any degree. A degree holder may not be skilled in that particular aspect. The objective of education is to bring about a change in yourself, your outlook, lifestyle, behaviour, knowledge level and intelligence quotient or problem-solving ability. Learning, experience, skills and expertise also make you knowledgeable, efficient and competent enough to compete in society. You may be a good dancer, singer, actor, tailor, photographer, or may innovate new things and have computing skills, then you are equally educated. Education not only brings a change in your attitude and behaviour but also broadens your understanding of life. You can become a valuable,

disciplined and worthy human resource for the country. Many a time, degrees and qualifications are required for certain aspects of life, if it is not be utilized properly then it became becomes obsolete. The knowledge needs to be learned again and again. Practice and memorising make one perfect. Let's learn, educate ourselves and achieve the degree and qualification but, the real objective of the education will only be fulfilled when you bring positive change in yourself. You should be confident to face the challenges of life, development skills in yourself to earn and self-dependent to serve the society as a good and dedicated human being with a disciplined life. Education must bake bread. Education needs to be linked with skills for executing jobs and make one able to earn livelihood. In a nutshell, education must prepare us to lead prosperous adult life. Even animals and birds train their off springs to lead their adult life.

4.3.2-Real Education builds Character

The key aim of education is character building of an individual. As a student, one should have a clear understanding of the meaning of character. Once Mahatma Gandhi shared his views on 'character' with students. He said, "Character cannot be built with mortar and stone. It cannot be built by hands other than your own. The principal and professors cannot give you character from the pages of books. Character building comes from your lives and frankly speaking, it must come from within. Put all your knowledge, learning and scholarship in one scale and truth and purity in the other, and the latter will by far outweigh the other". Knowledge without character is a power for evil only. Students must be disciplined, obliged, committed must inculcate positive attitudes, moral values, compassion for the poor, and must maintain personal and professional ethics in their life. Character comes out of experience, learning and understanding of the realities of life. Character is determined by the values you cherish. You are the hope for the future and you will be called upon. You are discharged from your colleges to enter into public life and serve this country. So, you should have a high sense of responsibility. Students should be humble. A life of a student should correspond to the life of a *sanyasi* up to the time his studies come to an end. He/she is to remain under the strictest discipline. He/she cannot indulge in addictions and his/her behaviour is to be a pattern of exemplary self-restraint. In other words, character can be built up by the student himself/herself. In a nutshell character means –

- Self-discipline
- Humble behaviour
- Not indulging in any wrong activity

- Respect for teachers, parents and elderly persons
- Learning moral responsibility
- Develop concern for the poor, disadvantaged and excluded
- Develop a democratic attitude, respect for human values and constitutional values
- Practice values pertaining to sustainable environment, cleanliness, gender equity, respect for individuals etc.

So, one should know that knowledge without character, education and obligation to society, family and nation, commitment with self-interest and life without sacrifice, service and hard work will never build your character. Character building is a process of disciplining yourself through a continuous process of learning.

4.3.3- Behaviour Modulation

Behaviour means “the way in which one acts or conducts oneself, especially towards others”. Human behaviour is basically divided into four types- optimistic, pessimistic, trusting and envious. In other words, behaviour is describes through terms like satisfactory, proper, polite conduct and orderly conduct. And these are reflected in day-to-day activities, life style, body language, attitudes and choices of the individual. As students, we should know what good behaviour is and what bad behaviour is.

➤ Good behaviour

1. Maintaining punctuality
2. Having fun together
3. Sharing
4. Practicing healthy habits
5. Practicing coping skills
6. Maintaining good inter-personal relationships
7. Finding time to talk about your feelings
8. Show respect to others
9. Keeping your promises
10. Maintaining your integrity
11. Helping people in doing the right thing
12. Adding value to your life
13. Being empathetic
14. Being always ready to help others

15. Giving more than you act
16. Appreciating others
17. Being happy with others' achievements

These are the few examples with which one can modulate behaviour in day-to-day life. It can be better if one knows about bad behaviour.

➤ Wrong or Bad behaviour

1. Disrespecting others
2. Lying, cheating, deceiving others and stealing
3. Not keeping promises
4. Comparing oneself with others
5. Not accepting someone in group
6. Engaging in violent talk
7. Aggression
8. Leading indiscipline life
9. Jealousy and anger
10. Taking alcoholic products
11. Showing negative reactions
12. Gambling
13. Gossiping about others
14. Selfish attitude
15. Torturing and putting stress on others
16. Creating pressure on others' minds

Education always provides the environment to modulate your behaviour. It's in your hands to decide how to behave. It's your personality which reflects in your behaviour, body language, attitudes, reactions, activities and goodness. As we are human beings, anger, jealousy, aggression and poor understanding are common things between us, but our responsibility is to modulate and change our behaviour. We must inculcate professional attitudes, positive attitudes and accepted behaviour of society.

4.3.4- Overall Personality Development

Personality development is considered to be one of the most important objectives of education. The complete development of an individual in terms of physical, social, moral, financial and spiritual depends on proper education. The combination of qualities and

characteristics that form an individual's distinctive character is called personality. Overall personality development depends on the following aspects-

- You must know yourself. You need to know what your weaknesses and what your strengths are.
- Having a positive outlook
- Sharing your opinions
- Trying to make friends with strangers
- Being a good listener
- Correcting your body language
- Being courteous
- Reading books as they are your friends

In simple terms, personality refers to individual differences in thinking, feeling and behaving. Personality development is a process which helps the individual to gain confidence and high self-esteem and the courage to do the work. It helps in good communication, maintaining inter-personal relationships, to gain recognition and acceptance from society. It plays a most important role in your personal as well as professional life. It also makes an individual disciplined, punctual, obliged, committed to work and ultimately, an asset for an organisation. So, overall personality development helps the individual to become a valuable human being, a worthy human resource and a good human who is acceptable to all.

4.4. Difference between academic qualifications and ability

Academic qualifications and ability are two different dimensions of human life. Academic qualifications refer to the accomplishment of a degree with a certificate as proof and ability. These refer to the skill to do a work. As an individual, a student should acquire qualifications for certain jobs. These include degrees, diplomas and certificate courses. The qualifications are to be achieved as per your choice, intellect, knowledge and interest to study; something which is based on your aim to become a specific professional. On the other hand, the skills make you a better professional. There is a saying "*karmesu kousalam*" - It means every work has to be done with specific skills. Few jobs require qualifications with skills. In many cases, even though qualifications are there (many certificates) but due to lack of skills, your performance may not be good or may not be satisfactory. On the other hand, if someone is a good typist, singer, painter, dancer or actor having good communication skills, cooking, farming, business, selling skills, then he/she needs no qualifications. Here, however, qualifications help. You may be a good cook, however, if you know the nutritional values of

ingredients, the quantity of food to be cooked, recipe, procedure of cooking it helps. You must also know the food needs of the family, patient, health condition of children and adults. Similarly, a singer must learn about the throw of the voice. In fact, a born singer, cook, tailor etc. becomes a better singer, cook or tailor through training and the acquisition of domain knowledge. Qualifications may not give you jobs sometimes. It is only a pathway to appear for interviews. Jobs require skills and abilities. In the present time, either you perform or perish, you have to choose one of the alternatives. Your performance requires basic skills like computational skills, communication skills, soft skills, financial knowledge, accountancy, budgeting, reasoning, aptitude, basic mathematics, English as well as Odia writing skills. So, one has to be qualified as well as equipped with skills. Your performance determines your skills. Your skills and abilities are your qualifications. Knowledge combined with skills leads to *karmesu kousalam* or **work with skills**. Theory and practice, and knowledge and skills go hand in hand. One fulfils the other.

4.5. Academic failure could be a failure within the classroom but not outside (I.e., failed in examinations, passed in life.)

The concept of ‘academic failure’ must be understood by the students. Many bright and intelligent students have lost their lives because of academic failure. When they could not meet the expectations of teachers and parents, they have committed suicide or destroyed their life by taking drugs and damaging their career. So, one should understand what is academic failure. Academic failure means lack of success in education and loss of academic achievement. Academic performance includes academic failure. Academic failure happens due to many reasons such as personal, financial and social. So, it can be achieved again. One should not be stressed if some points or marks are lost due to some mistakes. Failing in the examination is not a big problem but it creates a big challenge relating to how to pass in human life for sustenance. For a successful, healthy, sociable, and acceptable life with the family and within society one has to be self-sufficient. This life is a gift of God and academic performance is only one way to evaluate yourself. If you have failed again, you have to evaluate other aspects of your life. Life has many colours like the rainbow. So, try to choose the colours from the rainbow and paint your life. All colours are reflected in the sky. So, sky is not the limit, life is limitless. So, choose your career and choose your destiny. Academic failure will be for one course but failing in life is a failure of one’s whole future. There is no such thing called academic failure. Don’t be afraid to **fail**. In fact, **failures** often lead to success. It has been seen from various quarters that a person’s failure in academic activities

has later lead him/her to become a great corporate leader or carry out other challenging activities for the nation and society. Academic achievement is a continuous process.

Academic failure can be due to wrong choice of a discipline (like science, arts, commerce, engineering, medicine etc.).Parents sometimes impose a discipline on their children which is not well suited to them. Sometimes, you do not make the right choice due to peer pressure or even out of ignorance. One should consult experts, take an aptitude test, consult professionals of education and career counsellors. One must gain basic knowledge before opting for a subject and the knowledge gap must be addressed. Yes, if you do not have mathematical skills needed for studying economics, you can acquire it. Bridge courses will help you.

You may have learning difficulty like lack of concentration, low memory power or even lack of interest. All these can be addressed with professional help. Sometimes, students develop relationship problems with family members, friends from opposite sex, friends and with teachers etc. You must take your teachers /parents/even friends into confidence. You can help yourself. Many a time student don't work hard enough to succeed. Low self-confidence sometimes affects our performance. Please develop a positive attitude. Tell yourselves "*Hum honge kamiyab*". We will succeed.

4.6- National Education Policy 2020

4.6.1-Principles of National Education Policy 2020

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive citizens for building an equitable, inclusive and plural society, as envisaged in our Constitution.

A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognising, identifying and fostering the unique capabilities of each student by sensitizing teachers as well as parents to the need to promote each student's holistic development in both academic and non-academic spheres
- According highest priority to achieving foundational literacy and numeracy by all students, by Grade-3
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes and thereby choose their own paths in life according to their talents and interests
- No hard separations between arts and sciences, between curricular and extra-curricular activities between vocational and academic streams etc. in order to eliminate harmful hierarchies among and silos between different areas of learning
- Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities and sports for multifaceted world in order to ensure the unity and integrity of all knowledge
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams
- Creativity and critical thinking to encourage logical decision –making and innovation
- Ethics and human and constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice
- Promoting multilingualism and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork and resilience
- Focus on regular formative assessment for learning, rather than the summative assessment that encourages today's coaching culture
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for divyang students and educational planning and management
- Respect for diversity and respect for local contexts in all educational decisions to ensure that all students are able to thrive in the education system
- Synergy in curricula across all levels of education from early childhood through school education up to higher education.
- Teachers and faculty as the heart of the learning process-their recruitment, continuous professional development, positive working environments and service conditions
- A “ light but tight” regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure

while encouraging innovation and out-of-the-box ideas through autonomy ,good governance and empowerment

- Outstanding research as a co-requisite for outstanding education and development
- Continuous review of progress based on sustained research and regular assessment by educational experts
- Rootedness and pride in India and its rich, diverse, ancient and modern culture and knowledge systems and traditions
- Education is a public service. So, access to quality education must be considered a basic right of every child.
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation

4.6.2- The Vision of National Education Policy 2020

The National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society ,by providing high-quality education to all and thereby making India a global knowledge superpower The policy envisages that the curriculum and pedagogy of our institutions must develop among students with a deep sense of respect towards the fundamental duties and Constitutional values , bonding with one's own country and a conscious awareness of one's own roles and responsibilities in a changing world .The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought , but also in spirit , intellect and deeds as well as to develop knowledge ,skills, values and dispositions that support responsibilities , commitment to human rights, sustainable development and living, and global wellbeing ,thereby reflecting the truly global citizen.

Success Stories

Thomas Alva Edison (1847-1931) is a noted American inventor and businessman. He was a self-educated person. He had patented more than 500 inventions. He is credited with some prominent inventions like electric bulb, phonograph, kinoscope and Dictaphone.

Michael Faraday (1797-1867) was a great scientist. He had attended only Sunday school at a church and had no university education. He worked as a book binder early in his life and educated himself by reading books that came to him for binding. He invented the first electric motor. His contribution to physics and chemistry were fundamental.

William Henry Gates III known as Bill Gates, was the co-founder of Microsoft and the Bill and Melinda Gates Foundation. He was a Harvard University dropout. His passion for computer programming turned him into the pioneer of famous software company Microsoft, and established him as the youngest self-made billionaire. He is one of world's richest business person .Since 1987, Bill Gates has been included in the Forbes list of the world's wealthiest people, and from 1995 to 2017 he held the title of the richest person every year.

Steve Paul Jobs (1955–2011) was the co-founder and chairman and CEO of Apple Inc. He is widely recognized as a pioneer of the personal computer revolution. He attended the Reed College in 1972 and withdrew himself afterwards. He was not academically an achiever. In 1985, Jobs was forced out of Apple after a long power struggle with the company's board. He started his own company NeXT, a computer platform development company. In 1997, Jobs returned to Apple as CEO after the company's acquisition of NexT. "Think different" was his principle. iPad, iPod, iMac, iPhone, Apple Store, iTunes and iTunes Store etc., are his gifts to the world.

Sanjukta Panigrahi(1944–1997) was a dancer from India. She was the pioneer of Odissi Dancer. She learnt Odissi at an early age and contributed to its grand revival. She had left academics at an early age. She was trained and educated at Kalakshetra Foundation. With her never-ending effort she raised Odissi to new heights when dance was not given importance by families and it was discouraged. She was honored with one of India's high civilian awards, Padma Shri, in 1995. Interest, passion for her work, immortalised her.

Sachin Tendulkar, (The famous cricketer), is regarded as one of the greatest batsmen in the history of cricket. He is the all-time highest run scorer in both ODI and Test format with more than 18000 runs. He received the Arjuna Award in 1994 for his outstanding sporting achievements and Khel Ratna award, India's highest sporting honour, in 1997. He had no college education. Hard work, passion and practice made him a nationally and internationally acclaimed personality.

Awanish Sharan is a Chhattishgarh cadre IAS officer. He had secured only 44.5% marks in the 10th examination and graduated with 60.7%. He became an IAS officer despite being a below average student. He qualified in the toughest examination of the country. He belongs to an extremely poor/financially weak family and he had studied in Hindi medium school. He was not a bright student, but one thing he had was his strong desire to study, to work hard and to achieve his goal. There is no short-cut to achieve success; it's in your hands to strive to reach the goal.

Mahatma Gandhi, the Father of Nation was never an outstanding student, yet his life and achievement still provide a compelling example of great success. The patience, moral values, understanding, practicality, punctuality, hard work, simplicity, ideals and values of life could make him the Father of the Nation.

Failure makes you perfect.

Failure shows the path to success.

Failure makes you disciplined.

Failure is the pillar of success.

4.7- Summing-up

- To apprise students of the true meaning and objectives of education
- To make students conscious of their rights to learn, and educate them along with a sense of commitment to society
- To explore their hidden talents through participation in different activities
- The introduction of this chapter provides a fundamental understanding of "education". "*Sa Vidya Ya Vimuktaye*-Education which liberates one from darkness, ignorance, illiteracy, poverty, hunger, disease and conflict".
- The highest goal of education is to bring a better life and eradicate ignorance from society. It is the preparation for life and a continuous process of progress.
- The meaning of education has **four** aspects i.e.-Education is a right as well as a commitment. It explains the Right to Education, Eighty-sixth Amendment Act, 2002 and article 21-A in which the Constitution of India provides free

and compulsory education to all children in the age-group of six to fourteen years as a fundamental right.

- Handling of success and failure is the most important challenge for a student and everyone else. As they always go together, one must remember “Failure is the pillar of success”.
- Academic failure could be a failure in one course or subject, or getting low marks, and it is limited to a particular field of study. But life is a bigger platform, where one can flourish in many aspects.

4.8- Keywords

- **Education:** The act or process of imparting or acquiring general knowledge, developing powers of reasoning and judgement and generally, of preparing oneself and others for leading an intellectually mature life
- **Commitment:** An agreement or pledge to do something in future
- **Active Learning:** Students learning by thinking, discussing, investigating and creating and also by solving problems, making discussions, taking decisions and explaining ideas
- **Self-Monitoring-**It’s a personality trait that involves the ability to monitor and regulate self-presentations, emotions and behaviour in response to situations and social environments.
- **Co-Curriculum-** An activity pursued in addition to the normal course of study
- **Extra-Curriculum-**All activities outside the normal curriculum
- **Success-**The accomplishment of an aim or purpose
- **Failure-** Lack of success, proving unsuccessful, non-performance of something expected
- **Academic failure-**Lack of success in education which leads to the loss of opportunities for receiving higher education, and to social and economic losses.
- **Ability-** Skills to do something, Talent, skills or proficiency in a particular area.
- **Academic Qualification:** The academic training conferring certificates, diplomas or degrees indicating the successful completion of an education program or a stage of a program

- **Bridge course-**A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes. The main objective of the course is to bridge the gap between subjects studied at the pre-university level and subjects they would be studying at the graduation level.

4.9- Check your progress

Q-1. Answer in two or three sentences:

- Sa Vidya ya vimuktaye*
- Definition of Education
- Right to Education
- Sustainable development goal-04
- Active learning
- Self-Monitoring
- Co-curricular activities and extra-curricular activities
- Handling success and failure
- Character building
- Behaviour modulation
- Good behaviour and bad behaviour
- Self-discipline
- Overall personality
- Academic qualification v/s Ability
- Academic failure

Q-2. Answer in 50 words:

- Explain education as a right as well as commitment.
- Differentiate between active learning and self-monitoring.
- Explain about education as a fundamental right.
- What is the importance of co-curricular and extra-curricular activities?
- How should one handle success and failure in an academic career?
- Education is not the quest for degrees and qualifications. Discuss.
- Explain the role of education in character building?
- What do you mean by character building?
- How should one modulate one's behaviour?
- What is overall personality?
- What is the difference between academic qualifications and abilities?

- (l) Academic failure is not a failure. Explain?
- (m) What are the steps to improving one's life?
- (n) Failure is a pillar of success. Explain?
- (o) What is the vision of NEP 2020?

Q-3. Answer in 250 words:

- (a) Define education and explain the statement: "Education is a fundamental right"
- (b) Why is education a right as well as a commitment?
- (c) What are sustainable development goals of education 2030?
- (d) Explain the provision of education as per the directive principle of state policy.
- (e) Describe the importance of co-curricular and extra-curricular activities at higher education institutions?
- (f) What are the objectives of education?
- (g) Real education builds character. Briefly discuss.
- (h) Explain the difference between academic qualifications and abilities.
- (i) Explain the statement "Failed in examination and passed in life".
- (j) How can academic failure be a path to success in life?
- (k) How can the overall personality of students be built up?
- (l) State the principles of NEP 2020.

4.10- Suggested Reading

- Tom Bentley. *Learning beyond the Classroom: Education for a Changing World* (1998)
- *Education System in India: Issues, Challenges and Problems*
- J. Krishnamurti. *Education and the Significance of life*
- *Selected works of Mahatma Gandhi, Vol-6*

Unit-4
Ethical Values for Student Life

4.2 Challenges for Ethical Practices in Institutions of Higher Education

4.2.0 Objectives

4.2.1 Introduction

4.2.2 Meaning and concept

4.2.2.1- Ragging

4.2.2.2- Suicide

4.2.2.3- Need for educational counselling

4.2.3 Violence v/s Peaceful protest

4.2.3.1 Violence

4.2.3.2 Peaceful protest

4.2.3.3 Violence v/s Peaceful protest

4.2.3.4 Conflict Resolution

4.2.4 Violation of Intellectual Property Rights

4.2.4.1 Intellectual Property Right (IPR)

4.2.4.2 Plagiarism

4.2.4.3 Cheating in examination

4.2.4.4- Other fraudulent practices

4.2.5 Let us sum up

4.2.6 Keywords

4.2.7 Check Your Learning

4.2.8 Suggested Reading

4.2.0 Objectives

Ethical practices constitute the foundation of higher learning. As major stakeholders of the academic community, faculty and students have a responsibility to abide by ethical principles regarding academic freedom, intellectual integrity, fair and respectful treatment to others. It is being observed that these principles are missing these days. Ragging, suicide cases, violence, cheating, and fraudulent practices are evident in higher education institutions. As the students are the future of the nation, they should be more concerned about the ethical practices. This chapter will make you

- Understand the essence of ethical practices.
- Learn ethical responsibility.
- Conscious about the need to lead a disciplined life and not to get involved in violent and fraudulent practices.

4.2.1 Introduction

Ethical principles and practices must guide the behaviour of the individual. Ethical codes of conduct and standards are given in official student handbooks or in the college websites, which are to be followed by the students. The intention is to modulate behaviour, develop an ethically responsible human being and also to develop disciplined, non-discriminatory attitudes, love and affection, obligations, moral responsibility and formation of overall personality of students.

4.2.2 Meaning and concept

4.2.2.1 Ragging

The word “ragging” is very commonly known to everyone. The Higher learning institutions are facing a lot of problems due to ‘ragging’. So, it is essential to make students aware of this unethical practice, which will make them face imprisonment, damage their careers and also may get them debarred from joining and appearing to any professional jobs due to the tag of being a criminal. Ragging is a criminal offence as per a Supreme Court ruling. It is an offence under the Indian Penal Code and under section 116 of the Karnataka Education Act 1983. The Ethical principles, moral values and a sense of responsibility are to be ingrained and should become an intrinsic characteristic of students. A student should give respect to teachers and also follow the rules established for them. A disciplined student is disciplined in all respect in society- Students should take academic responsibility, maintain integrity and practice self-discipline. Life can be understood through the love and affection of friends at college, sharing of joys as well as failures,

handling stress, taking responsibility, and helping each other for career growth. Ultimately, this will help students grow ethically and acquire strength to face the challenges of life. So, ethical practices mean the application of ethics, values, principles, and code of conduct in an organisation. It is applicable to all aspects of organisational conduct. Students as well as teachers or employees of higher learning institutions must follow an ethical conduct. It will help to inculcate qualities such as respecting each other, caring for each other, positive friendship, and acceptance.

The Hon'ble Supreme Court of India has given a more comprehensive meaning of ragging-Ragging is any disorderly conduct, whether by words spoken or written, or by an act which has effect of teasing, treating or handling with rudeness of any student, indulging in rowdy or indiscipline activities which cause or are likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student and, which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the psyche of a fresher or a junior student.

In 2001, the Supreme Court banned ragging across India. Death of students, fear psychosis, damage of careers and also physical and mental torture still persist in some higher learning centres. The case of the death of Aman Kachru, a student of a medical college in Dharmasala due to ragging in 2009, prompted the Supreme Court to direct all educational institutions in the country to strictly follow the Anti-ragging, Law. In fact, the impact of ragging was very high in South India. As per the report, many students committed suicides in South India. According to the statistics, the highest number of cases of ragging was found in 1997 in Tamil Nadu. So, Tamil Nadu became the first state where ragging was completely banned in 1997. If at any point colleges/universities/ higher learning institutions do not follow the rules or ignore the matter then legal action can be taken against them. University Grants Commission (UGC) has formed strict rules related to the behaviour of students. Some states in India have passed their own legislations on ragging. Central legislations track Ragging in India through the Indian Penal Code (Section 294,323,325,326,339,340,341,342,506). UGC regulations on controlling ragging activities were initiated for higher educational institutions in 2009.AICTE (All India Council for Technical Education) and Medical Council of India have made their own regulations under their respective Acts. So, students who are future citizens and human resources should not damage their lives, careers, and conduct by indulging in such activities. Let us create a ragging-free campus, accept our freshers as the great alumni, and accept them as friends, brothers and sisters. It's a great responsibility of students to maintain the sanctity of their institution as a temple of learning. The stakeholders of the institutions are idols who can protect the college with great moral strength, responsibility, obligation and ethical ways of life.

Negative Impacts of Ragging

- You will be considered as a criminal.
- You will destroy your career.
- You will be imprisoned for this activity.
- You will lead a life of a destitute in society.
- You may get life time imprisonment in the case of death of the victim.
- You may be debarred from college.
- You will not be allowed to appear for a job interview.
- Your career will not be accepted for any professional service.

4.2.2.2 Suicide

‘Suicide’ is one of the major social issues found affecting students. Mental health is an important concern for all. Higher education institutions have the great responsibility to take care of the mental health of their students. Mental illness of students leads to suicide or killing himself/herself. Students who are suffering from mental illness are not able to control academic stress, peer pressures because of problems with their parents or family. Finally, they decide to commit suicide. The term ‘suicide’ is derived from the Latin word “*Suicidium*” means “the act of taking one’s own life”. There are many factors responsible for suicide, which include:

- Failure in academics
- Stress
- Incompetence
- Mental disorder
- Conflict
- Lack of inter-personal relationships
- Adventure due to influence of social media, advertisements or stories
- Unemployment or low socio-economic conditions
- Loss of near and dear ones
- Falling into the trap of substance abuse
- Discrimination
- Psychological and mental illnesses

- Fear
- Depression
- Poor life- skills
- Being an Introvert
- Isolated life
- Non acceptance of failure
- Non adjustment to the situation

Suicidal tendency is prevalent among college students. At least, every hour one student is dying by killing himself/herself in India. So, higher education institutions have the moral responsibility of understanding students' minds. Each stakeholder and the authorities need to be very sensitive to the state of a student's mind, what the student is doing, talking about and how he/she spends time and what are their actions, attitudes of the students. College is a time of significant transition; many students live away from home for the first time and have less contact with and access to family and friends. So, adjusting to the new environment, fresh challenges of academic demands, peer pressure and a stressful life are a very difficult task for a student. Many students come to college with a prior history of mental ill health, family stress and personal difficulties. Teachers, hostel authorities, friends and college employees have the moral responsibility to get connected with students and give them moral support at every moment. So, as a student or a friend, here are ways in which you can help someone who is in a depressed mood or showing a suicidal tendency.

- Inform the authorities immediately
- Inform parents
- Show interest and be supportive
- Do not share the secrets others confide in you
- Offer one hope that alternatives are available
- Do not leave the person alone
- Do not be judgemental
- Try to avoid talk of suicide.
- Consult a counsellor.
- Give confidence.
- Assist persons who need any help.

Suicide is not an alternative or solution to the challenges of life. Yes, life is not a bed of roses. But the beauty of life is realised only after facing a lot of challenges. God has given us a brain, a healthy body, mind and some support. So let us try to survive and flourish with these. The best comes out of the worst and only the fittest survive. Students are real stress-handlers, real counsellors, and a source of real strength for their friends. So, let us not allow our friend to die and let us try to put a smile on his/her face.

4.2.2.3- Need for educational counselling

Educational counselling refers to providing assistance and guidance to students to choose career paths and to opt for better courses or programmes of study, which will accord with their interest and preferences. Many a time students fail to get an opportunity to pursue a career of their preference. This problem arises because of low marks, due to non-availability of seats, not getting a seat at their preferred colleges, financial constraints and many more issues. At this point of time, educational counselling is essential. To resolve these issues, educational counsellors must interact with students, create interest in them, show the opportunities available for them and also help them choose a career not just for study but for the enrichment of their lives. Many a time student never get good educational counsellors so they get biased in selecting a career. Once a wrong step in your career is taken, you cannot get back the time you spent on it. So, it would always be better for students to receive proper educational counselling to opt for career suitable options. Career opportunities are not limited. Our responsibility is to find out the right opportunity and embrace it. Every student has some potential, some skills and some knowledge but he/she does not know how to utilise them. It is the responsibility of teachers, career counselling cells and the authorities to give them exposure of knowledge and open the doors for the students to fly. Right career and right job are like two sides of a coin. When one is choosing a career, he/she must have a very clear idea about what scopes are there and what types of jobs are available. The greater responsibility of educational counsellors is to give guidance and to provide exposure in a particular career and show the path to achieve success in fulfilling career goals. Career achievement is the academic journey of a student. He/she must undertake it and come out with flying colours.

4.2.3 Violence v/s Peaceful protest

4.2.3.1 Violence

‘Violence’ means behaviour involving physical force intended to hurt, damage or kill someone or something. In other words, it is the intentional use of physical force or power, threatened in actual activities, against a group or community that either results in injury, death, psychological harm, mal -development or deprivation. As students are adolescents and due to hormonal changes, they are sometimes aggressive and show violence- prone behaviour. It affects the entire educational environment of the higher learning institutions. Anger, aggression, and conflict can be controlled in many ways, but once someone’s life is at stake or huge destruction occurs, institutions cannot be repaired or restored. All higher education institutions are built up with the efforts of teachers, students and parents’ and through contributions in terms of effort, taxes, cash and kind. When we damage public property, we damage our own property. Our educational institutions are like our home, where we spend maximum hours of our life. We build our skills, knowledge, behaviour, personality and also build our career. The body can be cured but if any damage happens to the institution, it requires a lot of time to get re-shaped. We are the gardeners, so our responsibility is to water and protect the garden, which enhances the of our beauty through flowers with fragrance.

There are lots of factors responsible for violence. They are biological, social, cognitive and situational factors.

- The biological factors refer to some neurological disorders, psychological problems, behavioural changes due to chemical influences of aggression and violence.
- Socialisation factors refer to those processes through which a person learns patterns of thinking, behaviour and feeling from his or her early life experiences. These influence the behaviour of a person. Violence-prone attitudes are reflected in reactions, talking styles and modes of behaviour.
- Cognitive factors refer to ideas, beliefs and patterns of thinking. Violence- prone individuals have different ways of interpreting life. They generally accept the violence as a norm and believe it is the right way of life and prefer to be members of violent groups or gangs. They involve themselves in anti-social activities.
- Situational factors refer to the elements and characteristics of the environment such as steps, aggression, abusive behaviour, stress or illegal activities which encourage violent behaviour in others. Sometimes conflict between two students leads to conflict between two groups and then it takes the shape of a violent attack and violent protest. A peaceful

situation or ambience should be the priority of all educational institutions. Some situations lead to violence.

These are factors which are responsible for causing violence. All higher learning institutions should keep an eye on students' behaviour. The majority of offenders snap, bite and kill their victims. Campus violence is a hazardous activity for students, who come to a college for a safe and sound learning purpose. A college is a place that inculcates a sense of unity, independence, freedom and sharing of views. A safe campus environment is one in which students, faculty and staff are free and feel comfortable to carry out their activities. A violence-prone campus is hunted by the fear of violence. The effect of violence on the campus in higher education institutions cannot be measured. It damages the image of the institution, destroys the career of the students and encourages miscreants in the campus. Various kinds of violence included-

- Rape
- Assault, fighting, mugging
- Physical violence
- Harmful acts which target specific individuals or groups
- Casual violence known as wilding
- Suicide
- Ragging

There are different laws and verdicts of the Supreme Court against violence.

- UGC guidelines direct the universities, colleges and educational management to take strict action against bullies and offenders on pain of either disassociating, in the case of a college or cutting down financial assistance if it is a university. The Supreme Court of India took serious note of ragging in 2001, when in Vishwa Jagriti Mission, through President v/s Central Government through Cabinet Secretary and others (1998) it set out guidelines to deal with this phenomenon.
- In Vishakha Vs. State of Rajasthan and others (1997) the Supreme Court recognised the omnipresent phenomenon of sexual harassment of women in Indian society. The Court defined sexual harassment as unwelcome behaviour including physical contact, demand or request for sexual favours, sexually-coloured remarks, exhibiting pornography and other unwelcome physical, verbal or non-verbal conduct of a sexual nature.
- There are punishments under the Indian Penal Code against acts of ragging. Every single occurrence of ragging or abetting in ragging puts an obligation on the institution to get an

FIR registered. There are provisions on the IPC, which can be used by student to register an FIR in a police station (Anti-Ragging Laws in India,2018)

Besides, laws for ensuring a safe and violence-free campus can be created through the following steps:

- Conveying clear expectations for the conduct among students, faculty, staff and visitors
- Supporting healthy group norms
- Helping students to avoid harm through such measures as escort services and self-defence programmes.
- Providing a range of support services for students including mental health services, crisis management and compassionate services to victims.
- Safe campuses with CCTV surveillance and proper security arrangements

A violence- free campus can be created of when our students take responsibility of the campus. They should feel as if they are in their own homes, playgrounds, friend-circle and knowledge centres. The sense of safety can be conceived through healthy minds and safety approaches towards life. Let's have a safe campus full of happiness. There should be no quarrels, no conflicts, no violence, no discrimination and no arguments. Love and affection are the real keys to a peaceful campus. Discipline comes only when there is understanding, good inter-personal relationship between student groups, a healthy competition between rivals and an eagerness to achieve the career goals. So, let's have a disciplined life, attain career goals, spread happiness and avoid violence.

4.2.3.2 Peaceful protest

Life is a very complex system. It includes the capacity for growth, reproduction, functional activities and continual changes proceeding to death. To give justice to life, human beings struggle in various ways in society. The work, actions, decisions and ways to achieve success and goals are contributed by human efforts. Sometimes mistakes, wrong approaches, selfish interests dominate the human mind and ultimately an individual takes wrong steps. When any action is meant as a peaceful protest, or is known as nonviolent resistance or non-violent action, the act of expressing disapproval through a statement or action without the use of violence. There are different types of peaceful protests such as boycotts, sitting, squatting, civil disobedience and non-cooperation. The Supreme Court, in its judgement, has upheld "the right to peaceful protest as a constitutional right. Which is rightly observed in "Freedom of speech, right to assemble and demonstrate by holding dharanas and peaceful agitation". On the other hand, if you are causing any harm or engaging in

violence or causing damage to the property, if you cannot be said to be engaged in peaceful protest. The great example of peaceful protest is ‘Mahatma Gandhi’s non-violence for resistance that helped to end British rule in India and achieved Independence’. Everyone has the right to freedom of peaceful protest against unethical decision. It includes the right to hold meetings, strikes, rallies, events. It serves as a vehicle for bringing about change. Students should be the vehicles of change. If they protest against the unethical practices like cheatings during examinations, using unethical means to get good marks, protest against drug and alcohol abuses while respecting each other’s opinions then there will be transformations in the sphere of education. It can only happen when each student protests individually and independently. Each student must spread such messages and promise not to get involved in any unethical practices. Protest does not mean to demanding something, or going on strike. It should be to bring change, to create a disciplined community and to be a role model for others. Protest assured of bringing peace and maintaining a harmonious environment in the campus. Law, rules and policies are instruments means to control violent activities but maintaining peace, harmony and protesting peacefully for a greater cause, are the real instruments to usher change in society.

Laws related to Right to Protest

- Right to Freedom of Assembly – **Article 19(1)(c)**: Individuals have the freedom to peacefully congregate in order to question and object to government actions through demonstrations, agitations, and public assemblies, as well as to form long-term protest movements.
- The Right to protest peacefully is enshrined in the Indian Constitution—**Article 19(1)(a)** guarantees the freedom of speech and expression;
- **Article 19(1)(b)** assures citizens the right to assemble peaceably and without arms.
Article 19(2) imposes reasonable restrictions on the right to assemble peaceably and without arms.

These reasonable restrictions are imposed in the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality or in relation to contempt of court, defamation or incitement to an offence.

- In the Ramlila Maidan Incident v/s. Home Secretary, Union of India & Others. case (2012), the Supreme Court stated, “Citizens have a fundamental right to assembly and peaceful protest which cannot be taken away by an arbitrary executive or legislative action.”

- **Right to protest: Restrictions-**

This is a fundamental right but if it is in a nonviolent form, then the government can accept these protests. If the protests violate the following norms then strict action can be taken on the public-

- Protest is an acceptable exercise unless it damages and harms the security of the state.
- Friendly relations with neighboring countries are harmed
- Violation of public order
- Contempt of court
- The integrity and sovereignty are threatened

- The fundamental right to protest is protected under article 19 (1) (a), 19 (1) (b) and 19 (1) (c).

Right to Freedom of Speech – Article 19(1)(a):

The right to free speech and expression is translated into the freedom to publicly express one's opinion on the activities of the government.

Right to Freedom of Association- Article 19(1)(b):

It is vital to have the right to form political organisations. These can be organised in order to challenge government activities collectively.

Right to Freedom of Assembly – Article 19(1)(c):

Individuals have the freedom to peacefully congregate in order to question and object to government actions through demonstrations, agitations, and public assemblies, as well as to launch long-term protest movements.

When these rights are combined, they allow anybody to peacefully gather and demonstrate against the state's actions or inaction. The protests are for democracy, and the objective of the protest is to protect the integrity of laws in the country.

4.2.3.3 Violence v/s Peaceful protest

The concepts of violence and peaceful protests are explained in this chapter. As a student we should know in what ways the concepts are different.

Violence	Peaceful Protest
<ul style="list-style-type: none">• Behaviour involving physical force intended to hurt, damage on kill someone or something.	<ul style="list-style-type: none">• A non-violent resistance or non-violent act of expressing disapproval through a statement or action without the use of violence.
<ul style="list-style-type: none">• Violence does not have any positive result.	<ul style="list-style-type: none">• A peaceful protest always gives a positive result.
<ul style="list-style-type: none">• Violent action involves the use of physical force in an attempt to resolve the issue on demand.	<ul style="list-style-type: none">• A peaceful protest involves moral strength, and support to resolve an issue.
<ul style="list-style-type: none">• Violence always happens suddenly and results in damage, destruction, physical harm and bring no good outcome.	<ul style="list-style-type: none">• A peaceful protest requires a consistent protest against some unethical issue till the goal is achieved.
<ul style="list-style-type: none">• Violence happens between two or more parties/individuals to advance self-interest.	<ul style="list-style-type: none">• Peaceful protest is always for the group, community and for greater interest.
<ul style="list-style-type: none">• Violence occurs due to physiological, cognitive, social and situational factors.	<ul style="list-style-type: none">• Peaceful protest always takes place to resolve for a socially relevant issue.
<ul style="list-style-type: none">• Violence is legally prohibited	<ul style="list-style-type: none">• Peaceful protest is legally permitted.

4.2.3.4 Conflict Resolution

Human activities are based on agreement and disagreement. When someone is doing a particular work, and if that is not accepted by others, conflict arises. This is a human tendency. The term 'conflict' refers to a serious disagreement or argument between two individual, groups or community. A conflict is a struggle which arises due to a clash of interests, opinions, rights, demands and for personal benefits. It can be looked at in with a positive way. Conflicts can give a better option, alternative solutions to a problem, provide justice to a victim and help one understand other's minds. At colleges, due to some issues conflict is created and innocent students become a part of this problem. Conflict leads to gang war and gang war leads to violent activities and ultimately, the result is damage to career and life which is irreparable. There are four types of conflict:

1. Conflict with the self
2. Conflict with others
3. Conflict with the environment
4. Conflict with the super -natural.

It can otherwise be broadly divided derived into two categories – internal and external. Internal conflict arises due to one's own opposing desires, whereas external conflict sets someone against something or someone beyond their control. So, a major responsibility lies in the resolution of conflicts. The concept of conflict resolution refers to an informal or formal process that two or more parties use to find a peaceful solution to their disputes, disagreements, or non-acceptance of any issue. Generally, conflict arises during organising a programme, events and sometimes while hosting them. The authorities need to be very vigilant about this. There are many steps which can be adopted to resolve the conflict.

Step-1-Understand the issue

Step-2- Identify the reasons of a conflict

Step-3- Set a discussion time

Step-4- Find a common solution

Step-5- Taking steps to arrive at a compromise

Step-6- Avoiding the problem- creating elements

Step-7- Listen carefully to both the parties

Step-8- Build confidence between the two parties and urge them to tell the truth

Step-9- Appeal to their conscience

Step-10- Provide a win solution

Conflict resolutions can be initiated through the involvement of students, respecting their ideas and understanding problems address root causes.

4.2. Violation of Intellectual Property Rights

4.2.1- Intellectual Property Rights

Intellectual Property Rights refer to patents, copyright, industrial design rights, trademarks, plant variety rights, trade dress, geographical indications and the innovatory products, results of research and the need to protect your innovative work. This legal right has to be claimed over your work. There are three important types of intellectual property protection.

➤ **Types of intellectual property protection**

- **Patents**-If you have come up with new innovations, experimental results, research, findings you may protect your work by applying patents. This will give you the legal right as the owner on the said innovative work.
- **Trademarks**- This can be claimed by your business brand. Suppose you have a Start-up Company and you want to protect and legalise the brand, then you have to apply for your trademarks.
- **Copyright**- The Copyright is a type of intellectual property right which allows the owner the exclusive right to copy, distribute, adopt, display and perform any creative, or literary, idea or music, artistic or any educational write-up. Copyright includes exclusive rights such as reproduction, adoption, publication, performance and display. As per rules, the owner of the copyright can claim the ownership for works created after January 1, 1978 which lasts for the life of the author in addition to another 70 years after his death. Copyright is presented by this symbol i.e. for the works.

Intellectual property rights are crucial for students. Students can protect their creations in the field of music, write-ups, innovations, new ideas, experiments, new products, and new brand. The Ownership is always essential for credentiality. But these things are unethically stolen away and someone else takes credit for innovation. This can be prevented only through building awareness of students. A genuine creation needs to be protected and ownership must be claimed by creators and credentials will be attached to their works.

4.2.4.2 Plagiarism

‘Plagiarism’ is today’s buzz word in research. Young generations should be aware of this concept. This is an unethical act. ‘Plagiarism’ means presenting or claiming someone else’s work or ideas as your own without his/her consent and also without acknowledging the original owner. All published, unpublished materials, manuscripts, printed and electronic content involve ownership. Copying others’ write-ups and claiming these to be yours constitute a theft and fraud. A writer who is copying others write-ups should give proper credit to the writer of the original and pay acknowledgement him/her. Plagiarism is of four types such as:

➤ **Direct Plagiarism-**

The word-by-word copy of someone's work without quotation marks, source indications or reference numbers and without giving foot notes

➤ **Self-Plagiarism-**

A type of Plagiarism in which the writer republishes a work entirely or reuses the portions of a previously written text while writing a new article. It means that if you are publishing the same work by copying the contents of one write- up then it is called self-plagiarism.

➤ **Mosaic Plagiarism**

It is a type of Plagiarism when a writer borrows phrases from a source without using quotation marks or just replaces for the authors words with synonyms while keeping the same general structure, paragraphs, style and meaning of the original. This is also a fraudulent activity; one should not use the phrases without citing the source and using quotation marks.

➤ **Accidental Plagiarism-**

It refers to a crucial type of plagiarism. It occurs when a person unintentionally neglects to cite their sources or misquotes their sources or unintentionally paraphrases a source by using similar words, groups of words and sentence structures without attribution. It commonly occurs due to lack of proper citation or wrong citation or neglecting to quote.

The author or writer is the owner of all the words, sentences, paragraphs, thought processes and ideas. So, one should not copy these, one can read text and get the idea. The idea can be improved, can be justified with other dimensions and can be modified with innovations but cannot be copied directly. It can be permissible only with proper acknowledgment, source indication and reference numbers. Students should be aware of such things so that they can protect their write-ups and never copy any write ups and ideas from others. Innovation, thinking and creativity are real intellectual outputs of the students. Section 57 of the Copyright Act allows the author an exclusive right. It offers the author an opportunity to protect the work from unauthorised copy of the work. Section 63 of the Act considers violation copyright as a criminal offence. The punishment may include imprisonment for 6 months to 3years. So, students, lets us create our own content and not copy from others. It is a highly offensive and constitutes a criminal activity.

4.2.4.3 Cheating in Examination

Cheating in the examination is the most common criminal offence by committed by students. It means engaging in dishonest practices and communicating in any way during an examination with another person inside or outside the examination hall. In simple terms, the undisciplined manner during the examination and keeping unauthorised materials during an examination. It can be easily explained in the following terms.

- Communicating in any way about examination questions with others students.
- Helping others during an examination
- Keeping write-ups, books or any other materials for cheating purposes.
- Using any digital gadget for copying or collecting information from outside.
- Giving or accepting assistance from any person who is not an invigilator.

These illegal practices are not allowed in an examination hall. It will lead to damage to your career. You will be booked under mal-practice. So, one has to work very hard to secure good percentage of marks. If you prefer to copy, the marks which you will secure through copying will not be helpful in any way. Knowledge always prevails. You need to study, memorise, practice and understand concepts then only learning happens. So, it is always preferable to get marking your own efforts not seeking help from others. If you get the marks through your own hard work, then you will be an achiever and a successful person in society. So, avoid unethical practices and prepare yourself to become the best student your college.

4.4.1.6 Other Fraudulent Practices

The opposite of ethical practices is fraudulent practices. Fraudulent practices refer to “any act of omission, including misrepresentation, that knowingly or recklessly misleads or attempts to mislead, a party to obtain financial benefits or to avoid obligation”. In simple terms, a fraudulent activity means being deliberately deceitful, dishonest or untrue. A higher learning institution owns the responsibility of creating professionals for all sectors of society. Students should be well versed with such knowledge so that they can safeguard the administration and eradicate the disease of ‘corruption’. Four types of terminology are used to understand the fraudulent behaviour i.e., corrupt practices, fraudulent practices, coercive practices and collusive practices.

- Corrupt practices refer to the offering, giving, receiving or soliciting directly or indirectly of anything in terms kind and money to influence for any personal benefit.

- Fraudulent practices refer to the omission, including misrepresentation that knowingly or intentionally misleads, or attempts to mislead a party/person/organisation, to obtain a financial benefit or to avoid an obligation.
- Coercive practices mean harming, threatening to harm any person, property or someone influence improperly, directly or indirectly
- Collusive Practice refer to the “arrangement between two or more parties designed to achieve an improper purpose, influencing someone directly in a corrupt mass.

Fraudulent activities and behaviour damage the integrity and lead to a corrupted society. Justice for common people is not achieved. Students are the future administrators. They must be conscious of these undesirable activities in society. Let us understand different types of fraudulent activities.

- Academic fraud
- Financial fraud
- Banking fraud
- Mail fraud
- Cyber fraud
- Debit and credit card fraud
- Voter fraud
- Healthcare fraud
- Tax refund fraud
- Internet fraud
- Licensing fraud
- Fraud in the medical sector
- Charities fraud
- Merchant fraud

These fraudulent activities are persisting in many ways.

- **Academic fraud**- Related to examinations, cheating, partiality, plagiarism,
- **Financial fraud**- Deception, money laundering, offering money for illegal activities.
- **Banking fraud**- Stealing the personal financial information and swiping away the money.
- **Mail fraud**- Stealing data or information about someone or something through fraudulent schemes on mail

- **Cyber fraud**- Intention to corrupt someone's personal and financial information
- **Debit and credit card fraud**- Using someone's credit card and debit card information illegally
- **Voter fraud or electoral fraud**- This involves illegal interference with the process of election
- **Healthcare fraud**- Intentionally deceiving the health care system to receive unlawful benefits or payments
- **Tax refund fraud**-Tax- related identity stealing occurs when someone uses your stolen personal information, including social security number to file a tax return.
- **Internet fraud**-Stealing data from Facebook, social media or internet platforms, phishing and identity theft etc. using virus, malware etc
- **Licensing fraud**- Using others licences specifically driver's licences or illegal issue of licences.
- **Fraud in the medical sector**- Posing as doctors or medical associates, stealing organs or giving wrong prescription or dealing in fake medicines etc. for money- making.
- **Charities fraud**- The act of using deception to get money from people who believe they are making donations for a noble cause.
- **Merchant fraud**- When a fraudster poses as a merchant in order to process a transaction and steal the funds.

To prevent and control these activities various legal codes are available. The Indian Penal Code (IPC) 1860 sets out the penal provisions concerning the majority of criminal offences in India. IPC penalises dishonest acts, misappropriation of property, criminal breach of trust, cheating and dishonesty including delivery of property, or forgery. Fraudulent behaviour exists in many ways as students are real stakeholders of the country, and they need to move towards to achieve a nation faced with fraud and corruption.

4.2.5 Let us sum up

- Objectives-
 - To understand the essence of ethical practices
 - To enable you to realise your ethical responsibilities
 - To make you conscious of the need to lead a disciplined life

- Ethical principles and practices provide guidelines to modulate the behaviour of the individual.
- Ragging is a misconduct which causes mental torture, physical torture, harassment, hardship and raises fear and psychological stress in students. This is an unethical practice which will lead the ragger (who indulge into such activity) to imprisonment. It damages his/her conduct and career and they will never qualify for any job and will be identified as criminals.
- ‘Suicide’ is a major social problem. The mental illness of students leads to suicide. Many factors are responsible for suicide among students. Academic failure is a major challenge. So, each stakeholder in higher learning institutions needs to be concerned about students and understand the mental health of their student.
- Educational counselling means providing assistance and guidance to students to help them choose suitable careers and to opt for a preference of study, which will be suit their interests and preferences. An educational counsellor’s responsibility is to show students right career options, give them confidence, encourage them by convincing them that every field is has its own platform to flourish. The pursuance of a career is always supported with skills, knowledge and learning abilities and one has to work hard on it.
- Violence means behaviour involving physical force. This is also prohibited at any place. All higher education institutions are built through the collective efforts of teachers, students’ and their parents’ contributions. When any damage happens through any type of violent action, we damage our homes, kill our own brothers, sisters and near and dear ones. This is also a criminal activity. If a student gets involved in any kind of violence, he/she will come under the purview of law. Peaceful protests can only save society from any unlawful actions, not violence. Conflicts should always be expressed looked at from a positive angle. Agreement and disagreement should be in terms of the exchange of ideas, views and options but not in the form of gang wars. Conflict can be resolved in a peaceful way by discussing the issues involved.
- Unethical practices include the violation of intellectual property rights. These rights can be protected by patents, trademarks, copyrights and by avoiding plagiarism. Cheating in examinations and fraudulent behaviour are now common.

Students should protect society and should participate in a movement in order to create a corruption- free society.

4.2.6. Keywords

- **Ethical practices:** Guiding principles and ethical code of conduct to modulate the behaviour at organisations/institutions
- **Ragging:** To make someone the object of unkind laughter. It is a mis-conduct which causes mental and physical agony to someone
- **Suicide:** Ending one's life
- **Educational Counselling:** Counselling to provide advice and assistance to students to develop their educational plans, he him to choose their career paths and choose appropriate courses
- **Violence:** Behaviour involving physical force intended to hurt, damage or kill someone
- **Peaceful Protest:** Protesting without engaging in any violent activity. Disagreement expressed through silent protest.
- **Conflict Resolution:** To solve a conflict or misunderstanding or disagreement through finding a win-win solution.
- **Intellectual Property Rights:** Right to protect one's intellectual contributions through patents, trademarks, copyright etc.
- **Plagiarism:** Presenting someone else's work as your own, without securing his/her consent or using quotation marks.

4.2.7. Check your learning

Q-1. Answer in two or three sentences:

- (a) Ethical practices.
- (b) Ragging
- (c) Suicide
- (d) Factors responsible for suicide
- (e) Educational counselling
- (f) Violence
- (g) Factors responsible for violence
- (h) Socialisation- prone violence.
- (i) Kinds of violence
- (j) Peaceful protest

- (k) Ragging- free campus
- (l) Laws to control ragging
- (m) Anti-ragging law
- (n) Laws related to right to protest
- (o) Conflict resolution.
- (p) Intellectual Property Rights
- (q) Copy right
- (r) Patent
- (s) Plagiarism
- (t) Types of fraud
- (u) Fraudulent behaviour
- (v) Corrupt practices
- (w) Mosaic plagiarism
- (x) Collusive practices
- (y) Self-plagiarism

Q-2. Answer in 50 words:

- (a) What is the importance of ethical practices?
- (b) Define ragging and how it affects students.
- (c) Explain factors responsible for suicide among students.
- (d) Outline the steps to stop the incidence of suicide in campus?
- (e) What are the laws related to ragging?
- (f) What is the need for educational counselling?
- (g) Differentiate between violence and peaceful protest.
- (h) Give an example of peaceful protest.
- (i) What are steps of conflict resolution?
- (j) What is Intellectual Property Right?
- (k) Define plagiarism and outline the types of plagiarism.
- (l) Cheating in examination is an unethical behaviour, explain.
- (m) What is fraudulent behaviour and what are the different types of fraudulent practice?
- (n) Explain different types of frauds.

Q-3. Answer in 250 words:

- (a) Explain challenges for adopting ethical practices in higher learning institutions.
- (b) Define ragging and discuss laws relating ragging.

- (c) What are the factors responsible for suicide and how suicide can be stopped in the campuses?
- (d) Describe the need for educational counselling.
- (e) Differentiate between violence and peaceful protest with suitable examples.
- (f) Define conflicts and discuss conflict-resolution steps.
- (g) How can Intellectual Property Right will be protected, discuss?
- (h) What is plagiarism and discuss the types of plagiarism?
- (i) Cheating in examinations is a crime. Discuss.
- (j) What is fraudulent behaviours and discuss various types of fraudulent practices.
- (k) What is fraud? Discuss different types of fraud.

Unit-4
Ethical Values for Student Life

4.3. Inter Personal Relation and Community Life in a HEI

4.3.1. Introduction

4.3.2. Objective

4.3.3. What is community life-

4.3.3.1- Importance of Community life in Higher Education Institutions

4.3.3.2- Community life in a college campus

4.3.3.3- Community Life in Hostels

4.3.3.4- Community Life in Local Areas

4.3.4- Interpersonal Relations

4.3.4.1- What is interpersonal relationship?

4.3.4.2- Importance of interpersonal relationship

4.3.4.3- Student- Teacher

4.3.4.4- Student-Student

4.3.4.5- Man-Woman

4.3.4.6- Positive Friendship

4.3.5. Who can be a Green Preacher?

4.3.5.1- Importance of conservation of energy and green preacher

4.3.6. Let us sum up

4.3.7. Keywords

4.3.8. Check your Progress

4.3.1. Introduction

The word ‘community’ has been derived from the Latin word “communitas”, which means joint possession or use. A community is a social unit (a group of living beings) with commonalities such as place, norms, religion, values, customs or identity. Communities may share a sense of place in a given geographical area i.e., a country, villages, towns, and neighborhoods.

A community life refers to a life led by a group of people, which is based on common interests like leisure and in business communities, which come together for regular engagement. In other words, it is a life of co-operation and responsibility. In this, a group of students engage in performing volunteer work, and it involves them in the activities of intellectual development and association with social groups. It is a life of co-operation and sharing of responsibilities among student groups. In this life, students believe that they are part of a community. This group life provides them with opportunities to connect with people, pursue goals and feel secure and safe. Community life provides an identity; it is a part of their everyday life and also helps them in solving their problems. It develops a feeling of unity, kinship, brotherhood and identity among the groups and helps them to understand each other and learn from each other. These community lives provides a feeling of kinship because each member supports and helps the other. This group life is responsible for creating a positive environment in higher education institutions.

4.3.2. Objective

- To enlighten students about the relevance of campus life in higher education institutions
- To create a healthy and academic environment through community life in college campuses

4.3.3. What is Community Life

To quote Mahatma Gandhi- “The best way to find yourself is to lose yourself in the service of others”. The present era is the era of technology, globalization, and innovation. Every individual is struggling for survival and existence, which leads to a stressful society. So, the students who are major stakeholders must learn to be a part of community life. To know about community life let us first understand about the ‘community’. The term ‘community’ comes from Latin word “communitas”, which means joint possession or use. It means that community has something in common. It is a group of people who care about each other and have a sense of belonging. On the other hand, community life also refers to helping each other; maintain a specific life style, having common goals and vision of life. Community life is based on common interests unites the groups, leisure time activities, sporting, business discussions and intellectual analysis, where the group want to spend time on a regular basis. There are specific characteristics of any kind of community life-

- Common interests
- Common goals
- Freedom of expression
- Identity

- Clear principles, policies and obligations of the group
- Fairness
- Common celebrations
- Promotion of interaction among the members
- Positive attitude
- Clear ideas

Group members who maintain a community life also maintain commonality in the following aspects such as place, norms, religion, values, customs, identity, lifestyles, celebrations, choices of food and ideology. The ultimate aim of community life is to achieve betterment for society and goals. Those who become a member and part of the community life learn to share their ideas and work for shared growth.

4.3.3.1- Importance of Community life in Higher Education Institutions

Higher Education institutions are temples of knowledge. Future human resources are crafted by these institutions. There is a growing concern about social problems in the present era. So, the responsibility of higher education institution is greater, and to make necessary contribution to society is a major challenge. The credibility of the institution lies in its campus ambience, facilities, teachers and its academic culture. Modulation of students' behaviour, understanding of knowledge, ambitions for future, obligations to the society and family and organisations, positive ideals and attitudes can be developed in the community life of higher education institutions. So, a great responsibility lies on the higher education institutes to create a healthy community life and nurture the group till they achieve their goals. The community life of students is developed in hostels, canteens, retiring rooms, libraries and through community services such as National Service Scheme, National Cadet Corps, Red Cross Society and through different clubs. Students should feel proud of being members of these wings. They must be given opportunity through different activities, for showcasing their ideas and developing their overall personality. Community life in the campus becomes their lifestyle. They become the valuable alumni of great higher education institutions. They gain confidence, courage, moral support and positive ideals of life. The campus ambience must be the centre of happy learning and a temple of knowledge. It can only be possible through community life and belongingness of students the institution. So, let us create a learning community and re-shape our life.

4.3.3.2- Community Life in a College Campus

The college campus is a second home for students. It is the learning hub, space for entertainment and place where students spend their substantial part of their life. Campus life includes reading together at the library, sitting together in reading rooms, news discussions of news and enjoying food at a canteen, sitting together at different places of the campus or hostel, participating in cultural programmes and reaching out to the local community. The feelings of attachment that, "this is my college, my friends, my teacher, my group members, my club members, my classrooms", always abounds with the emotions of belongingness. The students share their ideas, explore the new things, gain knowledge, learn behaviour, maintain discipline, complete the time- bound activities and present their talents, at the core of the activities of campus life.

Students also protect the campus environment through cleaning activities, plantation, energy conserving drives, maintaining a plastic-free and ragging-free campus, where all students respect each other. They imbibe qualities of voluntarism through NSS, patriotism through NCC and serving life through Red Cross activities. The mini campuses at local adjacent slums and villages give them the idea about social problems and visiting local heritage also give them knowledge about our culture by providing them with right exposure to develop their knowledge and personality. Maintenance of discipline plays a very important role in campus life. Generally, students of higher education institutions are more disciplined and also propagate ideas of discipline and behavioural changes into society. All these things can be possible only due to beautiful dimensions of the college campus. When students leave it, campus life always sows the idea that “you are my alumni and you built up your life here.”

4.3.3.3- Community Life in Hostels

Hostel life is very different from staying at home. Every student should at least once, be a part of hostel life. In a hostel students stay away from their parents, out of their comfort zone and abide by certain rules. It makes students more obedient, committed to learning and teaches them to be independent. Hostel life is a life of learning, enjoyment and provides a platform for career building. The harmonious environment during lunch time and dinner time, sharing food and standing in queues. The dining hall gives you a feeling that all the friends are like brothers and sisters. Hostel library and reading-room discussions provide a lot of knowledge. The seriousness of study develops from competing with each other on how to do better in examinations. TV rooms, indoor games’ room, etc., are places where boarders share their views on different subjects. Hostel events are organised separately, which help the boarders to develop their personality, leadership qualities, artistic skills and organising abilities etc. The best part of hostel life is to use the washrooms for getting ready for the classes. In the race to be able to finish one’s daily chores satisfactorily, all the boarders try to be punctual and reach lectures at right time. Taking food together, chit-chatting together, sharing ideas, organising the programmes together, taking responsibility to complete the work assigned by the group etc. bring unity among students and they start living like a family. Senior students become mentors to juniors. Juniors learn from seniors. Guiding, mentoring and hand-holding of the juniors creates an ambience of learning and disciplined life. It is a place where everyone cooperates with each other, enjoy this life together, share food and abide by the common rules for everyone, Prayer time and cultural events give an identity to boarders. They lead a community life with ample scope to gain mutual cooperation, sympathy, discipline, love, personality development, sense of independence and self-reliance.

Hostel life gives you a sense of responsibility, independence, team work, helping your room-mates, a sense of unity and adjustment. When boarders see that the next roommates are studying till night 1.00 a.m., then they too get inspired to study at night. If someone falls ill at the hostel, friends become the best care-takers. They serve the ailing friend like a family member and thus hostel life gets us friends for a lifetime. All these aspects of hostel life are like a community life. In a nutshell hostel life helps one to imbibe the following values:

- Discipline in life
- Sharing
- Independence and self-dependence
- Mutual understanding

- Cooperating with each other
- Competitiveness
- Career- building
- Punctuality
- Appreciating little things or moments of life
- Leadership qualities
- Organising abilities
- Togetherness and belongingness
- Finding friends for life
- Caring
- Learning how to adopt and adjust

4.3.3.4- Community Life in Local Areas

The journey of community life of students is not limited only to campus life and hostel life. It also takes place outside the campus. Visits to local heritage art taking part in survey works, field studies and study tours provides a real-time experience of local areas. Local libraries and training institutions, coaching centres, theatres, parks, malls and film halls become common meeting places for the students. The lifestyle of the people, economic conditions, choice of lifestyle, festivals, customs, traditions, attitudes are social dimensions which can be easily studied by students outside their campus. The best part of group learning happens at common sitting places(khatties), where all types of news are analysed, discussed, debates and news ideas are shared among friends. These are places of enjoyment as well as of learning. National Service Schemes at every Higher Education Institution provides for a life time opportunities of understanding rural life at adopted villages. The mini campus helps student volunteers to lead a community life during these camp activities. Industrial visits and preparing mini reports also provide opportunity for group learning and gaining knowledge of local culture. Field visits and survey works at local places and historical monuments, temples, museums are real platforms where students from different backgrounds learn many things regarding a local area. Local values, food habits, food availability at restaurants and interactions facilitate understanding of the social system. Analyse the community life of a local area adjacent to a higher education institution is observed through the following places and activities:

- Libraries
- Chowks (Sitting together at specific places)
- Parks
- Restaurants
- Local temples/ historical sites
- Industries
- Local events
- Different cultural activities carried out during festivals of the local area

Students enjoy getting involved in the above activities and also learn of the many dimensions of local cultures. Learning not only happens within the college campus but also beyond the college premises. So, let us explore and understand the geography, agriculture, lifestyle, language, value systems, local markets, offices, facilities, festivals, historic sites,

amusement facilities, with friends. We are a part of the place, where we study at a particular time.

4.3.4- Interpersonal Relations

4.3.4.1- What is interpersonal relationship?

The concept of inter-personal' relationship refers to the relationship shared by two or more people, a social connection, and relationship with co-workers, close friends and group members. People, friends, employees or family members, who are in good interpersonal relationships, as they have similar interests, think on similar lines and have common goals and objectives. People who have good inter-personal relationship must respect each other's views and opinions. Now-a-days, it is a major challenge to maintain good interpersonal relationships due to the competitive nature of life. Everyone wants to achieve one's independent goals and does not want to waste time in achieving the common goals which benefit everyone. If interpersonal relationships are not well maintained in organizations, higher education institutions, families, and society at large, then it leads to conflicts, misunderstanding and a stressful and selfish life. Inter personal relationship helps to understand the feelings of the friends, colleagues and also helps in achieving mutual goals. Positive interpersonal relationships bring different positive results like-

- Creation of a positive work environment
- Harmony and happiness
- Better understanding between one another
- Respect for everyone's emotions
- Self-identity within the group
- Adequate recognition of others' views, opinions and ideas
- Achievement of purposes of life through group learning
- Confidence building and moral strength
- Making friends the most essential part of social support

So, interpersonal relationship is something which extends beyond any personal relationship. It must be based on the understanding of a friend's emotions, likes, dislikes, choices of life style, ideals, goals, motives, etc,. The challenges of competition can also be faced by helping each other. Let us all grow unitedly. Good friendship, sharing love and affection, sharing problems, helping others and empathy will lead to the achievement of real goals of life. To quote Mahatma Gandhi "A friend is one who overlooks your broken fence and admires the flowers in your garden."

4.3.4.2- Importance of Interpersonal Relationship

Human beings are social animals. Happiness, love, affection and understanding of emotions are the most precious aspects of human These can be better understood when relationships within the family, within an organisation, among colleagues, friends and groups are properly maintained. One has to be very clear about the concept of relationship. The word relationship means-

- The Ways in which two or more people or things connect or the state of being connected

- The state of being connected by blood or marriage
- Ways in which two or more people or groups regard and behave towards each other

Interpersonal relationships help to improve positive relationships and understanding between each other in a better way. It is one important facet of life. It not only helps you to maintain emotional wellbeing but also helps to maintain a healthy life. In a nutshell, the points of importance of interpersonal relationship are:

- They help to maintain a harmonious relationship among people
 - They are important for the overall physical and emotional happiness of people
 - They facilitate better understanding between each other
 - They aid in easier achievement of goals
 - They reduce work pressure
 - They ensure that everyone's views and opinions are respected
 - They help to maintain a stress-free work life
 - They maintain harmony within the family
 - They reduce conflicts and differences of opinion
 - They make sure that conservation goals are appreciated
 - They provide for a well-balanced organisational life, family life and social life and its overall good maintenance
-

4.3.4.3 Student- Teacher Relations

Interaction between students and teachers is one of the best ways of learning. It helps students gain knowledge in an informal way. Discussions and exchange of ideas create an emotional bonding of teachers with students. This positive relationship is encouraged in order, so as to sort out many student related problems. A student must have faith in his/her teacher and teacher has the duty to instil confidence in students and encourage to come them go out of adolescence related depression.

According to Bufet (2019), student teacher relationships are important because they create a thriving classroom environment, help students develop a sense of self-worth and improves students' mental health. These positive relationships may address behavioural problems and promote academic success. On the other hand, if this interpersonal relationship of teachers with students is not maintained properly, the following challenges may be faced by teachers:

- Loss of intimacy
- Difficulty in communicating with students
- Lack of control over the class
- Failure to resolve problems of students

A class becomes only effective when teachers treat the students as their own children and students feel interested to find out what a teacher will share with them each day. The topics from those prescribed in the syllabus, moral tables, case studies and some issues which ____ students understanding. Besides that, a few minutes must be dedicated to interact with them informally, which will draw the attention of the students. Interpersonal relationship between teachers and students has the following positive aspects:

- Problematic behaviour is controlled

- Students gain confidence and share their views
- Students listens to classroom lectures
- Effectiveness of classroom teaching improves
- Participation of students is improved
- Moral health of the students improves

Healthy interpersonal relationships in a teaching-learning environment create interest among students and motivates them to engage in better career ventures and achieve high learning goals in life. Teachers play a vital role in developing necessary feelings in students. Students must feel a sense of attachment towards “my teacher, my class and my mentor”, a only teachers can promote values positive and healthy interpersonal relationships. A teacher is a friend, philosopher and guide, who paves the path to success for the student.

4.3.4.4- Student-Student Relationship

Students’ lives are determined by their friends or peer groups. They exercise a direct influence on behavioural changes, academic achievements, personality development and mental health. Positive peer groups and their relationships are responsible for higher academic performances. There are numerous benefits which arise from interpersonal relationships among students. The informal and formal interactions are important for students overall physical, mental and social wellbeing: These help to maintain a harmonious environment in class room settings and other places of the campus. Students can easily share their feelings in friend circles or with individual friends. Teachers must create such an environment, design such activities and pair students in such a way that they become best friends. Friendship is not limited to one student to another, but fellow feeling among students must extend and they must share relationship with their classmates.

4.3.4.5- Man-Woman Relationship

Interpersonal relationships between a man and a woman is an important aspect of human relationships. In co-education institutions, boys and girl students sit in one classroom, study at the same library and participate in all the activities of the institution. They must respect each other. A strong interpersonal relationship among students leads to friendship and to strong group-bonding. It helps student achieve career goals, and many programmes are organised successfully with the co-operation of both the groups. In fact, these relationships are based on the following aspects:

- Friends must be honest to each other.
- They must stand for friends at the time of need.
- They should avoid leg-pulling, passing offensive comments, intimidating others and making fun of them.
- They must respect one another.
- They should control misunderstanding between students.

4.3.4.6- Positive Friendship

Positive friendship means a friendship which you encourage to do better in your careers, understand your problems and help us in solving problems. A positive friendship enriches your life, boosts your happiness and improve the self- confidence. A good friend is like a good book, which becomes such an essential part of our life that we want to spend time with it, want to

share our feelings, to study together, discuss our career plans and, most important a good understanding happens between both the friends. A positive friendship brings about the following changes in life:

- Confidence building
- Caring for each other
- Better understanding
- Valuing feelings
- Being a friend at the time of need
- Sharing happiness
- Sharing problems and difficulties
- Sharing the new ideas and knowledge
- Happy learning together
- Protecting each other
- Loving each other

Thus, in higher education institutions steps need to be taken to develop positive friendship among students.

4.3.5. Who can be a Green Preacher?

A human being is a natural creation of God. Nature provides light, wind, land, water and energy for the survival of humans. So, the beauty of life lies in love, satisfaction and leading a comfortable life. There is a saying, “If you will take food without doing any work, then a day will come when you will have only an empty plate”. The means that we have to preserve, to procure, to save and to take care of the resources, that we have, through our efforts. The depletion of energy resources is a major challenge for future generations. So, everyone has to be careful while using energy resources for different purposes. Higher education institutions are a second home for students. They use all the resources of the college as those of their own homes. In this process, wastage of energy is a common problem. These challenges pose the need to create teams of green preachers. The role of green preachers includes-

- Creating awareness among students to save energy. For example, they should switch off fans and lights while leaving the class rooms.
- Organizing debates and other competitions on topics related to the use of renewable energy to promote sustainability of life, conservation of energy for future generations and sharing messages in student groups to motivate them to respect nature.
- Spreading knowledge to maintain green campuses at colleges.
- Holding one-minute discussions to spread the messages in every class.
- Participating in online writing and speaking activities related to environment, conservation of energy, green life and plantation.
- Organizing mini camps to protect the environment and to save energy.

The green preachers’ unique task is to create future-conscious student groups, who are more concerned about the human life style, human use of energy as required and saving the beautiful creation of God i.e., nature for our future generations. Green preachers must act as agents of change in higher education institutions. Let us thus be aware, and take

responsibility. One student may awaken another, and the chain must continue. Green preaching is a commitment to life and commitment to saving the human race.

4.3.5.1- Importance of Conservation of Energy and Green Preacher

‘Energy’ is the fundamental source of life. Without energy, human life will become stagnant. Science, technology, innovations and a comfortable life depend on various types of energy from nature. So, we have to save this energy for future generations. Energy conservation means reducing the consumption of energy. It means that, by saving energy, you are protecting the environment directly. Sometimes, unknowingly we waste energy without even realising it; for examples sometimes, we leave a room without switching off the lights and fans. Energy is precious and it can be conserved in many ways:

- Spreading awareness for the need to conserve the energy
- Turning off devices and appliances when they are not in use
- Purchasing devices which consume less energy.
- As refrigerators generally consume more energy, so, by keeping the settings of the refrigerator low, we can save energy.
- By using of LED (Light emitting diode) bulbs we save energy.
- By cleaning air filters and air conditioners we save energy.
- By using laptops instead of desktops, we save energy.
- By using of kitchen appliances, we consume low energy.
- By cycling, which is the best way to save fuel.
- By imposing penalty for excess consumption of energy.

These are a few ways to conserve energy in our day-to-day life. To spread awareness, the ‘Energy Conservation Day’ is being celebrated on December 14th every year since 1991. The conservation of energy should be a part of our daily life so that it can be efficiently saved. The importance of conservation of energy lies in protection of the environment, saving human life and creating a better society. The benefits of conservation of energy are-

- Preserving energy for future generation
- Reducing the cost of energy
- Lowering the cost of electricity utility bills
- Protecting the environment
- Reducing pollution
- Conserving precious natural resources

The role of green preachers, as most important groups, is to facilitate a green environment and conserve energy. They are real change-makers who spread ideas about how to save energy, disseminate the noble message among students and society by organising plantation programmes, debates and discussion forums to generate new ideas to save the environment and energy resources. Green preachers’ responsibility is to inspire more members to work as green preachers, who can act as knowledge-spreaders, and induce the habits needed to save energy, nature, environment and human life, into the people.

4.3.6. Let us sum up:

- Objectives-
 - Understanding the importance of campus life at Higher Education Institutions.
 - Outline the role of community life during student career.
 - Enable students to be core aware of the need of community life in hostels, local areas and college campuses.
- Making students green preachers at higher education institutions.
- Understanding need for the conservation of energy and deriving ways to save energy.
- Making student realise the value of the hostel life and how it develops the overall personality boarders and helps them learning to share, care, become self-dependent and take responsibility.
- Making of campus learning ambience influence career building i.e. library study, reading room and discussing during breaks, news analysis, etc., which help students to learn from their friends.
- Promoting interpersonal relationship, positive friendship helps in problem solving and behavioural modulation in Higher Education Institutions.

4.3.7. Keywords:

- **Community**- A group of people living in the same place or having a particular characteristic in common
- **Community Life**- A life of cooperation and responsibility within a community
- **Green preacher**- A person who uses knowledge to save the environment
- **Conservation of energy**- Reducing the consumption of energy to save it for the future
- **Interpersonal Relationship**- Relationship between two or more people, a social connection, relationship with co-workers, close friends and group members
- **Positive Friendship**- Friendship which benefits your wellbeing
- **Campus Life**- A positive place where students can go to have fun with friends, discuss relevant issues, spend time with their friends and enjoy life with friends.

4.3.8. Check your Progress

Q-1- Describe about each in two or three sentences.

- a) Community
- b) Community life
- c) Community life at hostel
- d) Green preacher
- e) Conservation of energy
- f) Campus life at Higher Education Institutions
- g) Interpersonal relationships

- h) Student-teacher interpersonal relationship
- i) Student- student interpersonal relationship
- j) Man-woman interpersonal relationship
- k) Positive friendship
- l) Community life in local areas
- m) Ways of conservation of energy
- n) Importance of inter-personal relationships
- o) Importance of community life in a college campus

Q-2. Answer in 50 words:

- a) What is the significance of campus life in higher education institutions?
- b) Explain the role of green preachers in protecting the environment.
- c) What is conservation of energy?
- d) Define interpersonal relationships and discuss their importance.
- e) Elaborate on the importance of community life at higher education institutions.
- f) Explain the importance of positive friendship.
- g) Outline the importance of interpersonal relationships between students and teachers.
- h) Describe the role of community life at local area.
- i) Outline the different steps and activities needed to save the environment.

Q-3. Answer in 250 words.

- a) Describe the importance of community life in hostels and campus is of higher education institutions.
- b) Define 'green preacher' and discuss ways of saving energy.
- c) What is community life? Discuss the role of community life in shaping students' careers.
- d) Why is interpersonal relationship essential in different places?
- e) What is positive friendship?

1.9- Suggested readings

- *Dahama O.P and O.P Bhatnagar, "Education and communication for development by oxford IBH publishing Co. Pvt. Ltd.*
- *Helen Lefkowitz, Honowitz, Campus life, undergraduate cultures from the end of the eighteenth century to the present.*
- *Davito and J.Reanson , "Interpersonal communication"*
- *Subha Vilas, "The magic of friendship"*
- *Srinivas Addepalli, "Hostelites (surviving hostel life)"*

Unit-4
Ethical Values for Student Life

4.4. Ethical Leadership in Academic Institutions

4.4 Introduction

4.4.1 Objectives

4.4.2 Meaning and Concepts

4.4.2.1 Concept of Leadership

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4.4.2.3 Ethical Leadership in Academic Institutions

4.4.3- Traits of leadership

4.4.3.1 Trait Approach to Leadership

4.4.3.2 Leadership Styles

4.4.3.3 Importance of Leadership

4.4.3.4 Everyone has a Leadership Role

4.4.4 Scope of Leadership in Colleges and Universities for Students, Teachers and the Administrators

4.4.4.1 Scope for students' leadership

4.4.4.2 Teacher as an academic leader

4.4.4.3 Administrators approach to implementation of governance

4.4.4.4 Role of college and universities in creating future leaders

4.4.5 Importance of co-curricular and extracurricular activities in creating leaders

4.4.6 Let us Sum Up

4.4.7 Keywords

4.4.8 Check your understanding

4.4.9 Suggested Reading

4.4 Introduction

This modern era is an era of competition, struggle, and challenges in all areas of human life like education, employment, global warming, food security and sustainability of resources. So, at this junction, the role of leaders is very important. The challenge is to create good, efficient, intellectual and ethical leaders. Leaders cannot be created in a day. Continuous learning, organizing programmes, identifying the qualities of leadership among the students, recognition of leadership qualities and giving student exposure to knowledge in various fields and are required to do this. An ambience must be created to share leaders. Higher learning institutions have the sole responsibility to provide such platforms to students for showcasing their qualities. Leadership quality and ethical leadership are two dimensions of good leadership. One can be a good leader but he /she may not be an ethical leader. Ethical leadership means “selflessness, integrity, objectivity, accountability, openness, honesty and personal values like trust, wisdom, knowledge, kindness, justice, service, courage and optimistic attitude of a person”. According to Brown *et al* (2005). “Ethical leadership is defined as “demonstrating appropriate conduct by personal actions along with interpersonal relationships which help in decision making”. The aim of the Higher Learning Institutions and universities is to educate future leaders in ethics and moral values. The responsibility of teachers and the authorities is very important as they are real mentor for students. A teacher must be role model, an epitome of character and behavior. All of these influence students. Successful students always express the view that the secret of success is the influence of their teachers. So, teachers’ dedication, hard work, their commitment to creating leaders, good scholars, and efficient human resources are of the utmost importance. All the ethical qualities are ingrained in the minds of students. A golden future can be shared in by future leaders. The future leaders are our students. The HEIs and universities are knowledge factories, which strive to create strong brains capable of facing challenges of the future.

4.4.1 Objectives

- To facilitate ethical leadership among students in Higher Education institutions
- To make students aware of and learn about leadership traits
- To motivate students to become future leaders

4.4.2 Meaning and Concepts

4.4.2.1- Concept of Leadership

‘Leadership’ is an important dimension of human personality. When you come across this word, you might recall the leaders celebrate in of Indian and world history. Mahatma Gandhi, Nelson Mandela and many others, through their ideals and actions, have influenced us in many ways. This influence is defined as the “concept of leadership”. They, through their speech, communication skills, behavior and actions could influence others to act in a certain way. In simple terms, leadership is defined as “the ability to influence a group towards the achievement of a vision based on a set of goals” (Robbin’s & Judge,2013). In other words, a person without any legitimate power can be a leader by virtue of his or her personal qualities, expertise or charismatic characteristics. It has been observed that great

leaders are more friendly, have positive attitudes, exhibit emotional intelligence, extraversion, conscientiousness and openness. They always focus on the greater benefit of society. There is a great debate on whether leaders are born or made. Many instances of leadership qualities displayed among students in an early part of their life are available. Positive morals lead them to higher summits. If at all leadership qualities are maintained in a wrong way, these will destroy the career of students. For example, sometimes students should leadership attitudes, but then under peer pressure, they organize a strike or create nuisance at the college. Ultimately, he/she harms his/her career by wasting precious time on this valueless work, and ultimately once he/she becomes a failure, no one cares to support him/her. So, teachers and appropriate authorities must accept the duty to maintain the quality of leadership of their students. In fact, leaders can be made to go through proper training, given adequate motivation, and be provided with the appropriate platform to exhibit their qualities. Leaders always have a group of followers. It means that the unique characteristics personality, ideals, attitudes and interpersonal relationships of the leader always influence others. A true leader is the idol of his/her followers and he/she always motivates others to inculcate certain ideals of the leader, honesty, integrity, commitment, truthfulness, kindness and communication skills can make someone a leader.

Types of Leadership

The concept of leadership has been defined in many ways. Leaders motivate and influence their follows in various ways. Leadership qualities of different leaders are observed in different situations. The history of India and of the world present many instances of this. These includes leaders like *Mahatma Gandhi, Subash Chandra Bose, Adolf Hitler, Prithivraj Chauhan, Rani Laxmi Bai* and many more. The ways and actions of these leaders are now inscribed in the pages of history. In fact, the actions, ideals, styles and approaches of work of these leaders provide a foundation for understanding the types of leaders.

1. Democratic leadership

In democracies leaders are people-oriented. They have a deep concern for the people they work with and also allow people to work freely and take their own decisions. This means that the decisions of the employees are given importance while getting one task done. Democratic leaders are more concerned about the wellbeing and happiness of the followers or employees they work with in an establishment or groups.

2. Autocratic leadership

Autocratic leadership is also otherwise known as authoritarian leadership. In this type of leadership one person wants to take all decisions and controls all activities with through the exercise of power. Autocratic leaders generally exercise their own ideas, and judgements. They do not like to listen to others and rarely accept the advice of others. Such leaders have control over the group and exercise full control over all activities.

3. Transformational Leadership

Transformational leadership is an ideal form of leadership. These types of leaders always bring about change in society. Transformational leaders have positive ideals. They

want to bring positive changes in the individual and society for a greater interest. They work towards positive transformation.

4. Transactional leadership

The transactional leadership style is generally found in industrial set-ups. In this type of leadership, the leader communicates the goals, vision and mission of the organization. They supervise the work for the achievement of goals. They also motivate, guide and direct followers or workers to achieve the organizational goals. They are very accessible to the employees, workers or followers.

5. Charismatic leadership

Charismatic leadership means leaders who have 'charisma'. The leader has a charming personality, confidence, vision, creativity, determination, good communication skills and persuasiveness. These are the unique qualities which help the leader to exercise his/her authority. Their ideas intellectuality and decisions are accepted willingly by group. This concept was developed by the German sociologist Max Weber.

6. Laissez -Faire Leadership

This type of leadership is dedicated to the people. People take decisions. It is based on trust and people enjoy a wide range of freedoms.

7. Servant leadership

This type of leadership focuses on serving the needs of others. It is persuasive by nature. Such leaders use persuasion to achieve their goals. They are good listeners, empathetic, society-oriented, caring and prompt in taking responsibility, like parents in a family. This type of leader interacts with employees, group members to command authority rather than seize power.

4.4.2 2- Ethical Leadership

Ethical leadership is also known as authentic leadership. This is a type of leadership in which the leader is highly conscious of appropriate conduct through personal actions and interpersonal relations. In other words, the leadership is based on ethics and trust, and is perceived to be ethical by the followers, following has faith in the leader and his/her ideals and characteristics. Ethical leaders believe in ethics, moral values, patriotism, respect ethical beliefs and work for the dignity and rights of people. Trust, honesty, consideration, kindness, charisma and fairness are the real characteristics of ethical leaders.

4.4.2 3-Ethical Leadership in Academic Institutions

Academic Institutions lay the foundations of ethics, morals, values and culture for society. In our world today, a great concern arises for restoring ethical human values and disciplining society and shaping human being as good citizens. This can be possible only through ethical leaders. Ethical leadership provides an idealized influence in institution. Learners, stakeholders and students are the real assets of an academic institutions. If we do not take care of them, they would end up with vacant minds. And as the popular saying goes,

a vacant or 'empty mind is the devil's workshop'. The trigger for thinking can only be created by teachers. Educational institutions are a second home for learners. Character building, personality development, morality, values, kindness, honesty, sincerity, punctuality, dedication, promise, obligations, discipline, commitment and virtues of life can be learned through a learning environment, guidance of teachers and self-learning. Teachers and authorities are the real ethical leaders. They should know what is right and what is wrong. They should be ideal for them students because they are the living legends who can inspire, influence, motivate students and show them the path for the right approach to life. Students not only learn from the prescribed curriculum inside classrooms, this also learn behavior, practice of discipline and also different life coping skills. Learning does not limited to the curriculum; it has got no limits. Body language, sitting style, grooming, communication skills, using all five senses are also to be modulated to solve the behavioral problems of the students. Social acceptance depends on certain guiding principles and a code of conduct. How does someone behave in a particular situation? What is right or wrong conduct or character? Seeking answers to such questions are almost a regular training given by academic institutions. So, academic institutions are the real platforms for creating ethical leadership.

4.4.3- Traits of leadership

4.4.3.1-Trait approach to leadership

The word 'trait' means quality. The trait approach to leadership focuses on the individual characteristics of successful leaders. A leader can be successful in the achievement of goals, vision and missions for the greater interest of society when as the possesses some exceptional qualities. According to this trait approach, leaders possess a set of traits which make them distinctive, unique and of a specific personality. Ralph Stogdill surveyed more than 5000 leadership studies and concluded that the successful leaders must possess the following qualities or traits:

- i. A strong desire for accomplishment
- ii. Persistent pursuit of goals
- iii. Use of creativity and intelligence to solve problems
- iv. Ability to apply initiatives to social situations
- v. Self -assumed personality
- vi. Willingness to accept behavioral consequences
- vii. Low susceptibility in interpersonal stress
- viii. High tolerance of ambiguity
- ix. Ability to influence other people
- x. Ability to structure social interactions

Successful leaders generally focus on personality traits; they are consistently better adjusted, more dominant and possess good inter-personal relationship. These traits can be learned, practiced and inculcated. Understanding the qualities are essential and practicing these in real life is difficult. Being a trustworthy, kind, helping, committed or tolerant person in practical situations is very difficult. So, leaders who want to be successful, have to learn understand and practice these qualities in real situations of life.

4.4.3.2 Leadership Styles

The concept of leadership styles was developed by Kurt Lewin in 1930. He argues that autocratic leadership is most productive. The leadership style means a leader's method of providing direction, implementing plans and motivating people. The leaders can bring change in society, initiate movements and can also motivate others to perform, create and innovate. As Kurt Lewin's theory has proven, authoritative or autocratic leadership is highly effective. In fact, times have changed, technology has changed, the knowledge base of people has changed and skills of people have also changed. Leadership styles should refund the need of the hour. Present leaders must work as per people's needs, society's needs and nations' needs. So, leadership styles must be acquired by students. There are many types of leadership styles. They are:

- **Democratic style** -This style is also called participative or facilitative style. The leader takes decisions as per the views, opinions, suggestions of team members, group members or people in general. This is called the functioning style. It is one of the most effective styles.
- **Autocratic style** -The leader functions independently. He /she never listens to the suggestions of the team members or group member or followers. He /she takes his/her own decisions on his/her own. This type of style is effective when any difficulty arises or any change occurs or any radical policy is to be implemented.
- **Laissez Faire Leadership style** –This laissez faire leadership style is otherwise known as delegative or hands-off style. The meaning laissez faire is “Let them do”. This style of leadership makes employees powerful and accountable for their work. This style of leadership empowers the employee to take decisions and achieve the targeted goals. It also helps employees to get some incentives or rewards.
- **Strategic leadership style** –Strategic leadership styles of functioning an organization include the main goals, vision, mission and growth of the organization. Strategic leaders always focus on competitive awareness, adaptability of a situation and how to face the challenges of the situation. They are the change makers. They always take actions in the light of situational analysis and vision for the organization's future growth. This style of functioning is based on planning and makes the best out of the worst.
- **Transformational leadership style** –This type leadership is based on bringing change, on transforming and improving certain things. Transformational leaders always try to inspire their team to find new ways and solutions. They can also motivate employees, ensure employee satisfaction and boost morale. This style is highly needed in our current situation. Organizations and companies want to transform the style of functioning, and become technology based, knowledge-based and outcome-based.
- **Transactional Leadership Style** -Transactional leadership style plays an important role in achieving goals. Leaders adopting the style always communicate the goals,

focus on results and set systems of rewards or penalties. Employees' teams or group members feel safe because they clearly understand the expectations of their leader.

- **Coaching leadership style**- This is one of the mentoring styles of leadership. It means the leader focuses on identifying and nurturing each team member and motivate the members to work together. This style of functioning puts more emphasis on the growth and success of an individual employee, group member or follower. It helps in identifying skills of the employee and focuses on better performance of employees.
- **Bureaucratic leadership styles**- This style of leadership functioning is based on rules, laws and policies. Bureaucratic leaders follow rules and regulations in the decision-making process. This is a very difficult and challenging style of leadership. The leader has to acquire the knowledge of all the rules, regulations and policies.
- **Visionary leadership style** –Visionary leaders always see the future growth of the organization. They generally encourage collaborative work, emotional intelligence and team work. They prepare a clear plan of action for the organization and also motivate employees to work on it. They set the vision for the future.
- **Pacesetting leadership style** -This type of leadership style is one of the most difficult styles. In this type of leadership leaders are highly ambitious. Their expectations are high and they want skilled and best performers in their team. This type of functioning leads to burnout (stressful) condition.
- **Situational leadership style** - Situational leadership styles are the best styles of functioning. Such leaders are generally proactive and act as per the needs of the situation. They are great communicators and also make use of feedback constantly to make their decisions.
- **Instinctive leadership style** – The leaders function or take decisions as per their own instincts. This means that their feelings, experiences, understanding and habits help them take decisions. Instincts and habits play an important role in taking decisions.
- **Right leadership Styles** – An individual has all the potential. He /she can become a leader if he/she wants to. Only one needs to acquire the essential personality traits, skills and identify the ways of self-discovery. Hidden talents must be explored and one must keep trying to find new things. One must be able to train one's mind filling oneself, "You are a born leader. So, lead the team, society and the nation." So, right leadership styles are always acquired and explored and used for the betterment of the nation. Choosing the right leadership styles will make you a more effective leader.

4.4.3.3 Importance of Leadership

According to Peter Drucker, "The only definition of a leader is as someone who has followers." "If someone influences others, inspires others and motive others to achieve some ideals, seeking knowledge, working hard or controlling any wrong approaches etc." On the other hand, Warren Bennis says, "Leadership is the capacity to translate the vision into reality." And Bill Gates says, "As we look ahead into the next century, leaders will be those who empower others." The leadership concept is well defined by M.K. Gandhi, who said, "I suppose leadership at one time meant muscles but today it means getting along with people." The leadership quality has been viewed, defined and redefined in

many ways. As a student, we must know how it will help us. So, it does in the following ways:

- To solve problems
- To set visions
- To define missions
- To set plans, policies and principles
- To maintain a disciplined life
- To understand problems of the people
- To be empathetic
- To take proactive steps
- To face challenges
- To own responsibility
- To emerge as a multi-talented person
- To be a friend for all
- To maintain good interpersonal relations
- To exhibit hidden talents
- To lead the team

Everyone has leadership qualities but identifying these quality is a challenge. Teachers, students and parents should work together to see the potential of a child. The importance of leadership cannot be pointed out with a few lines. Leadership qualities can save your life, can save society and save the nation. A good leader is the brain of the country. The brain and its actions are to be nurtured through family, society and educational institutions. A good brain can lead an organization, give better service, manage employees, understand problems and provide solutions and ultimately help one become a good leader.

4.4.3.4 Everyone has a Leadership Role

Everyone can become a leader. Life is an open platform, where we can explore our qualities at any point of time. Leadership qualities come in all forms and shapes. There are countless opportunities for everyone to build leadership skills. When it comes to many leadership roles that an individual has to play at different phases of life, different situations and different capacities, one has to choose one's leadership style carefully:

- **Father as a leader-** A father has to act as a mentor, problem-solver and role model for his children. He must teach accountability the difference between right and wrong and also fix task-oriented goals for his children.
- **Mother as a leader-** A mother has great influence over her child. She overall personality of a child mainly through the care and guidance of a mother. Mother is empowered to control and use the resources of a family, to provide happiness, and overall, she is a manager. A mother can be the best leader who builds the family with love, affection, patience, knowledge and by setting goals for the family.
- **Friend as a leader -** A friend is one who comes to you when the whole world has left you alone. So, there is a saying "A friend in need is a friend indeed". A friend always gives support, encourages to participate, share his food, enjoys and celebrates his/her friend's achievements, helps him/her in gaining knowledge, guides, motivates him/her

to develop competence, supports his/her friend to take part in different activities and ultimately pushes the friends towards the achievement of life-goals. All of us have a friend who directly and indirectly influences us to develop our personality and choose suitable career options. They are path-finders, vision -setters and prepare missions for us to achieve in life. The Greek word for friend is '*Philos*' which comes from one of the Greek word *philia* or love. It refers to the warm, spontaneous affection and companionship that we enjoy. A leader can be a friend. A friend is a leader in the eyes of another friend. A good friendship leads inculcates in us good qualities. And good qualities can make somebody a leader.

- **Siblings as leader-** Brothers and sisters in the family are also often real leaders. If they are older than you, they practice ordering and controlling their younger siblings by checking their studies, guiding them in their studies and also rewarding them for their achievements. They are the real mentors for younger ones. The elders set examples for youngsters. They do well in their careers and influence youngsters to do well or excel in their careers too. They also maintain good inter-personal relationships, act as role-models and serve as a source of the best moral support for younger siblings.
- **Professionals as leaders** - Every individual excels in his/her life through doing some work. There are many kinds of professions. Each profession makes you an expert, a decision-maker, goal-setter, target-achiever and you ultimately achieve success in life. You all must set your vision, mission and priorities of life. It may be a public-sector, private-sector or home-maker's job, but you are not a professional unless you have leadership qualities and will thus fail to succeed in your profession. The procedures of work in the profession make you a leader and expert in a participated field up work.
- **Citizens as leaders-** The citizen is the real leader of the country. When the power of the citizen influences planners to make decisions, it is the citizen who plays the role of a leader. Democracy exists for citizens only. Leaders are born, created by situations, skilled by friends and they lead the nation through citizens. Citizens can bring change, raise their voice against any wrong decisions; citizens can elect the government of their choice and citizens can ensure a healthy and safe society. All citizens must have all the courage to show their leadership qualities. They are the real leaders who lead the country.

4.4.4 Scope of Leadership in Colleges and Universities for Students, Teachers and the Administration

4.4.4.1 Scope for Student Leadership

Leadership is a skill, an art, an ability to motivate, influence and direct people. Higher Education Institutions are centers for crating managers, leaders, doctors, engineers and bureaucrats. Leadership begins with discipline, taking responsibility and with our values. Students are trained in these aspects. They are given exposure to different activities, as class representatives, club heads, team heads, organizers, in group discussions, and in exercising skills. Student leaders are also nominated by their friends. Any activity of the college is successful because of the leading role played by students. Leadership in action, leadership styles, team culture, discipline, vision, communication, problem-solving and decision making, resolving conflict, understanding and managing change are the real qualities of a

leader, which are absorbed by students at colleges and universities. The college or university campus is a space where everyone can gain knowledge, be disciplined, organize programs to show case talents, and set goals and dream to become future leaders. There are lots of examples of good colleges and universities where great leaders of a country India were changed. Teachers' guidance, the college and university environment, activities like sports, NCC, NSS, Red Cross, Rovers & Rangers also create national and international teams. Students lead the team. Educational institutions provide students with opportunities to use and cultivate leadership qualities. The representation of students in governance committees of institutions in clubs, associations and societies gives them opportunities for leadership. The process starts from school itself and continues beyond college days. Leadership development is a part of curricular or co-curricular activities.

These are certain common student leadership activities in academic institutions:

- Volunteerism is an opportunity we get on joining the National Social Service Scheme, National Cadet Corp etc.
- Team leaders of student clubs that are constituted for the yearlong co-curricular and extra-curricular activities
- Heading students' societies and associations.
- Representing the college in national and international events
- Voicing or presenting students' views in an institution apex decision-making bodies
- Internship facilities
- Collaborative projects
- Organizing workshops
- Seminars and student presentation
- Each student is a leader and the leader can be nurtured, trained and guided to lead himself/herself, his/her family, organization, society and the nation at large.

4.4.4.2 Teachers as an Academic Leaders

Teachers or professors are role models for students. Every moment, a teacher inspires his/her students. One has to understand how a teacher is a leader. The teacher is considered as a leader from three major perspectives :

- Academic leadership
- The leader
- The led

Academic leadership is a broad concept. According to this, a teacher should be an epitome of knowledge. He /she should always share new areas of knowledge with the students. The teacher should create such interest in the minds of students that, they would always try to gain some knowledge from the teachers. On the other hand, a teacher is a leader. He/she has to lead activities such as study tours, industry visits, picnics, or celebrations at college. Students learn from their teachers and also follow them. Thirdly, a teacher has to inspire and motivate others to do the work. A teacher is the real leader.

Sometimes teachers also represent themselves at many academic platforms, fights for teachers' rights and they raise their voice to present their problem. In that way they display their leadership qualities. Teachers are leaders and mentors, who provide academic leadership.

4.4.4.3 Administration Approach to Implementation of Governance

Good governance is the most important aspect of Higher Education Institutions. Authorities like Vice Chancellors, Academic Bursars, IQAC Coordinators, Administrative Bursars, Registrars, Controllers of Examination and Comptrollers of Finance are the administrative authorities of universities. In many cases, professors are given the responsibility to handle these assignments. The major challenge is to implement the governance rules, regulations and policies. Good governance is a set of responsibilities and procedures exercised by an institution to provide direction for work. The academic objectives, effective and efficient use of resources, accountability and participation of people in decision-making processes, setting the vision and goals of an organisation. Good governance is a major factor in improving quality education so, it's the role of stakeholders to implement governance in terms of administrative policies, research and extension activities to maintain a safe, a ragging-free campus. There should be a harmonious environment with a vibrant learning ambience. So, administrators are leaders.

4.4.4.4 Role of Colleges and Universities in Creating Future Leaders

The role of colleges and universities in shaping future leaders is widely felt today. The formative years that students spend in educational institutions can be capitalised upon for the development of values, skills and perspectives and training of students a leader. Initiatives in this regard can be undertaken only when the system builds a culture of initiating and reinforcing the process of student leadership. The responsibility of maintaining students' potential to assume leadership in future rests largely with the respective alma maters. While many students enjoy carrying out leadership roles during their student life, some others discover their passion for leadership in the process of participation in various events in their academic life. Academic institutions provide students with the scope and opportunities for proving themselves.

4.4.5 Importance of Co-curricular and Extra-curricular Activities in Creating Leaders

Students have multiple talents in various fields. Co-curricular and extra -curricular activities are carried out along with the teaching of regular subjects in colleges. The concept of co-curricular and extracurricular activities has already been discussed in previous chapters. So, let us understand how it helps in building leadership qualities in students:

- Students get to lead an institution's teams
- They lead sports team as team leaders or coaches
- This enhances the creativity of their brains
- It helps in building good inter-personal relationships
- It leads to new start-up projects

- It ushers in innovative ideas
- It encourages students to make strategic plans for academic success
- It builds cooperation among friends
- It establishes a sense of discipline
- It trains students to abide by rules of the college
- It helps student to identify their hidden talents

4.4.6 Let us Sum Up

- Objectives -
 - To facilitate ethical leadership among students in Higher Education Institutions
 - To make students aware of and learn about leadership traits
 - To motivate students to become the future leader
- This chapter/ unit started with an introduction, which discusses the core value of ethics in leadership development and its relevance in the present era. The meaning and concept of leadership, ethical leadership at academic institutions are defined through simple terms and explanations. Traits of leadership, leadership styles, importance of leadership and deliberation about how everyone has the potential to become leaders or play leadership roles are described. The chapter also discuss the scope of leadership for students, the teacher as an academic leader, administrators as leaders in implementing good governance, and also the role of HEIs in creating future leaders. The chapter ends with a note of the role of co-curricular and extracurricular activities in building leadership qualities. The summing of the chapter is followed by probable questions.
- The introduction of the chapter deals with the role of leaders in the present time and inculcation of leadership qualities among students to create leaders and with the need for leadership and ethical leadership in the present context. The role of teachers in higher learning institutions and all stake holders to create leaders for different purposes has also been discussed.
- The concepts of ‘Leadership’ has been discussed by citing the views of great leaders like Mahatma Gandhi, Nelson Mandela and other great authors. In simple words, leadership refers to a quality through which one can create followers, motivate, influence and guide people to bring change for the greater goal. There are different types of leadership traits such as - democratic, autocratic, transformational, transactional, charismatic, laissez -faire, servant and above all, ethical leadership. This part also deals with the role of academic institutions in creating ethical leadership. Higher learning institutions play an important role in creating ethical leadership among all the stakeholders.
- Traits of leadership refer to the leadership qualities. Successful leaders must possess the following qualities:
 - A strong desire for the accomplishment of goals
 - Persistent pursuit of goals
 - Creativity and intelligence to solve problem
 - Emphasis on social justice
 - Unique personality

- Willingness to accept challenges
- A high tolerance level
- Ability to influence people
- There are different leadership styles such as -democratic, autocratic, laissez-faire, strategic, transformational, transactional, coaching, bureaucratic, visionary, pacesetter, situational, institutional and right leadership styles to handle different dimensions of work.
- A student must be aware of the importance of leadership. A leader always focuses on:
 - Solving problem
 - Setting visions
 - Setting missions
 - Formulating plans, policies and principles
 - Maintaining a disciplined life
 - Being empathetic
 - Taking proactive steps
 - Facing challenges
 - Owning responsibility
 - Maintaining good inter- personal relationships
 - Leading a team
- Every individual plays a leadership role as a father, mother, friend, sibling, professional and finally as a citizen.
- There is great scope for leadership in colleges and universities. Higher learning institutions are platforms where students can explore their talents to become leader, and teachers can explore their talent as academic leaders and administrators can become leaders by implementing good governance.
- Higher learning institutions provide a great platform for student leadership through curricular, co-curricular and extra-curricular activities. Student representatives in different clubs, NSS, Red Cross, Sports and Cultural activities will learn to be ethical leaders and learn how to be disciplined.

4.4.7 Keywords

- **Leadership:** The action of leading a group of people of an organisation
- **Ethical leadership:** Leadership based on appropriate conduct through personal actions and inter -personal relations
- **Trait:** A distinguishing quality or characteristic typically belonging to one person, for example -Honesty.
- **Leadership Role:** Responsibility to manage a situation, a team or an entire organisation ethically and effectively
- **Student leadership:** A student leader is one who takes on the responsibility of spreading knowledge through inspiration, tutoring, camping and positive ideals with discipline.
- **Academic leader:** A teacher / a person who can lead, manage and anticipate change to build consensus and confidence among students. A master of knowledge.

- **Pacesetting leadership Style:** A leader who is highly ambitious and sets goals for the team

4.4.8 Check your learning

Q -1 Answer in Two or Three sentences

- Ethical leadership
- Define leadership
- Student leadership
- Democratic leadership
- Autocratic leadership
- Servant leadership
- Student as an ethical leader
- Importance of leadership
- Charismatic leadership
- Laissez -faire leadership
- Transactional leadership
- Transformational leadership
- Leadership qualities
- Situational leadership style
- Instinctive leadership style
- Friends as a leaders
- Citizens as leaders
- Right leadership style
- Professionals as leaders
- Teacher an academic leader
- Trait approach
- Types of leadership
- Coaching leadership
- Pacesetting leadership
- Visionary leadership
- Strategic leadership

Q-2—Answer in 50 words

- What is ethical leadership?
- What is the role of colleges in creating ethical leaders?
- Define leadership.
- Explain the trait approach to leadership.
- How can a teacher play the role of an academic leader?
- Differentiate between transactional and transformational leadership.
- Differentiate between democratic and autocratic leadership.

- h) Describe the citizen as a leader.
- i) Define the student as an ethical leader,
- j) Outline the qualities of a successful leader.
- k) Explain how an administrator become a leader in academic institutions.
- l) Describe the scope for student leadership at higher learning institutions.
- m) What is the importance of leadership?
- n) Higher learning institutions are cradles of future leaders. Explain?
- o) Explain the role of a father as a leader.
- p) Explain the role of a mother as a leader.

Q-3—Answer in 250 words

- a) Define leadership and elaborate on the role of higher learning institutions in creating ethical leaders.
- b) Describe different types of leadership.
- c) Explain the trait approach to leadership.
- d) Explain how a student can be an ethical leader.
- e) What is ethical leadership? Discuss Mahatma Gandhi's views on students as leaders.
- f) Everyone can play a leadership role, Explain?
- g) Discuss the scope of leadership in colleges and universities.
- h) What is the importance of leadership? Identify the qualities of a successful leader?
- i) Differentiate between democratic and autocratic and transformational and transactional leadership.
- j) Comments on the role of extra -curricular and co-curricular activities in creating leaders.

4.4.9 Suggested Reading

- *John Maxwell, "leadership ", Kindle edition.*
- *Stephen Covey, The Seven habits of effective people.*
- *B. M Naik, Education And Leadership: Role of Indian Universities and Colleges in*
- *Nurturing Future Leaders*

Semester-V

Vulnerable Sections of Society: Understanding their Issues

5.1 Issues Relating to Children

1.0 Objectives

1.1 Introduction

1.2 Definition and Concept of Vulnerable Child

1.3 Types of Vulnerability

1.3.1 Concept of Social Vulnerability

1.3.2 Concept of Physical Vulnerability

1.3.3 Concept of Economic Vulnerability

1.3.4 Concept of Environment Vulnerability

1.3.5 Concept of Attitudinal Vulnerability

1.4 Factors associated with the Vulnerable Child

1.4.1 Physical factors

1.4.2 Economic factors

1.4.3 Environmental factors

1.4.4 Social factors

1.5 Major Issues

1.5.1 Nutrition

1.5.2 Child labour

1.5.3 Child Abuse

1.5.4 Child Trafficking

1.6 Legal Aspects

1.7 Let us Sum Up

1.8 Keywords

1.9 Check Your Progress

1.10 Suggested Reading

1.0 Objectives

The objectives of this chapter are

- To create awareness about vulnerable children
- To understand the types of vulnerability that exists in society
- To make students conscious about the vulnerable sections of the society

1.1 Introduction

Today's child is tomorrow's future. The child's growth process, mental development and social development can only be possible if the child is nurtured in a healthy environment. So, a great concern arises for the vulnerable sections of the society. The stakeholders of the society should be well aware of the vulnerability of the children who are exposed to abuse and neglect, requiring protection. Before understanding their issues, one has to gain knowledge about who is a vulnerable child, types of vulnerability that occurs in the society and issues related to vulnerable children.

1.2 Definition and Concept of Vulnerable Child

The concept of vulnerability and the vulnerable child can be well understood by the following definition. Vulnerability is defined by World Health Organisation (WHO) and United Nations Children's Fund (UNICEF) as: "Vulnerability is the state or condition of being weak or poorly defended." The concept of vulnerability with regard to young people implies the ones who are more exposed to risks than their peers. They can be vulnerable in terms of deprivation (food, education and parental care), exploitation, abuse, neglect, violence and infection with HIV. There are various factors which make the Indian children vulnerable and exposed to risk factors like illness, lack of education and lack of identity. Extreme poverty is another major factor for vulnerability. According to UNICEF estimates, 33% of India's population lives below the international poverty line and 28% of rural and 26% of urban population of India lives below the national poverty line. The alarming concept is that young girls are vulnerable to anaemia, malnutrition and domestic violence.

In a nutshell, the concept of vulnerability refers to the group of people who are exposed to more risks than their peers and are separated from their parents. They are the real vulnerable group. According to World Bank's "Orphan and Vulnerable Children (OVE)" toolkit: "Vulnerable are the group of children who experience negative outcomes, such as the loss of their education, morbidity and mal-nutrition at higher rates than their peers. The main categories of vulnerable children are:

- Street children
- Children in the worst forms of child labour
- Children affected by armed conflict
- Children affected by HIV/AIDS
- Children living with disability
- Local orphan and vulnerable children

The meaning and concept of vulnerability needs to be understood by the stakeholders of the society. This chapter will enable the students to understand who is a vulnerable child and their issues in brief.

1.3 Types of Vulnerability

- Concept of social/ individual vulnerability
- Concept of physical vulnerability
- Concept of economic vulnerability
- Concept of environmental vulnerability
- Concept of attitudinal vulnerability

According to the International Federation of Red Cross and Red Crescent Societies (2019), vulnerability in this context can be defined as the “diminished anticipate, cope with, resist and recover from the impact of a natural or man-made hazard.” Vulnerability in fact describes the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard. There are many aspects of vulnerability that arise out of physical, social, economic and environmental factors.

1.3.1 Concept of Social Vulnerability

Human being is a social animal and society plays an important role in social development, so the positive and negative impact of the society affects the human being's holistic growth. Social vulnerability concept and how the vulnerable stressors affects the human life must be understood. One of the dimensions of vulnerability is related to multiple stressors including abuse, social exclusion and natural hazards and the inability of people, organisations and societies to withstand the adverse impact of these stress creators.

It includes aspects related to levels of literacy and education, the existence of peace and security, access to basic human rights, systems of good governance, social equity, traditional values, customs and ideological beliefs and overall collective organisational systems (UNISDR). So, social vulnerability is created through the interaction of social forces and multiple stressors and also resolved through social conditions.

For example:

When flooding occurs, some citizens such as children, elderly and differently abled may be evacuated. It requires involvement of local communities and strengthening the people's ability to help themselves.

1.3.2 Concept of Physical Vulnerability

Physical vulnerability refers to the degree of susceptibility within the physical environment and the negative impact of hazards. It is the ability of built environment, i.e., homes, roads, bridges, hospitals, schools and government buildings to protect the individual from natural disasters. Physical vulnerability generally refers to the monetary value of physical assets in the hazardous zones. Physical vulnerability includes:

- 1) Structural damage or collapse to buildings
- 2) Non-structural damage and damage to contents
- 3) Structural damage to infrastructure

These are direct losses to the assets of the society. The indirect losses due to physical vulnerability is the progressive deterioration of damaged buildings and infrastructure which are not repaired. So, there is a need of accessing the physical vulnerability of urban areas, communities and the buildings of nearby slum areas. The physical vulnerability of an area also depends on its geographic proximity to the source and origin of the disasters, i.e., if area lies near to the coast lines, fault lines and unstable hills etc. It also makes the area more vulnerable to disasters as compared to an area that is far away from the origin of the disasters. Physical vulnerability includes the difficulty in access to water resources, means of communications, hospitals, police stations, fire brigades, roads, buildings in an area in case of disasters. All these inaccessibility also arises out of lack of planning and implementation. At times, problematic construction of residential and commercial buildings results in the land being vulnerable to earthquake, floods, landslides and then hazards. How can the society expect a healthy body and healthy mind of a child who has experienced these difficulties throughout his life? The challenges of these aspects of physical vulnerability have to be realised by all and it needs to be reduced at all levels.

1.3.3 Concept of Economic Vulnerability

Income and expenditure are like two sides of a coin. The sources of income determine the expenditure pattern. The economic condition of the family and individual in particular determines the lifestyle and adjustment in life. The concept of economic vulnerability of a community can be assessed by determining how varied its sources of income, means of production (e.g. farm and livestock, irrigation, etc.) and the economic transactions are and the availability of natural resources in the area. To understand economic vulnerability, one has to understand about the economic vulnerability index. Economic vulnerability index is a composition of the following eight indicators:

- 1) Population size
- 2) Remoteness
- 3) Merchandised export concentration
- 4) Share of agriculture, forestry and fisheries in gross domestic product
- 5) Homelessness due to natural disasters
- 6) Instability of agricultural production

In simple terms, economic vulnerability refers to the condition that creates hazards on economic assets and processes such as business interruption, secondary effects such as increased poverty and job loss in society. It has a direct impact over the economic status of individuals, communities and nation. The lowest rung are prone to disasters because they lack to resources, low income and negatively affected by natural disasters. So, the economic vulnerable groups who are staying under small sheds need more care and attention from all levels.

1.3.4 Concept of Environment Vulnerability

Environmental vulnerability refers to the tendency of the environment to respond either positively or negatively to changes in human and climatic conditions. For example: the wetlands such as Caroni Swamp, tsunami and pollution from storm water containing agricultural chemicals, eroded soils and acid rain, etc. It has direct impact over agriculture, housing and economy and increases the health risks for vulnerable populations, in particular women and children. In fact, the world population will reach nine billion (nine hundred crores)

by 2050. Climate change can affect human health through the direct hazards of nature such as heatwave, floods and storms disrupted eco-system. So the environment has a direct impact over the vulnerable populations. In order to sustain the planet and the population living on it, we need to expand our knowledge of energy consumption, sustainability, water and food security and its impact on human health. Hence, the case of environment and preservation of natural resources for the future generation is a real concern for today's generation.

1.3.5 Concept of Attitudinal Vulnerability

'Attitude' means the behavioural reactions towards a particular thing. There is attitudinal vulnerability among the people who never try to accept any change. In simple terms, attitudinal vulnerability refers to "a community which has the negative attitude towards change and lacks initiative in life leading to more and more dependence on external support". They cannot act independently. Their sources of livelihood do not have variety and lack entrepreneurship. These group of people become the victims of conflicts, hopelessness and pessimism that reduces their capacity of coping with disasters.

1.4 Factors associated with the Vulnerable Child

1.4.1 Physical Factors

Health of a child is the real factor for overall growth and development. The wellness of health depends on the complete functions of all parts of the body. The continuous unhealthy condition leads to a child's vulnerability. The child's vulnerable condition arises out of many physical factors such as physical capabilities or personal circumstances, age, disability, cognitive or mental health difficulties. Children with physical disabilities are a very broad group. They are varying capabilities with limited physical, intellectual, speech defects, sensory impairments and various chronic conditions. The case for the specially-abled children improved considerably over the last few decades but still they are neglected in comparison to non-disabled peers. So, these group of children require more attention and care. Disability is not the only factor which is responsible for child's vulnerable condition. Mental health difficulties are more common, particularly among children from low socio-economic backgrounds. They are likely to develop more mental challenges than those from high socio-economic backgrounds. Physical factors are highly responsible for creating the vulnerable group.

1.4.2 Economic Factors

Economic condition of a family plays an important role in building confidence and development of overall personality. Factors like parents with lower educational attainment and few economic resources in the households can affect their ability to succeed in school. Children with these backgrounds are a large and growing group. A child's nurturing requires housing, proper food for growth and development, cloth and other facilities for overall personality development. Proper household and good food will directly promote better health, education and also economic growth of the family. So, a good human being can be created if the economic support and condition of the family is good.

1.4.3 Environmental Factors

Environment and health of an individual have a direct relationship. The environmental pollution, land degradation, bio-diversity loss, ocean acidification have direct impact on human

health. Climate change such as heatwaves, floods and storms have also direct impact on health. Climate changes are the key determinants for agriculture and clean water, and ultimately it might lead to a society with poverty, low-socio-economic condition and hunger-prone society. It also directly affects generation creation as well as makes the vulnerable child prone to diseases.

1.4.4 Social Factors

Society is one of the best platforms for overall growth of a child. A child is the most innocent being and deserves the best chances in life, irrespective of their identity. Therefore, they are the most vulnerable because of their age and are always at risk of exploitation, getting abused, facing violence and suffering from neglect. There are many social factors - lack of identity, lack of education, orphans, physical disabilities and lack of capabilities to defend themselves. There is a huge gap between the rich family children and those living in poverty. Children from economically-backward families, those living in the streets and abandoned children at all stages of life are more prone to health problems like pneumonia, mal-nutrition and childhood health problems. These children are the neglected part of the society who can never achieve their dreams.

1.5 Major Issues

1.5.1 Nutrition

We all know today's child is tomorrow's future. A healthy child means the child with healthy mind and body without disease. The healthy growth of a child starts from the mother's womb. Which means, the child's healthy growth and development depends on the mother's diet. Negligence of diet during pregnancy leads to a child's related growth, death and defective formation of organs. Hence, a child's health depends on good nutrition. A good nutritional status can be achieved by providing a balanced diet. This is essential for proper functioning of brain, development of brain and also helps in proper use of hand, leg and body parts. If the body is deficient of one or more nutrients then it suffers from malnutrition. So, the early stage of child's growth and development requires proper selection of nutrients. There is a deep relationship of health and nutrition.

An understanding of health is the basis of all health care and health-related problems. Health means absence of disease. A healthy body and mind can be maintained through good nutrition and healthy life. According to World Health Organisation, health is a state of complete physical, mental and social well-being not merely the absence of disease and infinity. In a nutshell, health means:

- Absence of disease
- A complete physical, mental, social well-being
- Healthy body and mind
- Physical capacities of the body
- Harmonious function of organs
- Proper use of five senses -taste, smell, sight, touch and hearing
- Proper co-ordination of eye, hand and mind
- A stress-free mind with a happy life

The physical well-being and a healthy life can be achieved through physical fitness, muscular strength and absence of disease. The relationship of nutrition and health can be maintained through:

- Proper balanced diet.
- Low-fat diet.
- Nutrient-rich diet.
- Cholesterol-free diet

Indication of Adequate Nutrition

A child's health and nutritional status can be understood from many things associated with the body. A child's nutritional status can be understood by assessing the health condition of the child, i.e., whether the child is having adequate nutrition or suffering from mal-nutrition or under-nutrition. It can be understood from different indicators such as height, weight, strength, working capacity and volume of blood. In the absence of adequate nutrition, normal growth and development will be hampered. If an infant won't get necessary nutrients from food, then it leads to mal-nourished condition of health.

Nutritional problem arises when there is imbalance in diet. It leads to deficiency in nutrition, under nutrition and over nutrition. These three conditions of nutrition creates health problem. Let us have an idea about these three conditions which create major health issues of children.

- Deficiency of nutrition:

Deficiency of nutrition leads to malnutrition. It occurs when the body doesn't get appropriate quantity of nutrients as per the body's requirement.

- Under nutrition:

Under nutrition arises when there is insufficient intake of energy-providing food, body building food, protective and regulatory food to maintain good health.

- Over nutrition:

Over nutrition is also a form of malnutrition (imbalanced nutrition) over nutrition leads to overweight or obesity condition of health.

Nutritional issues of child

A child's growth and development depends on adequate nutrient-rich food in tune with the age and body conditions. Lack of nutrition or deficiency of nutrients like carbohydrates, proteins, vitamins, minerals and fats leads to the following health issues:

- Poor physical development
- Poor mental growth
- Poor intellectual ability
- Poor school performances
- Weak immune system (low ability to fight with disease)
- Easily infected by virus
- Ill health
- Reduced appetite
- Lack of interest in food and drinks
- Retarded growth
- Not putting on weight and not having a height as per age
- Change in behaviour
- Poor concentration
- Getting ill and taking a long time for recovery

Malnourished condition leads to the following childhood health problems:

1- Childhood obesity and weight problems

It is caused by eating too much and lack of exercise. This results in weight gain and it also leads to high blood pressure, high cholesterol and cardio-vascular diseases. One should be particular about the food stuff selected for the child's diet.

2- Raising emotional intelligence

Emotional intelligence means a flexible set of skills that can be acquired and improved with practice. A child with a healthy body and mind has good emotional intelligence. If a child will be given diet rich in nutrients, then the child's intelligence will be developed. Inadequate diet may lead to a weak brain. During the early period of childhood, the child needs to be supplemented with adequate nutrient-rich food.

3- Fussy eaters

The child's eating habit generally creates problem. Sometimes children are not interested to take food. It's a challenge for mothers how to feed their babies. Fussy eating is characterised by an unwillingness to eat familiar foods or try new foods as well as only one type of food preferences. The child's food habit depends on his mood and choice of food. This also leads to malnourished condition of health.

1.5.2 Child Labour

Child labour is one of the major issues of child vulnerability. Children who are deprived of schooling, potential and childhood became the major group of vulnerable children. According to International Labour Organisation (ILO), the term "Child Labour" is defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to their physical and mental development. It refers to work that is:

- Mentally, physically, socially or morally dangerous and harmful to children.
- Interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work.

Particular forms of work can be called child labour depending on the child's age, the type of work, hours of work performed and the conditions under which it is performed. The worst forms of child labour is defined by *Article 3 of ILO convention No 182*:

- All forms of slavery or practices similar to slavery such as the sale and trafficking of children, debt bondage, serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring or offering of a child for prostitution for production of pornography or for pornographic performances.
- The use, procuring or offering of a child for illicit activities, in particular for production and trafficking of drugs as defined in the international treaties.
- Work which by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children.

The future of children who are victims of these activities is bleak. In most cases, life of such children engaged in hazardous work becomes risky and prone to many health problems. In simple terms, hazardous child labour means engagement of a child in hazardous work which is

likely to harm the health, safety or morals of children. According to the Article 3 of ILO recommendation No 190, child labour is one in which the

- Work exposes children to physical, psychological or sexual abuse.
- Work involves underground, under water, at dangerous heights or in confined spaces.
- Work with dangerous machinery, equipment and loads which involves manual handling or transport of heavy loads.
- Work in an unhealthy environment which may expose children to hazardous substances, agents or processes or to temperatures, noise levels or vibrations, causing damage to their health.
- Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer. Going by global statistics, out of 160 million children 63 million girls and 97 million boys are in child labour. In other words, out of 10 children one is engaged as child labour. (Child Labour: Global Estimates 2020). This report also indicates that 72% of all child labour and 83% child labour among children aged 5 to 11 years occurs within families. Family-based child labour can be hazardous and is also likely to harm their health, safety or morals. Whatever be the condition, child labour becomes a major section of vulnerable group who are a part of social inequality, discrimination and deprived from schooling and childhood. Especially for girls it's a triple burden because she has to perform household works also.

UNICEF estimates that India has the highest number of labourers in the world aged under 14 years. One has to learn how to eradicate or stop engaging children in different works. UNICEF reported that cities provide more opportunity for work in comparison to rural areas. A Campaign Against Child Labour study says approximately 12,66,6377 child labourers are working in India. Children who are deprived of their livelihood and their rights and education need to be protected by all stakeholders of the society. The reasons behind creation of child labour force are low socio-economic status, poverty, unemployment and illiteracy. Children are the future human resources of the country; so the schools need to create an environment to control child labour through increased awareness.

Categories of child labour

Children are engaged in different categories of work. They are specifically a separate vulnerable group to be identified and given attention. The most difficult form of child labour are:

- Slavery on similar types of work.
- Child trafficking.
- Forced recruitment into armed conflict.
- Prostitution and pornography
- Drug production and trafficking or other illegal acts.
- Debt bondage.
- Hazardous work that can cause injury or moral corruption.

Issues of child labourers

A child never wants to be a labourer. A child has become a child labourer due to poverty, lack of education, illiteracy, financial condition of the family members,

unemployment and over population. When a child is engaged in work to earn money, it hampers the child physically and mentally and might even lead to death. The child is deprived of health care, schooling and restriction of fundamental rights.

Unethical issues related to child labour

Child labour is one of major issues and challenges of our society. Engaging children in factories for long hours, bad treatment and poor payment have become a part of unethical practices. Early childhood spent in dreadful working environment becomes the reason for severe physical and emotional damage. They are deprived of education and health care. According to National Institute of Health, child labourers generally suffer from the following outcomes:

- Behavioural disorders.
- Malnutrition.
- Poor mental and physical growth.
- Infectious diseases.

Long working hours and forced work pressure leads to poor mental as well as the physical health. Hence, business leaders, industrialists and other stakeholders of the society have to be more careful while engaging children.

1.5.3 Child Abuse

Child abuse is defined as a variety of harmful behaviours directed against children. It causes psychological problems. It is not just physical violence but any form of maltreatment by an adult. When the child is maltreated by anyone, then the child feels depressed, neglected and also afraid to tell anyone about it. It may be in the form of physical, emotional or sexual abuse. If a child is a victim of any form of abuse, then it can be identified by many signs or symptoms such as unexplained facial injuries, injuries on forearms, burn mark on the skin, oral or dental injuries, internal damage, vomiting, breathing difficulties, difficulty in walking or sitting, brushing around genitals, discharge around the genitals and painful urination, defecation. The maltreated child has various health issues as well as behavioural issues.

The neglected child's behaviour can easily be identified by observation. Poor hygiene, improper clothing, lack of access to medical care, worsening medical conditions, poorly tended wounds, hair loss, malnutrition and low weight, excessive crying, bedwetting, poor concentration, development of phobias or fears, eating issues, speech difficulties and discomfort are some of the signs of a neglected child who is either sexually abused, maltreated, neglected or facing any form of physical abuse. Therefore, one has to be aware of the types of abuse children generally face. Those are:

- **Physical Abuse** - Physical harm of a child by parents, caretakers and outsiders.
- **Emotional Abuse** - child is degraded, isolated, exploited, and rejected by the family members, at schools and by the society.
- **Sexual Abuse**- Forceful participation of children in sexual acts, sexual assaults, rape and fondling, etc.
- **Neglect** - Child is lacking with adequate food, clothing, shelter, clean living conditions, affection, supervision, education or medical care.

Statistical Facts

- India reported over 24 lakh instances of online child sexual abuse during three-year period between 2017 and 2020 with 80% of the victims being girls below the age of 14 years according to Interpol data.
www.newindianexpress.com
- A total of 1,28,531 crimes against children were recorded in India last year (which year?) according to National Crime Records Bureau in 2019.
www.firstpost.com

A state-wise analysis shows that Madhya Pradesh (13.2%), Uttar Pradesh (11.8%), Maharashtra (11.1%), West Bengal (7.9%), and Bihar (5.1%) account for child crimes.

Child Abuse and Ethical Issues

The ethical aspect of dealing with a child who is a victim is really a challenging task. It involves four stages: recognition of the problem, evaluation of the condition of the child, immediate protection if child is at risk then immediate preventive steps need to be taken and in all circumstances parental consent has to be obtained. Creation of awareness and education in the society regarding child abuse cases will help curb the problem.

1.5.4 Child Trafficking

Child trafficking is a major social as well as ethical issue related to children. It is a form of human trafficking. United Nations defines it as the “recruitment, transportation, transfer, harbouring and receipt” kidnapping of a child for the purpose of slavery, forced labour and exploitation. International Labour Organisation (ILO) estimates that 10,000 children are trafficked every year. Trafficking of children has been internationally recognised as a serious crime. It happens in the form of forced labour, sexual exploitation, children in armed forces, children in drug trade, child begging and adoption. There is need for intervention strategy to combat the problem and stop these unethical practices from the society. Education institutions, parents, teachers and administration and the society in general should take steps to eradicate such issues. There are different types of child trafficking in society such as sexual exploitation, benefit, fraud, forced marriage, domestic slavery like cleaning, cooking and childcare, forced labour in factories or agriculture, committing crimes, like begging, theft, working on cannabis farms or moving drugs, involuntary domestic servitude, illegal activities, child soldiers and children exploited for commercial sex. In fact, child trafficking generally happens due to several factors such as mass displacement, conflict, extreme poverty, lack of access to education and job opportunities, violence and harmful social norms like child marriage.

Effects of Human Trafficking

- **Physical and psychological abuse:** People who are being trafficked are subjected to all forms of physical abuse such as rape, beating and torture. Children used as house help are often beaten and females are raped and sometimes forced to starve and deprived of other basic needs of life. This affects the psychological growth of such children.
- **Abuse of Fundamental Human Rights:** Human trafficking leads to abuse of fundamental human rights because they are often denied their right to free thought, conscience and decision.
- **Delay In Their Education and Human Capacity Development:** Children who are trafficked and forced into child labour are usually denied their right to education in order to become useful to themselves in the future.
- **Vulnerability To Sexually Transmitted Disease:** Girls engaged in prostitution are prone to sexually transmitted diseases such as syphilis, gonorrhoea and HIV/AIDS. These diseases are capable of cutting their lives short and can reduce their productive contribution to society and increase medical expenses.
- **Unwanted pregnancy:** Victims of human trafficking are mostly faced with unprotected sex which could result in unwanted pregnancies. Some of these girls when they give birth will throw the child away or abandon the child with their parents without adequate care.
- **Death:** Some children who are used as house helps are violently beaten to death while some die of ill health because they are not properly taken care of.

1.6 Legal Aspects of Vulnerable Children

Children have the right to be protected from all exploitative and vulnerable situations.

According to the convention (which convention?), this right includes freedom from all forms of exploitation, abuse and inhuman or degrading treatment. This includes right to special protection in situations of emergency and armed conflict.

- Legal protection for vulnerable child
- It includes right to freedom from torture
- Right to life
- Freedom from inhuman treatment
- Freedom from slavery
- Freedom from forced labour
- Right to liberty and security
- Freedom of movement
- Right to fair trial
- Right to privacy
- Freedom of thought, conscience, religion
- Freedom of opinion and expression

Land marks for Human Rights

1. The United General Assembly adopted the Convention on the Rights of the Child which is a landmark of human rights.
2. The first international treaty that recognises the civil, political, economic, social and cultural rights of children.
3. The convention on the rights of the child has 54 articles and these articles list different rights that children have and the responsibilities that governments and others including parents have.

List of Rights for Children

1. Right to equality (Article 2),
2. Children's interests (Article 3),
3. Having your opinions heard (Article 12),
4. Freedom of expression and getting information (Article 17),
5. Freedom of thought and religion (Article 14),
6. Freedom to gather together and join organisations (Article 15),
7. Right to privacy (Article 16),
8. Protection from violence, exploitation, abuse, neglect and maltreatment (Article 19),
9. Protection of child who is deprived (Article 20),
10. Adoption (Article 21),
11. Children with disabilities (Article 23),
12. Health (Article 24),
13. Children not living with their parents or have had to be removed from their parents (Article 25),
14. Right to get benefit (Article 26),
15. Standard of living (Article 27),
16. Right to education (Article 28),
17. Children from minority groups (Article 30),
18. Rest and leisure (Article 31),
19. Right to work (Article 32),
20. Protect from using drugs (Article 33),
21. Protection from sexual abuse (Article 34),
22. Abduction (Article 35),
23. Protection from harm (Article 36),
24. Protection against torture and detention (Article 37),
25. Joining the army (Article 38),
26. Recovery from abuse (Article 39),
27. Children who have broken the law (Article 40).

SOURCE - On November 20, 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child, a landmark for human rights. It is the first international treaty that recognizes the civil, political, economic, social and cultural rights of children. In December 1991, Canada ratified the Convention on the Rights of the Child and thus committed itself under international law to respect, protect, promote and fulfil the rights of children in Canada. India ratified the Convention in 1992. The Convention on the Rights of the Child is the most widely accepted human rights treaty – of all the United Nations member states, only the United States and Somalia have not ratified it. The Convention on the Rights of the Child has 54 articles (sections), and most of these articles list different rights that children have, and different responsibilities that Governments and others, including parents, have to make sure that children have these rights.

1.7 Let Us Sum Up

- The objectives of this chapter are:
 - To create awareness about vulnerable children
 - To understand the types of vulnerability that exists in the society
 - To make students conscious about the vulnerable sections of the society
- The introduction of this chapter covers the definition and concept of vulnerability and vulnerable child who are exposed to child abuse and neglected and also needs protection. Before understanding their issues, one has to gain knowledge about who is a vulnerable child, types of vulnerability existing in the society and issues related to vulnerable children.
- The term vulnerability is defined as “the state or condition of being weak or poorly defended.” One can be considered as vulnerable in terms of deprivation of food, education and parental care, exploitation, abuse, neglect, violence and infection with HIV.
- The main categories of vulnerable children are:
 - Street children
 - Children in the worst forms of child labour
 - Children affected by armed conflict
 - Children affected by HIV/AIDs
 - Children living with disability
 - Local orphans and vulnerable children
- There are different types of vulnerability such as social vulnerability, physical and economic vulnerability, environmental vulnerability and attitudinal vulnerability. Social vulnerability includes abuse, social exclusion and natural hazards and inability of the people, organisations and societies to withstand the adverse impact of stress creators. Physical vulnerability refers to the degree of susceptibility within the physical environment and the negative impact of hazards. The physical vulnerability includes structural damages or collapse of buildings, non-structural damage and damage to contents and structural damage to infrastructure. Economic vulnerability index is a composition of the different eight indicators – population size, remoteness, merchandised export concentration, share of agriculture, forestry and fisheries in gross domestic product, homelessness due to natural disasters and instability of agricultural production or negatively to changes. Environmental vulnerability refers to the tendency of the environment to respond either positively or negatively to changes in human and climate conditions. Attitudinal vulnerability means behavioural reactions towards a particular thing.
- There are different factors associated with vulnerable child. The factors include physical, economic, environmental and social which are responsible for a child’s overall growth and development. These factors are the key determinants for a child’s vulnerable condition.
- The vulnerability condition of a child generally happens due to major issues related to child. The major issues are discussed such as nutrition, child labour, child abuse and child trafficking.
- The legal aspects include different laws and provisions for child rights, fundamental rights and rights by international conventions.

1.8 Keywords:

- **Vulnerability**-Vulnerability is the state or condition of being weak or poorly defended. It is the group of children that experience negative outcomes such as loss of their education, morbidity and malnutrition at higher rates than their peers.
- **Social Vulnerability**- It is the inability of people, organisations and societies to withstand the adverse impact of the stress creators.
- **Physical vulnerability**- Physical vulnerability refers to the degree of susceptibility within the physical environment and negative impact of hazards.
- **Economic Vulnerability**- It is the condition that creates hazards on economic assets and processes such as business interruption, secondary poverty and jobless society.
- **Environmental vulnerability**- It refers to the tendency of the environment to respond either positively or negatively to changes in human and climatic conditions.
- **Attitudinal Vulnerability** - A community that has negative attitude towards change and lacks initiative in life, leads to more and more dependence on external support.
- **Under Nutrition**- Under nutrition arises when there is insufficient intake of energy providing food, body building food and protective and regulatory food to maintain good health.
- **Over Nutrition**- It is also a form of malnutrition.
- **Fussy eaters**- It refers to an unwillingness to eat familiar or try new foods as well as eat only one type of food preferences.
- **Child labour**- According to international Labour Organisation, the term ‘child labour’ is defined as work that deprives children of their childhood, their potential and their dignity and is harmful to physical and mental development.
- **Child abuse**- It is defined as a variety of harmful behaviours directed against children.
- **Child trafficking**- United Nations defined it as the “recruitment, transportation, transfer, harbouring and receipt, kidnapping of a child for the purpose of slavery, forced labour and exploitation”.

1.9- Check your progress

Q1- Explain in two or three sentences

- a) Definition of vulnerable child.
- b) Social vulnerability
- c) Physical vulnerability
- d) Economic vulnerability
- e) Attitudinal vulnerability
- f) Over nutrition
- g) Malnutrition
- h) Child trafficking
- i) Child abuse
- j) Child labour
- k) Child rights
- l) Causes of child vulnerability
- m) Physical factors of child vulnerability

- n) Social factors of child vulnerability
- o) Economic factors of child vulnerability
- p) Fussy eaters

Q-2- Answer within 50 words

- a- What is child vulnerability?
- b- Who can be called a vulnerable child?
- c- Differentiate between social vulnerability and economic vulnerability.
- d- What are the physical factors of child vulnerability?
- e- What are the unethical issues of child labour?
- f- Mention the types of vulnerable child.
- g- Differentiate between attitudinal vulnerability and physical vulnerability.
- h- What are the impacts of human trafficking?
- i- What are legal provisions for a vulnerable child?
- j- How many categories of child labourers are exists in society.
- k- What are the nutritional issues of the children?

Q-3 – Answer within 250 words

- a- Define vulnerability and discuss the types of vulnerability existing in our society.
- b- What are the factors associated with vulnerable child?
- c- Explain the different issues related to vulnerable child.
- d- Define trafficking and describe different types of child trafficking.
- e- Explain the causes of child vulnerability.
- f- Define child labour and discuss the types of child labour and their issues.
- g- What is child abuse? Discuss the different types of child abuse.
- h- What are nutritional issues of a child?
- i- Mention the legal aspects of a vulnerable child.
- j- What are the unethical aspects connected with child labour?

1.9 Suggested Reading

1- B.K. Panda and Sukanta Sarkar ,Vulnerable Children Human Rights Perspectives, by Kalpaz Publications; First Edition (1 January 2015).

2- Deborah J. Johnson (Editor), DeBrennaLaFaAgbényiga (Editor), Robert K. Hitchcock (Vulnerable Children: Global Challenges in Education, Health, Well-Being, and Child Rights, Springer; 2013th edition (15 May 2013).

Semester-V

Vulnerable Sections of Society: Understanding their issues

5.2 Issues Relating to Elderly Persons

1.0. Objective

1.1 Introduction

1.2 The Silver Line – Understanding the Demography

1.3. Issues and Needs of Elderly in India

1.3.1 Abuse of Elders

1.3.1.1 Physical Insecurity

1.3.1.2 Loneliness and Social Insecurity

1.3.1.3 Financial Insecurity

1.3.1.4 Health Care Issues

1.3.2 Needs for a Happy and Dignified Ageing

1.4 The Legal Framework

1.5 Need of the hour: How can we make a difference?

1.6 The Main Takeaway

1.7 Let us Sum Up

1.8 Key Words

1.9 Check Your Progress

1.10 Suggested Reading

1.0 Objectives

- Students will have an understanding of the overall demographic parameters related to the elderly in India.
- Students will be sensitized on various issues and problems that senior citizens undergo in Indian society.
- Students will develop knowledge about the legal framework and the institutional system available to address issues of the elderly in India.
- Students will be sensitized to the role of the youth and the family members in addressing issues of the elderly in India.

1.1 Introduction

Growing and ageing is a natural process that every individual experiences. Today, the world houses 727 million persons aged 65 years or over (World Population Aging Report, 2020). They are known as the elderly population or the greying population. A more dignified word, senior citizens, is also used to describe them. As all of us know when individuals grow in age, there is a progressive decline in their physical and cognitive abilities. This makes older adults frail and they lose more and more control over their own daily activities and their dependence on others increases. This losing ability and agility on the one hand and the need for others' support on the other makes the people surrounding them, neglect them, ignore them, isolate them, and exploit them. This brings them myriad disadvantages like getting adequate nutrition, housing, health care, and physical and economic security. All these together make them a vulnerable section of the society. We often forget that these are the people who contributed largely throughout their life in building our family, society and the nation in their own way, but after arriving at "old age" they are mostly left alone to themselves.

A Realization We Need to Have

We must love and respect our old people. Our parents and grandparents need your love and care. In old age, people don't have much capacity to do, so they begin to feel lonely. They need our company. Old people become physically weak and inactive. Old age affects their mental health also. They become irritable and demanding like children. They seek our attention as a child does. Young people often do not understand this change in behavior of elderly people.

Old age is the most difficult part of life's journey. If we keep our old people well and cheerful, they will always feel young and happy even in their old years. So, Jimmy Buffet commented: "Wrinkles will only go where the smiles have been created."

Besides physical care, old people need our company. We just need to sit with them and give them our company. We have to make old people feel they are not an unnecessary burden, but are most wanted and loved. Let us give the old a feeling that we look forward to them for their advice and guidance in life. We need to make them feel wanted, respected, loved and cared for. Let us keep our elders well and cheerful if we want their guidance and earn their blessing in life.

In order to have this realization, this section aims to give you an insight into the various issues and vulnerabilities that the elderly face in our society. This would also focus on your role and responsibility as a society and nation to help our elderly lead a happy and dignified life in their later years. In this section, we shall be using the word “aged”, “elderly” and “senior citizens” interchangeably to refer to people who are 60 years old or above.

1.2.The Silver Line- Understanding the Demography

When we think of the term “silver line”, generally something glittering, shining comes to mind. Yes, we are going to talk about the “silver line” that must shine bright in the population graph of our country, about people who attained age of 60 years and above. Here, we are going to discuss about the ageing and greying population in our society – our elderly.

Before getting into the various aspects of old age challenges and issues, let us understand who is a “senior citizen” or “elderly” or “aged” as we commonly refer to. In general, people who have retired are known as senior citizens. This is presumably because currently the most common official age of retirement in India is 60 years (barring few exceptional professions or state-specific announcements). Previously the common age of official retirement was 58 years. Now, there are recommendations from various schools of thought to increase the official age of retirement keeping in mind factors like growing elderly population and the burden on economy to manage their social security and other needs, the active physical and mental condition of elderly in addition to the skill set, and the knowledge and experience they possess, which can contribute to overall development of the country and knowledge base of the society etc.

Do you know?

- **The UN defines a country as an “ageing” or “greying nation” where the proportion of people over 60 reaches 7 per cent of the total population (World Population Ageing Highlights, 2017).**
- **As per the latest estimate at a global level, by 2050 there will be 2 billion people aged over 60 years contributing to 22 per cent of the world population. (International Silver Economy portal, 2020).**
- **A report prepared by World Health Organization in 2021 suggests that within a span of 35 years, i.e., between 2015 and 2050 the world’s 60-plus population will have a hike of 10 per cent, i.e., from 12 per cent to 22 per cent.**
- **The 80-year plus population is expected to triple between 2020 and 2050 and will touch a figure close to 426 million.**
- **Low and middle-income countries are expected to become the hub of 80 per cent of the world’s elderly population.**

However, from all the above discussions, one thing is clear that age of official retirement is not the threshold to legally define one person as senior citizen. Traditionally, the United Nations and most researchers have used measures and indicators of population ageing that are mostly or entirely based on people's chronological age, defining older persons as those aged **60 or 65 years or over**¹. Various countries have framed different age criteria to legally define “senior citizens” in their countries. For example, in many countries, including Japan, the elderly are defined as having a chronological age of **65 years or older**. The only reference that we have in India related to legal definition of ‘**senior citizen**’ is in the Maintenance and Welfare of Parents and Senior Citizens’ Act 2007 (MWPSCA, 2007). This Act defines a “**senior citizen**” as ‘**any person who is a citizen of India and has attained the age of 60 years and above**’. Currently, this age is being referred to devise various policies, schemes and systems for senior citizens in India and is the common notion of referring a person as a senior citizen in India.

The growth in elderly population may be due to the longevity of life achieved because of economic well-being, better healthcare and medical facilities and reduction in fertility rates. The general population has grown by 12.4% during 2011-2021 in comparison to around 18% in earlier decade while the elderly population grew by 36% each in the last two decades (2001-2011 and 2011-2021). High growth rate in elderly population vis-à-vis the general population was observed earlier also in the two decades between 1961 and 1981.

Life expectancy gives us a good idea about the general health status of the people. At a particular age, life expectancy is the number of years a person is expected to live, on an average, after attaining that particular age. It takes into account the expected mortality experiences during the whole life cycle of an individual, which depends on the availability of health facilities, nutritional level of the people, etc. With the rapid advancement in medical science and technology it has now become easier to control various dreaded diseases which were the cause of high mortality earlier. This has resulted in a continuous increase in the life expectation.

Life expectancy at birth in the country has increased in rural as well as urban areas. In rural areas, it has increased from 48 years in 1970-75 to 68 years in 2014-18, while in urban areas it has increased from 58.9 years to 72.6 years. At the age of 60 years, during the same period, it has increased from 13.5 to 17.6 years in rural areas and from 15.7 to 19.4 years in urban areas.

According to Population Census 2011², there are nearly 104 million elderly persons (aged 60 years or above) in India; 53 million females and 51 million males. According to the Report of the Technical Group on Population Projections for India and States 2011-2036, there are **nearly 138 million elderly persons** in India in 2021 (67 million males and 71 million females) and is further expected to increase by around 56 million elderly persons in 2031. Both the share and size of elderly population is increasing over time. A report released by the United Nations Population Fund and HelpAge India suggests that the number of elderly persons is expected to grow to 173 million by 2026.

1 [https://www.un.org/en/development/desa/population/publications/pdf/ageing/WorldPopulationAgeing2019- Highlights.pdf](https://www.un.org/en/development/desa/population/publications/pdf/ageing/WorldPopulationAgeing2019-Highlights.pdf)

The Trend in Elderly Demography in India

- From 5.6% in 1961, the proportion of elderly to total population has increased to 8.6% in 2011. The proportion has increased to 10.1% in 2021 and is further likely to increase to 13.1% in 2031. As per 2011 census, 71% of elderly population resides in rural areas while 29 % stays in urban areas.
- The per cent of literates among elderly persons has increased from 27% in 1991 to 44% in 2011. The literacy rates among elderly females (28%) is less than half of the literacy rate among elderly males (59%). This clearly informs us that above 50% of all elderly in India today are not literate.
- The life expectancy at birth during 2014-18 was 70.7 for females as against 68.2 years for males. At the age of 60 years, average remaining length of life was found to be about 18.2 years (17.4 for males and 18.9 for females) and that at age 70 was 11.6 years (11.1 for males and 12.1 for females). With rise in life expectancy at birth, people are expected to live longer in our country.
- The *most prevalent disability* among elderly persons is locomotor disability followed by hearing disability and visual disability.
- If we observe the *marital status* among elderly, in the age - group of 60 - 64 years, 76% persons were married while 22% were widowed. Remaining 2% were either never married or divorced.
- *Ageing and women*: Women issues are also of paramount importance in considering social policies for elderly population. Due to better life expectancy, women live longer than men. Exacerbated risks for women across their life course make them more vulnerable in old age. Appropriate care and support for them is a priority area.
- The percentage of female elderly persons (60 years and above) staying in other's houses is more than double vis-à-vis male elderly persons. Also, the percentage of female elderly persons living alone not as an inmate of old age home is also much higher as compared to male elderly persons.

The table below shows the Trend in Sex Ratio in the General Population and Elderly Population which clearly establishes the higher number of women elderly living alone, who need care and support.

2

<https://www.mospi.gov.in/documents/213904/301563/Elderly%20in%20India%2020211627985144626.pdf/a4647f03-bca1-1ae2-6c0f-9fc459dad64c> (Elderly in India, 2021 by Ministry of Statistics, Govt. of India)

Trend in Sex Ratio (Number of Females per 1000 males) for the general and elderly population

Population Census	General Population	Elderly population
1951	946	1028
1961	941	1000
1971	930	938
1981	934	960
1991	927	930
2001	933	972
2011	943	1033
2021(Projections)	948	1065
2031(Projections)	955	1085

Source: Population Censuses and Report of the Technical Group on Population Projections November 2019, Population.

While the above statistics give glimpses about the status of elderly in our country, there is a lot more to think beyond these numbers. Moreover, the challenges and needs of Young Olds (60-to-70-year age), Old Olds (70-to-80-year age) and the Oldest Olds (beyond 80 year of age) are also quite different and needs age-specific attention and intervention. Here, we are going to discuss the issues, challenges and sufferings in the life of above 10% of our population, who are above the age of 60 years.

1.3. Issues and Needs of Elderly in India

Traditionally, India has largely been an agrarian economy-based society. The joint family system prevailed in these societies, where the older persons in the family had control over family's financial transactions, social interactions and day-to-day affairs. They were respected the most in the family. Care and respect for elders in the family was part of the social value system in Indian culture and tradition. The decision-making power was held by the family's eldest, who was often referred to as '*the head of the family*'. Similarly, in the village community, elders of the community enjoyed the position of head of the village, known as '*panch*' – the decision-making and dispute-resolution body of the village. They were part of all kinds of social and political decision-making process of the village community/ society.

Slowly, with the advent of industrialization, globalization and technological revolution, the joint family system is declining in most parts of India. The agriculture-based economy is fast moving towards technology and industry-based economy. Parents are now more willing to educate their children so that they are better placed in their life, both financially and socially. Children are opting to go for higher studies and job opportunities in far-off places, both inside the country and outside.

While urban migration for education and career/ jobs is on the rise, there are also stories of distress migration for meeting the daily needs of poor families, which again pushes them to migrate to far-off places from their homeland. In this process, the left behind are the elderly in the family with a growing "*empty nest*" syndrome in our society. This remaining population of senior citizens, both in rural and urban settings, has its own set of issues and challenges, most prevalent being 'feeling lonely' 'alone' and 'abandoned'. Older people who are lucky enough to stay with their children and other family members too face '*loneliness*' and many other issues in their daily life.

In this section, we will try to understand the various issues and needs of elderly who are very much there around us but mostly left behind, unheard and invisible to us. As we understand from the demography of senior citizens in India, that population of elderly is on the rise in India and they form the fastest growing segment in India's population curve as well as the whole world. Technological advancements and progress in fields of medicine and healthcare has definitely contributed to increasing the longevity of human life on earth in the 20th century, but it has also brought miseries in the lives of the elderly who are often considered unproductive and a burden on the economy. This concept ranges from individual and family to the nation state, which further deprives older persons to lead a life with dignity. Let us try to understand this through the various insecurities and challenges being faced by the elderly in our country. While these issues are mostly inter-related, they form a vicious cycle.

1.3.1 Abuse of Elders

The various forms of abuse faced by our elderly include emotional abuse, financial abuse/economic exploitation, physical abuse, verbal abuse and sexual abuse/violence. Let us try to understand these forms in detail. For our understanding, they can be broadly categorized into the following forms of insecurity that the senior citizens face in their daily lives:

- A. Physical Insecurity
- B. Financial Insecurity
- C. Social Insecurity
- D. Health Care Issues

Let's discuss and understand these aspects of the elderly issues in detail:

1.3.1.1 Physical Insecurity

Physical insecurity that the elderly face in today's world should include physical health as part of it, but we will discuss 'health issues' in a separate section. Our focus here will be on the various physical barriers and challenges that elderly come across in day-to-day life. These include:

- a. physical abuse and neglect of senior citizens,
- b. crime against senior citizens,
- c. barriers in accessing services and institutions by senior citizens,
- d. lack of proper elder-friendly transportation services,
- e. digital divide being faced by senior citizens.

In today's globalized world, we come across many elderly who either stay alone or stay only with their spouse now-a-days, both in urban and rural settings. There are elderly, who we come across every now and then in social media, mainstream media or in our locality, who are abandoned by their children and other family members. There are senior citizens who are left to themselves in hospitals, temples, gurudwaras or places like that and no one cares what happens to them. While in some cases the children are staying at far-off places and the elderly are staying alone, in other cases, the children are not willing to take care and hence abuse and abandon them. Is this an ideal situation for the elderly to live a life with dignity and respect?

There is elderly in our neighborhood, who though living with family are facing some or other kind of abuse and neglect on a regular basis. According to a study titled "Status of Elderly in Odisha-2011", conducted by United Nations Populations Fund-India, one out of ten people above 60 years of age experience abuse in Odisha. This has a multiplying effect in further deteriorating the quality of life of senior citizens who are physically confined and socially isolated.

Few surveys carried out by HelpAge India give us startling statistics on various forms of Elder Abuse and the perception of different people about the causes/reasons of elder abuse, over the past few years:

- **National Survey – A youth perspective on elder abuse (2015)** by HelpAge India
 - 73% of India’s youth accept that elder abuse exists in our society.
 - 72.4 % of the youth feel that the topmost form of abuse in their experience is ‘using abusive language and talking rudely to an elder’ followed by 43.1%, who feel ‘elder abuse’ is giving the elder ‘the silent treatment, isolation and emotional abuse.’
 - ‘Property and inheritance disputes’ emerge as the main reason for abuse at 53.2%. But what is interesting to note, is that 35.7% feel that ‘attitudinal and relationship issues’ is also an important reason.
 - 67.5% of the respondents at an all-city level said that ‘elders should stay social and active’ and 31.5% said they should ‘keep their finances organized’ as measures to prevent abuse.
 - 83% perceive that identifying elder abuse in the neighborhood is not difficult.

- National Survey on **“How India treats its Elderly” 2017- a HelpAge India report conducted in 19 cities in India** revealed:
 - 44% elders have been abused in the public space at some time or the other, which is nearly 1 out of 2 elders.
 - 53% elders feel Indian society discriminates against them.
 - 64% elders say it’s easy to get away, despite being rude to elders.
 - 61% elders feel people get impatient with them since they are slow.
 - 52% elders feel people are ruder to them if they are not well-dressed.

- **Elder Abuse in India – Changing Cultural Ethos & Impact of Technology, 2018 - A HelpAge India report** found:
 - Nearly one-fourth (25%) elders experienced abuse personally.
 - Nationally, the main abusers were son (52%) and daughter-in-law (34%).
 - More than 50% of the abusers were skilled workers and working professionals.
 - The most common form of abuse elders experienced was disrespect (56%), verbal abuse (49%) and neglect (33%).
 - Economic exploitation was 22% and beating and slapping was a disturbing 12%. They had been facing this since the past 5 years.
 - 82% of those abused, did not report the matter. The key reasons for not reporting - were to “maintain confidentiality (52%) of family matter” or “did not know how to deal with problem (34%)” suggesting lack of awareness.

- **The Silent Tormentor – COVID-19 and the Elderly - A HelpAge India Survey report 2021.**
 - 43.1% elders said elder abuse is prevalent in society. 15.6% said they were victims of elder abuse.
 - Disrespect (45.6%) and beating /slapping (23.1%) were the main forms of abuse.
 - Main abusers were son (43.8%) and daughter-in-law (27.8%). Surprisingly, 14.2% said their abusers were their daughter.
 - 62.1% felt during Covid19 the risk of getting abused has increased.

- On a ranking basis - ‘emotional abuse’ (60%), ‘financial abuse’ (40%), ‘physical abuse’ (31%), ‘psychological abuse’ (18.6%) and ‘verbal abuse’ (17.9%).

The slow degeneration of physical health and vulnerability of staying without family support puts them in a difficult position to meet their day-to-day needs. It also puts them at great threat to their life and property. The fear of occurrence of any crime against them prevails in their mind all the time and there are many instances where elderly living alone has been attacked and killed for robbing their valuables.

Besides these reports, there are many stories in the media of various forms of elder abuse which ranges from higher to lower – all economic groups. The National Crime Records Bureau’s Annual Reports capture a glimpse of it. Elder abuse is a major concern for today’s society which demands immediate address through family care, political commitment and institutional support by the state.

According to 2020 report of National Crime Records Bureau, the number of crimes against senior citizens that got registered was 24,349 (in 2018), 27,804 (in 2019) and 24,794 (in 2020). It is interesting to note that, even though 2020 experienced the Covid pandemic and series of lockdowns, the elderly was not spared. Murder, robbery, theft, abduction and even rape of senior citizens have been recorded as forms of crimes committed against them. These are officially recorded cases, whereas we understand that there are many vulnerable senior citizens who feel intimidated to go to police and register a case against the abuse or crime they face.

Barriers to access schemes, rights, entitlements and services, referred to as “systemic barriers”, are also a great cause of physical challenge for senior citizens and come in the way of their access to various schemes and services and deprives them of their basic entitlements. Be it access to healthcare institutions, banks, post-offices, other public services, public transport system or the government offices for applying for any services or schemes, elderly face challenges in approaching all these places and services. Physical barriers such as lack of ramps in public buildings, no lifts in multi-story buildings, long queues at counters, no place to sit, no drinking water facility, no wheelchair facility, no toilet facility etc. pose a serious hindrance in senior citizens accessing the services by themselves. Barriers in infrastructure and transport services add to their misery.

While the literacy level is as such low among the elderly, private and public offices, institutions, banks and other services going digital pose major challenge to include elderly in access to services. Digital literacy among elderly is a major lacking area. Cybercrime against senior citizens is on the rise and it’s in news on a daily basis. Lack of knowledge about digital medium and lack of support system is making them more vulnerable and, in many cases, they are losing the savings of their whole life.

When the whole world was connected through digital platform during Covid, the digital divide put the elderly at bay and made them more isolated and lonelier.

It’s pertinent here to mention “Elder Abuse in India – Changing Cultural Ethos & Impact of Technology” - A HelpAge India report 2018 which found that:

- 65% elderly stated that extreme attention given to phones/ computers is disrespectful.

- 73% elders felt that ‘their adult children are too busy on the phone even when at home with them.’
- More than 60% elderly agreed that quality time spent by their adult children as well grandchildren with them has decreased with increase in usage of phones/computers.
- 78% elders agreed that social media had decreased their families’ personal time spent with them.
- Only 4% elders themselves used the internet.

Physical insecurity for senior citizens, thus, ranges from risk to life and property, isolation and neglect, abandonment, beating and slapping, disrespect, unwelcome or forcible sexual contact as well as verbal abuse.

“We must give a serious thought to elder abuse and act against it NOW!”

1.3.1.2 Loneliness and Social Insecurity

Loneliness and/or isolation added with ill health, family intolerance, urbanization and globalization-induced migration have increased the social insecurity of elderly manifolds. This social insecurity is coupled with physical, mental and emotional well-being of the elderly.

With the advent of age and physiological changes in the body leading to ill health such as arthritis, paralysis or old age weakness, senior citizens mostly remain indoors and they slowly get isolated from the outer social life, family and friends. Within the family also they face isolation and are mostly confined to a corner in the house owing to many factors such as intolerance of family members, busy life schedule and over engaging digital life of family members, physical immobility and emotional dependence of elderly on their family members. Urbanization and globalization-induced migration have also left the elderly alone at home as their children and other family members stay out of the city or out of the country. All these lead to isolation, boredom and lack of social life and trigger loneliness of the elderly, which affects their overall mental and physical well-being adversely.

Loneliness may lead to serious health-related consequences. It is one of the three main factors leading to depression (Green *et al.*, 1992), and an important cause of suicide and suicide attempts. A study carried out by Hansson *et al.* (1987) revealed that loneliness was related to poor psychological adjustment, dissatisfaction with family and social relationships.

Many people experience loneliness either as a result of living alone, lack of close family ties, reduced connections with their culture of origin or an inability to actively participate in local community activities. When this occurs in combination with physical disablement, demoralization and depression are common accompaniments.

The negative effect of loneliness on health in old age has been reported by researchers (Heikkinen *et al.*, 1995). The death of spouse and friends and social disengagement after leaving work or a familiar neighborhood are some of the ubiquitous life-changing events contributing to loneliness in older people. Those in the oldest age cohort are most likely to report the highest rates of loneliness, reflecting their increased probability of such losses.

A study by Max *et al.* (2005) revealed that the presence of perceived loneliness contributed strongly to the effect of depression on mortality. Thus, in the oldest old, depression is associated with mortality only when feelings of loneliness are present. Depression is a problem that often accompanies loneliness. In many cases, depressive symptoms such as withdrawal, anxiety, lack of motivation and sadness etc. mimic and mask the symptoms of loneliness.

It is established that life expectancy of women is more than that of men. The number of widows in the higher age group is always more than the number of widowers. As they age, women become more and more vulnerable to isolation and neglect. They are expected to take care of the family, do household chores, take care of the young ones/ children in the family but they themselves are the most uncared for when it comes to love, respect and care. In the event of death of spouse in Indian context, where marriage and family is sacrosanct, the left alone person becomes weak psychologically. They miss the long-lived conjugal life, love and care of the spouse. Death of any one of the couples is devastating for the other and more so in case of the woman. Usually, old women on becoming widow feel more insecure and vulnerable in the family and in the society. Loss of life partner coupled with dependence on other family members leaves her with no choice of her own.

As per Report of the Technical Group on Population Projections for India and States 2011-2036, *Marital status* among elderly:

In the age - group of 60 - 64 years, 76% persons were married while 22% were widowed. Remaining 2% were

It is also important to note that the general notion of “you are old” also discriminates elderly from being engaged in various activities of their choice such as watching movies, dancing and singing, going on destination tours, painting, cycling and other such things that they wish to and are capable of doing. This is termed as “ageism” which in simple terms means discrimination of a person based on his/her age. Let us remind ourselves that they are as human as we are and they possess the same human desires as we young people do. Confining them to prayers and spiritual activities alone is also a discrimination that we do out of our ignorance. In the second innings of their life, they should be encouraged and helped to pursue their hobbies, dreams and to lead an active and engaging social life.

All the above factors lead to isolation, neglect of senior citizens at home and in the society, which pushes them to the dark corner of loneliness. Being alone is the greatest curse that any human being can think of. This loneliness leading to a sense of insecurity and withdrawal from the society adversely affects the physical and mental health of the elderly.

Thus, from above discussion we understand that being socially engaged and active is very important for the physical, mental and emotional wellbeing of the elderly. Spending quality time with family, relatives and friends adds life to their lives, which is actually lacking now-a-days due to ignorance of family members, lack of mobility of the elderly, dependence of senior citizens on their family members, emotionally and economically, and also due to the digital divide that is keeping elderly afar in a non-digital world.

1.3.1.3 Financial Insecurity

When we are in dire need of money for healthcare or any other emergency but we have no source to avail it from, we end up with compromising our health, our little wishes and withdrawal from society. In this situation, we are left with a feeling of insecurity and dependence on others. This feeling of insecurity due to lack of access to financial resources is common in senior citizens of India. The financial insecurity of senior citizens has various facets to it, ranging from economic dependence, property transfer, wills and legacies, lack of preparedness for old age, meagre pension and the vast unorganized sector to which most of them belong to.

Ageing is inevitable. Everyone will go through this phase of life. It is important that everyone should plan and prepare for their old age. But, unfortunately most of us ignore this important aspect of preparedness. In most of the cases there are no savings, no place to live, high dependency on children and relatives and, most importantly, property is transferred to children or relatives with an expectation that they will take care of the person in their old age.

Transfer of property to children has also been a major determinant in the treatment of elderly by their immediate family members in their later years. There are many instances where the elderly transfer the property to children and relatives in good faith but after the transfer, the elderly are left to fend for themselves.

According to Periodic Labour Force Survey (PLFS)³, 2018-19, about 65% of elderly men and 18% of elderly women in the age-group 60-64 years participated in economic activity. However, there is wider difference in rural and urban areas. In rural areas, 72% of elderly men and 21% of elderly women participated in economic activities whereas in urban areas, it was only 51% among elderly men and 10% among elderly women. Similarly, in the age group 65 years and above, participation in economic activity by the elderly male and female is seen to be at a much-reduced level.

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https://cse.azimpremjiuniversity.edu.in/wp-content/uploads/2019/06/Annual_Report_PLFS_2018_19_HL.pdf

With lower literacy rate among senior citizens, above 90% of them come from unorganized sector workforce with no pension, no provident fund and no economic security. They have to work till their last breath in order to live, mostly as daily laborers or unskilled workforce. We come across many of such cases in our daily life as vegetable vendors, tea sellers, sanitation workers etc.

In general, in Indian lower- and middle-income families, the burden of financial crisis is always first compromised with the needs of the elderly in the family, whether it is healthcare, nutrition or any other small need such as spectacles or a book. While family members mostly focus on the needs of the children and adults at first place, the elderly also volunteer to part with their own need in these situations.

The old-age dependency ratio climbed from 10.9% in 1961 to 14.2% in 2011 and further projected to increase to 15.7% and 20.1% in 2021 and 2031 respectively for India as a whole. For females and males, the value of the ratio was 14.9 % and 13.6% in 2011 and the projected dependency ratio for female and male is 14.8% and 16.7% respectively in 2021. The dependency

ratio of senior citizens carries higher implication to the economy of the family and the state and is also related to the abuse that the elders face.

Economic dependence plays a major role in the life of elderly. If the elderly has money and property in their own name and others are dependent on them, then there are cases of abuse and violence pressurizing them to transfer the property or pay the bills of the younger family members. On the other hand, where the elderly has no money or property with them and are economically dependent on their children or relatives, they are abused and insulted for their dependence and they enjoy no independence, not even to purchase a cup of tea for themselves! As per study by HelpAge India (Elder Abuse in India, 2014 report), economic dependence of the elderly on family members accounts for 46% of elderly abuse, economic dependence of family members (/abusers) on elderly accounts for 45% of elder abuse and emotional dependence of elderly on family members accounts for 46% of elder abuse.

Thus, whether it is economic dependence on the family or economic dependence of the family, in both the cases the elderly become victim of abuse and neglect. But well-planned financial security at old age is an ideal option for the elderly to meet their daily needs without being dependent on anyone and also to meet emergencies such as healthcare. Not all people are well placed to have a proper financial security at old age, for which care of family members as well as social assistance by welfare state are immensely important for ensuring a better life for the elderly. Economic dependence leading to financial insecurity in old age has detrimental effect on the mental, physical and social health of the elderly as it leads to neglect, abuse and social withdrawal.

1.3.1.4 Health Care Issues of Senior Citizens

Going by NSS 75th Round: Social consumption on health in India during 2017-18, about 70 per cent of the aged persons had to depend on others for their day-to-day maintenance. The situation of elderly females was not encouraging as only 10% and 11% were economically independent in rural and urban areas respectively whereas the elderly males were much better off as corresponding percentage for males were 48% and 57% in rural and urban areas respectively. This economic dependence of the elderly on their family is a major deterrent in their health care. Let's try to understand the various health care issues that senior citizens face with advancement of age.

With ageing comes the natural degeneration of physical health of a person. With growing age, older people experience various anatomical and physiological changes. These changes bring many psychological, behavioral and attitudinal changes in them.

Loss of physical strength and stamina become more acute as a person grows older and require systematic handling. Various diseases slowly begin to affect the body. Mostly the non-communicable diseases like high blood sugar, high blood pressure, arthritis, asthma, cancer, paralysis, hearing loss, cataract, loss of vision etc. are common in this age. The most prevalent disability among elderly persons is locomotor disability followed by hearing disability and visual disability.

The other aspect of health that senior citizens face is mental health. The major mental health conditions at old age being depression, Parkinson's disease, Alzheimer's diseases etc. which demands proper care and support of family members as well as proper healthcare infrastructure to extend support in terms of treatment and counseling support to the elderly and their care givers as well.

Comprehensive Geriatric Health Care becomes the need of the hour. But very few elderly in Indian context are economically sound to meet their healthcare needs and have family support to be taken care of. Lack of physical mobility, financial capacity to meet the healthcare cost, no

health insurance and support from family pushes the elderly to a corner and multiplies their vulnerability manifold.

The willingness for the care of elderly and economic condition of the family members also decides the physical and mental well-being of the family. There are many instances where the deteriorating health of elderly and the need of care and dependence on family members have led to abuse and abandonment of elderly.

The ignorance and neglect of elderly can be fatal, for e.g., if regular health check-up is not done, then non-communicable diseases such as high BP, diabetes remain undiagnosed for a longer period leading to paralysis and multiple-organ failure like situations. These conditions are preventable with timely diagnosis and regular medication.

Cancer and palliative care needs are also quite prevalent among elderly which needs both preventive and curative healthcare service. While these are expensive, they are also not accessible or commonly available to the needy.

One of the most neglected healthcare needs for elderly is cataract. This comes under preventable blindness category. About 1% of the population gets affected with cataract every year, most of them are above the age of 55 years. Cataract if not treated on time, can mature and make a person lose his/her eyesight forever. This is preventable with timely intervention. But either due to lack of information, knowledge, due to ignorance or due to lack of care for the elderly, many elderly suffer in their latter part of life due to cataract-induced blindness.

Moreover, our healthcare infrastructure needs major changes in terms of affordable homecare services for bedridden patients, palliative care services, geriatric care facilities at health centers with geriatric specialists, extensive training, study and research on geriatric healthcare etc. Preventive healthcare need to be promoted for the elderly with annual health-checkup at subsidized cost or no cost for the senior citizens, which will reduce the burden of healthcare expenses and healthcare need of the elderly in the country.

1.3.2 Needs for a Happy and Dignified Ageing

Mother Teresa once mentioned, *“Loneliness and the feeling of being unwanted is the most terrible poverty in the world.”*

As per an estimate more than 50 lakh elders live all alone with no one to care for them in India. 1 in every 8 persons among the older population feel that no one cares if they exist; they grossly feel unwanted or of any value to anybody. The elderly in today's society feel lonely, isolated and uncared for due to various reasons ranging from absence of family members to take care, busy life schedule of family members to abuse and abandonment of elderly by the family members.

There is a growing body of evidence that suggests that psychological and sociological factors have a significant influence on how well an individual is ageing. Ageing research has demonstrated a positive correlation of someone's religious beliefs, social relationships, perceived health, self-efficacy, socio-economic status and coping skills, among others, with their ability to age more successfully.

In the previous section, we discussed the various issues and challenges of old age that our elderly are facing in their day-to-day life in India. Central to all these issues and challenges was

the insecurity in the form of physical abuse and neglect, social insecurity, i.e., isolation, loneliness, financial insecurity and access to healthcare for the elderly. Ageism and people's perception about old age also adds to the misery of elderly. All these together lead to an uncared and undignified life and its needs to change. All that is needed is love, care and respect for the elderly to lead a happy and dignified life.

Let us discuss some examples from around the world in this context:

Here, it is very pertinent to mention about the Blue Zones⁴ in the world here. There are five such geographic locations in the world where most of the people are centenarians, i.e., aged above 100 years. Average life expectancy at birth for these locations is above the age of 100 years! Isn't it interesting! You may explore Google 'blue zones' to know more about them.

Dan Buettner, Blue Zones founder, is a National Geographic Fellow and multiple New York Times bestselling author. They have discovered five places in the world – dubbed blue zones – where people live the longest, and are healthiest. The concept of blue zones grew out of the demographic work done by Gianni Pes and Michel Poulain outlined in the Journal of Experimental Gerontology, identifying Sardinia as the region of the world with the highest concentration of male centenarians. Pes and Poulain drew concentric blue circles on the map highlighting these villages of extreme longevity and began to refer to this area inside the circle as the blue zone. Building on that demographic work, Dan pinpointed other longevity hotspots around the world and dubbed them blue zones.

Let Us Remember

The five designated blue zones in the world are:

- 1. Okinawa Island in Japan**
- 2. Sardinia in Italy**
- 3. Nicoya Peninsula in Costa Rica**
- 4. Ikaria in Greece and**
- 5. Loma Linda in California**

The blue zone regions are home to some of the oldest and healthiest people in the world. Although their lifestyles differ slightly, they mostly eat a plant-based diet, exercise regularly, drink moderate amounts of alcohol, get enough sleep and have good spiritual, family and social networks. If you look at four of the major dietary quality scoring systems, which have all been associated with extending lifespan and lowering heart disease and cancer mortality, they all share only four things in common: more fruit, more vegetables, more whole grains, and more nuts and beans.

⁴ <https://www.bluezones.com/exploration/okinawa-japan/>

Here we will try to understand the longevity of one of these blue zones, i.e., Okinawa Island of Japan.

Despite years of hardship, Okinawans⁵ have established a lifestyle and environment to live long, healthy lives. Follow these common centenarian practices to promote your own longevity.

1. ***Embrace an ikigai***: Older Okinawans can readily articulate the reason they get up in the morning. Their purpose-imbued lives give them clear roles of responsibility and feelings of being needed well into their 100s.
2. ***Rely on plant-based diet***: Older Okinawans have eaten a plant-based diet most of their lives. Their meals of stir-fried vegetables, sweet potatoes and tofu are high in nutrients and low in calories.
3. ***Get Gardening***: Almost all Okinawan centenarians grow or once grew a garden. It's a source of daily physical activity that exercises the body with a wide range of motion and helps reduce stress. It's also a near-constant source of fresh vegetables.
4. ***Eat more soy***: The Okinawan diet is rich in foods made with soy, like tofu and miso soup. Flavonoids in tofu may help protect the hearts and guard against breast cancer. Fermented soy foods contribute to a healthy intestinal ecology and offer even better nutritional benefits.
5. ***Maintain a moai – the social network***: The Okinawan tradition of forming a moai provides secure social networks. These safety nets lend financial and emotional support in times of need and give all of their members the stress-shedding security of knowing that there is always someone there for them.
6. ***Enjoy the sunshine***: Vitamin D, produced by the body when it's exposed on a regular basis to sunlight, promotes stronger bones and healthier bodies. Spending time outside each day allows even senior Okinawans to have optimal vitamin D levels year-round.
7. ***Stay active***: Older Okinawans are active walkers and gardeners. The Okinawan household has very little furniture; residents take meals and relax sitting on tatami mats on the floor. The fact that old people get up and down off the floor several dozen times daily builds lower body strength and balance, which help protect against dangerous falls.
8. ***Plant a medical garden***: Mugwort, ginger, and turmeric are all staples of an Okinawan garden, and all have proven medicinal qualities. By consuming these every day, Okinawans may be protecting themselves against illness.
9. ***Have an attitude***: A hardship-tempered attitude has endowed Okinawans with an affable smugness. They're able to let difficult early years remain in the past while they enjoy today's simple pleasures. They've learned to be likable and to keep younger people in their company well into their old age.

⁵ *Blue Zones: Lessons For Living Longer From The People Who 've Lived The Longest* by Dan Buettner, copyright 2008.

These nine mantras have been critical in helping the elderly in Okinawa and other blue zones active and helped them in leading a happy life and in healthy ageing and graceful ageing. It clearly demonstrates the role of being active personally and socially is very important in everyone's life. And it is always important to have a strong social security net for the elderly to lead a life with dignity and respect.

1.6. The Legal Framework

A. International Level

The United Nations adopted the 1st International Plan of Action on Ageing in Vienna in 1982, and it was in 1991 that the General Assembly adopted the UN Principles for Older Persons (Resolution 46/91) and its four main themes - independence, participation, care, self-fulfillment and dignity. The Committee on Economic, Social and Culture Rights adopted the general comment on the Economic and Social, and Cultural Rights of Older Persons. The year 1999 was declared as "the International Year of Older Persons" by United Nations.

In 1999, with the International Year of Older Persons, came the Conceptual Framework based on the Plan and Principles with four priority areas (i) the situation of older persons, (ii) individual life long development, (iii) the relationship between generations, (iv) the inter-relationship of population, ageing and development.

The 2nd World Assembly on Ageing (WAA) had adopted unanimously a Political Declaration and an International Strategic Plan of Action on Ageing in Madrid in 2002. The 2004 report of the Secretary-General to the General Assembly recommends "assigning full-time focal points on ageing and providing them with adequate resources to further implementation". The United Nation has declared October 1 every year to be observed as "International Day of Older Persons (IDOP)". The International day of older persons is celebrated every year on October 1.

United Nations Principles for Older Persons⁶, adopted by General Assembly resolution 46/91 of 16 December 1991, bearing in mind the standards already set by the International Plan of Action on Ageing and the conventions, recommendations and resolutions of the International Labour Organisation, the World Health Organization and other United Nations entities encourages governments to incorporate the following principles into their national programmes whenever possible:

1. Independence

- Older persons should have access to adequate food, water, shelter, clothing and health care through the provision of income, family and community support and self-help.
- Older persons should have the opportunity to work or to have access to other income-generating opportunities.
- Older persons should be able to participate in determining when and at what pace withdrawal from the labour force takes place.
- Older persons should have access to appropriate educational and training programmes.
- Older persons should be able to live in environments that are safe and adaptable to personal preferences and changing capacities.
- Older persons should be able to reside at home for as long as possible.

⁶<https://www.ohchr.org/en/professionalinterest/pages/olderpersons.aspx>

Participation

- Older persons should remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations.
- Older persons should be able to seek and develop opportunities for service to the community and to serve as volunteers in positions appropriate to their interests and capabilities.
- Older persons should be able to form movements or associations of older persons.

Care

- Older persons should benefit from family and community care and protection in accordance with each society's system of cultural values.
- Older persons should have access to health care to help them to maintain or regain the optimum level of physical, mental and emotional well-being and to prevent or delay the onset of illness.
- Older persons should have access to social and legal services to enhance their autonomy, protection and care.
- Older persons should be able to utilize appropriate levels of institutional care providing protection, rehabilitation, social and mental stimulation in a humane and secure environment.
- Older persons should be able to enjoy human rights and fundamental freedoms when residing in any shelter, care or treatment facility, including full respect for their dignity, beliefs, needs and privacy and for the right to make decisions about their care and the quality of their lives.

Self-fulfilment

- Older persons should be able to pursue opportunities for full development of their potential.
- Older persons should have access to educational, cultural, spiritual and recreational resources of society.

Dignity

- Older persons should be able to live in dignity and security and be free of exploitation and physical or mental abuse.
- Older persons should be treated fairly regardless of age, gender, racial or ethnic background, disability or other status, and be valued independently of their economic contribution.

B. National Level

B.1 Administrative Set-up: In India, the Ministry of Social Justice and Empowerment, as the name suggests, is set up to ensure equitable treatment to such sections of society which has suffered social inequalities, exploitation, discrimination and injustice. The Social Defense Division of the Ministry mainly caters to the requirements of senior citizens.

B.2 National Policy on Older Persons (NPOP), 1999

The existing National Policy on Older Persons (NPOP) was announced in January 1999 to reaffirm the commitment to ensure the well-being of the older persons. The policy envisaged state support to ensure financial and food security, health care, shelter and other needs of older persons, equitable share in development, protection against abuse and exploitation, and availability of services to improve the quality of their lives. The primary objectives were to:

- I. Encourage individuals to make provision for their old age;
- II. Encourage families to take care of their older family members;
- III. Enable and support voluntary and non-governmental organisations to supplement the care provided by the family;
- IV. Provide care and protection to the vulnerable elderly people;
- V. Provide adequate healthcare facility to the elderly;

Promote research and training facilities to train geriatric care givers an organisation of services for the elderly; and create awareness regarding elderly persons to help them lead productive and independent life.

Keeping in view the changing demographic pattern, socio-economic needs of the senior citizens, social value system and advancement in the field of science and technology over the last decade, a new National Policy for Senior Citizens is under finalization.

B.3 Maintenance and Welfare of Parents and Senior Citizens Act, 2007:

The Maintenance and Welfare of Parents and Senior Citizens (MWPSA) Act was enacted in December 2007 to ensure need-based maintenance for parents and senior citizens and their welfare. The Act provides for:

- Maintenance of parents/ senior citizens by children/ relatives made obligatory and justiciable through tribunals;
- Revocation of transfer of property by senior citizens in case of neglect by relatives;
- Penal provision for abandonment of senior citizens;
- Establishment of old age homes for indigent senior citizens; and
- Adequate medical facilities and security for senior citizens.

The Act has been notified and brought into force by all state governments/ union territory UT administrations. Consequential steps like notification of rules (except Arunachal Pradesh and Nagaland), maintenance tribunals, appellate tribunals and maintenance officers have also been carried out by the states/UTs. The Act is not applicable to the state of Jammu & Kashmir and Himachal Pradesh has its own Act for senior citizens.

The Act has been under implementation for more than a decade now. Based on the experience of implementation of the Act including the feedback received from the stakeholders, it has been found expedient to suitably amend the provisions of the Act in order to make it more contemporary and effective. The Maintenance and Welfare of Parents and Senior Citizens (Amendment) Bill, 2019, has been introduced in the Lok Sabha on December 11, 2019. Major amendments introduced in the Bill are given below:

- Definition of ‘children’ expanded to include son-in-law, daughter-in-law, biological/ adoptive/step son and daughter, minors (through legal guardian).
- Definition of ‘parent’ expanded to include father-in-law, mother-in-law and grandparents, whether or not a senior citizen.
- Definition of ‘senior citizen’ expanded to include uniform adoption of age criteria for all benefits extended by the central/state government /semi-government/ private to senior citizens. (This shall not adversely affect the already existing benefits being extended by these agencies to those below the age of 60 years).
- Definition of ‘maintenance’ and ‘welfare’ expanded to include housing, safety and security to enable parents and senior citizens to lead a life of dignity.
- Removal of ceiling of Rs 10,000 as maximum maintenance amount to be awarded to senior citizens/parents (quantum of maintenance may be decided on the basis of earning and standard of living of senior citizens/parents and children/relative). Provision of appeal extended to children/ relatives also, provided that on appeal, the children or relative who is required to pay maintenance amount, as per orders of the maintenance tribunal, continue to pay to such parent or senior citizen.
- Role of maintenance officer expanded (to ensure compliance of the order of the tribunal; to act as point of contact for the senior citizens/parents).
- Provision for registration of Senior Citizens Care Home (erstwhile Old Age Home), Multi-Service Day Care Homes and agencies providing home care services to senior citizens.
- Central Government to prescribe minimum standards required for the establishment, running and maintenance of Senior Citizens Care Homes.
- Every police station shall have a nodal officer for senior citizens to deal with issues related to parents and senior citizens.

B.4 National Schemes: As envisaged in the National Policy for Older Persons (NPOP, 1999) and Maintenance and Welfare of Parents and Senior Citizens Act, (MWPSCA, 2007) some efforts have been made by central government in the form of centrally-sponsored schemes for elderly in India, such as:

- **Integrated Program for Older Persons (IPOP) now changed to National Action Plan for Senior Citizens (NAPSrC). National Action Plan for the Welfare of Senior Citizens (NAPSrC).**

The plan lays down in one document, the vision, mission and the plan of action of the Government of India for welfare and wellbeing of senior citizens of the country. It brings together articulation of each of the current schemes, future plans, strategies and targets and maps it with schemes/programmes, accountabilities, financials and clear outcomes. This plan takes care of the top four needs of the senior citizens, viz., financial security, food, health care and human interaction /life of dignity. It also includes the facets of safety/protection and general wellbeing of the elderly beginning from awareness generation and sensitization of the society.

- 1. The National Action Plan for the Welfare of Senior Citizens (NAPSrC)** is an umbrella scheme, effective since April 1, 2020, has four sub-schemes under it, namely:

Scheme of Integrated Programme for Senior Citizens (IPSrC): Under the scheme, assistance up to 100% of the project cost is given to the state governments/UT administrations through registered societies/ Panchayati raj institutions (PRIs)/local bodies agencies, non-governmental/voluntary organizations, institutions or organizations set up

by government as autonomous/subordinate bodies and government-recognized educational institutions, charitable hospitals/nursing homes and recognized youth organizations such as Nehru Yuva Kendra Sangathan subject to the terms and conditions laid down by this Ministry for running and maintenance of the following projects:

- (i) Senior Citizens' Homes for 25 destitute senior citizens to provide food, care and shelter.
- (ii) Senior Citizens' Homes for 50 elderly women including those under Sansad Adarsh Gram Yojana (SAGY) to provide food, care and shelter.
- (iii) Continuous Care Homes and Homes for senior citizens afflicted with Alzheimer's disease/ dementia for a minimum of 20 senior citizens who are seriously ill requiring continuous nursing care and respite or those who are afflicted with Alzheimer's disease/ dementia.
- (iv) Mobile Medicare Units to provide medical care to senior citizens living in rural, isolated and backward areas.
- (v) Physiotherapy Clinics for senior citizens for a minimum of 50 senior citizens per month.
- (vi) Regional Resource and Training Centres (RRTCs) monitors and provides technical support, advocacy, networking, training and capacity building for effective delivery of service by the centres for senior citizens, funded by the ministry.
- (vii) Other activities considered suitable to meet the objectives of the scheme, including implementation of the provisions of National Policy for Senior Citizens (NPSrC).

2. State Action Plan for Senior Citizens (SAPSrC):

The Government of India perceives a major and critical role of all state governments in partnering and implementing the Action Plan for welfare of senior citizens. Appreciating the critical and significant role of states/UTs, each state/UT is expected to plan and strategies taking into account their local considerations and frame their own state action plans for the welfare of their senior citizens. This state action plan may comprise a long-term strategy for five years as well as annual action plans. Department of Social Justice and Empowerment shall release funds to the states/UTs for formulation and implementation of their state action plans. Under the SAPSrC, the states are expected to put in their own funds to augment the resources available for the purpose.

While the states are free to include their own strategies and programmes as a part of their state action Plans, the design of the SAPSrC for which funding will be admissible under this sub scheme from 2020-21 onwards has been finalised which should be implemented on priority by all the States/UTs out of the funds released under NAPSrC.

3. Convergence with Initiatives of other ministries/departments in government of India in the field of senior citizens welfare (CWMSrC):

NAPSrC has identified initiatives to be taken by different Departments for the benefit of senior citizens. These initiatives would be collated, department-wise and communicated to them for proposing annual action plans in collaboration with this department.

4. Media, advocacy, capacity building, research and study, pilots and any other project aimed towards the welfare of the senior citizens and falling under the scope and coverage of the NAPSrC through NISD (NISDSrC): National Institute of Social Defence (NISD), an autonomous body of this department, is expected to be the resource centre on senior citizens in the country. It will be equipped to implement directly any project in furtherance of the objectives of the NAPSrC.

B.5 National Awards for Senior Citizens-Vayoshreshtha Samman:

In order to recognize the efforts made by eminent senior citizens and institutions involved in rendering distinguished services for the cause of elderly persons, especially indigent senior citizens, the Ministry of Social Justice and Empowerment (Department of Social Justice and Empowerment) has a scheme of National Awards for Senior Citizens to showcase the Government's concern for senior citizens and its commitment towards senior citizens with the aim of strengthening their legitimate place in the society. The scheme of National Awards for senior citizens was notified in the Gazette of India on January 22, 2013. The awards named "Vayoshreshtha Samman" are conferred on the October 1 every year on the occasion of International Day of Older Persons (IDOP).

Vayoshreshtha Sammans – National Award for Senior Citizens are conferred to eminent and outstanding institutions or organizations and individuals from different categories:

- **Institutional Category**

- i. Best institution for research in the field of ageing (citation, memento and cash award of rupees five lakh).
- ii. Best institution for providing services to senior citizens and awareness generation (citation, memento and cash award of rupees five lakh).
- iii. Best district panchayat in providing services and facilities to senior citizens. (citation, memento and cash award of rupees ten lakh).
- iv. Best urban local body in providing services and facilities to senior citizens. (citation, memento and cash award of rupees ten lakh).
- v. Best state in implementing the maintenance and welfare of parents and senior citizens Act, 2007 and providing services and facilities to senior citizens (citation and memento).
- vi. Best private sector organisation in promoting the well-being and welfare of senior citizens (citation and memento).
- vii. Best public sector organisation in promoting the well-being and welfare of senior citizens (citation and memento).

- **Individual Category**

- i. Centenarian (citation, memento and cash award of rupees two lakh and fifty thousand).
- ii. Iconic mother (citation, memento and cash award of rupees two lakh and fifty thousand).
- iii. Lifetime achievement (citation, memento and cash award of rupees two lakh and fifty thousand).
- iv. Creative art (citation, memento and cash award of rupees two lakh and fifty thousand).
- v. Sports and adventure (one each for male and female): (citation, memento and cash award of rupees two lakh and fifty thousand).

- vi. Courage and bravery (one each for male and female): (citation, memento and cash award of rupees two lakh and fifty thousand).

B.6 Rashtriya Vayoshri Yojana (RVY): Scheme for providing physical aids and assisted-living devices for senior citizens:

According to the announcement made in the Budget Speech 2015-16, the Rashtriya Vayoshri Yojana (RVY) has been formulated and launched on April 1, 2017, by Ministry of Social Justice and Empowerment. Under the scheme, aids and assistive living devices are provided free of cost to senior citizens, belonging to BPL category, who suffer from age-related disabilities/infirmities such as low vision, hearing impairment, loss of teeth and loco-motor disabilities. The aids and assistive devices, viz. walking sticks, elbow crutches, walkers/crutches, tripods/quad-pods, hearing aids, wheelchairs, artificial dentures and spectacles are provided to eligible beneficiaries. The scheme has been revised w.e.f. FY 2020-21. Under the revised schemes and programmes for the welfare of elderly persons scheme, the criteria of selection of beneficiaries have been extended to include not only those senior citizens belonging to BPL category but also senior citizens with monthly income not more than Rs 15,000 and who suffer from age-related disabilities/infirmities as mentioned above. In addition, the number of devices hitherto provided has also been increased.

Rashtriya Vayoshri Yojana is Rashtriya Vayoshri Yojana is a central sector scheme funded from Senior Citizens Welfare Fund (SCWF) and is being implemented by Artificial Limbs Manufacturing Corporation of India (ALIMCO), which is a public sector undertaking under the Ministry of Social Justice and Empowerment. The scheme is under implementation in 373 districts.

B.7 Senior Citizens Welfare Fund

A Senior Citizen Welfare Fund (SCWF) was established on March 18, 2016, as per Rule 3 of the Senior Citizens Welfare Funds Rules, 2016, published in the Gazette of India (Extra Ordinary) dated March 18, 2016. The fund shall be utilised for such schemes for the promotion of welfare of senior citizens, which are in line with the National Policy on Older Persons, including schemes for promoting financial security of senior citizens, healthcare and nutrition of senior citizens, welfare of elderly widows and other innovative schemes directed towards welfare of senior citizens. The fund comprises of the amounts available under saving schemes of the Central Government that remain unclaimed for a period of seven years from the date of the account being declared as inoperative account. The fund is administered by an Inter-Ministerial Committee (IMC) with the Ministry of Social Justice and Empowerment as the nodal ministry for administration of the fund. The committee is headed by Secretary, Ministry of Social Justice and Empowerment with the members from representatives of Department of Financial Services, Ministries of Health and Family Welfare, Rural Development, Housing & Urban Affairs, and Labour and Employment.

Schemes such as Rashtriya Vayoshri Yojana (RVY), being implemented by this ministry, is funded from this scheme. Part funding has been also received by Ministry of Health and Family Welfare, under SCWF, towards Longitudinal Ageing Study in India (LASI) and Senior Citizens' Health Insurance Scheme (SCHIS). Ministry of Civil Aviation's provision for electric golf carts at airports has been also funded under SCWF.

B.8 National Council of Senior Citizens

In pursuance of the National Policy for Older Persons (NPOP), a National Council for Older Persons (NCOP) was constituted in 1999 under the chairpersonship of the Minister for

Social Justice and Empowerment to oversee implementation of the policy and advise the government in the formulation and implementation of policy and programmes for the aged. In 2012, the NCOP was reconstituted in order to encourage more participation from every region and renamed as National Council of Senior Citizens (NCSrC).

The NCSrC advises central and state governments on the entire gamut of issues related to welfare of senior citizens and enhancement of their quality of life. It has representatives from central ministries, state social welfare departments, senior citizen associations, pensioners' associations, non-governmental organisations, experts in the field of ageing and related matters. The members of the council have tenure of three years and a meeting is held every year.

B.9 Schemes from other central ministries for the welfare of senior citizens:

The Ministry of Health and Family Welfare (MoHFW) had launched National Programme for Health Care of the Elderly (NPHCE) during 2010-11 to address various health-related problems of elderly people. The National Programme for the Health Care for the Elderly (NPHCE) is an articulation of the international and national commitments of the government as envisaged under the UN Convention on the Rights of Persons with Disabilities (UNCRPD), National Policy on Older Persons (NPOP) adopted by the Government of India in 1999 and Section 20 of "The Maintenance and Welfare of Parents and Senior Citizens Act, 2007" dealing with provisions for medical care of senior citizen. The programme is state-oriented and basic thrust of the programme is to provide dedicated health care facilities to the senior citizens (>60 year of age) at various level of primary, secondary and tertiary health care.

The objectives of the programme are:

- To provide an easy access to promotional, preventive, curative and rehabilitative services to the elderly through community-based primary healthcare approach.
- To identify health problems in the elderly and provide appropriate health interventions in the community with a strong referral backup support.
- To build capacity of the medical and paramedical professionals as well as the care-takers within the family for providing health care to the elderly.
- To provide referral services to the elderly patients through district hospitals, regional medical institutions.
- Convergence with National Rural Health Mission, AYUSH and other line departments like Ministry of Social Justice and Empowerment.

Under the National Health Mission (NHM) component, primary and secondary care service are delivered through district hospitals (DH), community health centers (CHC), primary health centers (PHC), sub-centre/health and wellness centers while tertiary care services are supported by MoHFW under the tertiary component of the programme namely 'Rashtriya Varishth Jan Swasthya Yojana(RVJSY)'. These services are being provided through Regional Geriatric Centers (RGCs) located at 19 medical colleges in 18 states of India and two national centers of ageing (NCAs) one in AIIMS, Ansari Nagar, New Delhi and another in Madras Medical College, Chennai. Further, an interactive and dynamic website cum MIS of the NPHCE program me has

been initiated through Centre for Health Informatics (CHI) to provide comprehensive information along with data regarding geriatric facilities and services available through-out the country.

Pradhan Mantri Jan Arogya Yojana (PM-JAY) under the Ayushman Bharat, launched by Ministry of Health and Family Welfare in 2018, is the largest health assurance scheme in the world which aims at providing a health cover of Rs 5 lakh per family per year for secondary and tertiary care hospitalization across public and private empaneled hospitals in India to poor and vulnerable families (approximately 50 crore beneficiaries). The households included are based on the deprivation and occupational criteria of Socio-Economic Caste Census 2011 (SECC-2011) for rural and urban areas respectively. The coverage mentioned under PM-JAY also includes families that were covered in RSBY but are not present in the SECC-2011 database. PM-JAY is fully funded by the government and cost of implementation is shared between the central and state governments. PM-JAY provides cashless access to health care services for the beneficiary at the point of service, that is, the hospital. It covers up to 3 days of pre-hospitalization and 15 days' post-hospitalization expenses such as diagnostics and medicines. There is no restriction on the family size, age or gender.

The Ministry of Rural Development is implementing the Indira Gandhi National Old Age Pension Scheme (IGNOAPS) since 2007. This scheme is specially intended for senior citizens, who are aged above 60 years and fall below the line of poverty as per the guidelines stated by the Government of India (GOI). Under this scheme, the beneficiary will be entitled to a monthly pension, and as this scheme is a non-contributing scheme, henceforth, the beneficiary is not required to contribute any sum in order to get the pension. The sum of pension will be given based upon the age of the beneficiary, if they are aged between 60 to 79 years, then a monthly sum of Rs 200 is offered and for people above 80 years, a sum of Rs 500 is credited.

The Pradhan Mantri Vaya Vandana Yojana (PNVVY) is a pension scheme launched by government of India in May 2017 to provide social security exclusively for the senior citizens aged 60 years and above. The scheme was available from May 4, 2017, to March 31, 2020. The scheme is now extended up to March 31, 2023, for a further period of three years beyond March 31, 2020. This is a simplified version of the VPBY and will be implemented by the Life Insurance Corporation (LIC) of India. Under the scheme, on payment of an initial lump sum amount ranging from Rs 1, 62,162 for a minimum pension of Rs 1000 per month to a maximum of Rs 15, 00,000 for a maximum pension of Rs 9,250 per month, subscribers will get an assured pension based on a guaranteed rate of return of 8% per annum payable monthly/quarterly/half-yearly/annually. The duration of the scheme will be for a period of ten years and the scheme is opened for subscription.

B. 10 Ministry of Finance provides the following facilities for senior citizens for the assessment year 2020-21.

- **Senior citizen (Age 60 years or more but less than 80 years):** A senior citizen is granted a higher exemption limit compared to non-senior citizens. The exemption limit for the financial year 2020-21 available to a resident senior citizen is Rs 3 lakhs. The exemption limit for non-senior citizen is Rs 2.5 lakhs.
- **Very senior citizen (of age above 80 years):** A very senior citizen is granted a higher exemption limit compared to others. The exemption limit for the financial year 2020-21 available to a resident very senior citizen is Rs 5 lakhs. The exemption limit for non-senior citizen is Rs 2.5 lakhs.
- Section 80TTB of the Income Tax law gives provisions relating to tax benefits available on account of interest income from deposits with banks or post office or co-operative banks of an amount up to Rs 50,000 earned by the senior citizen (i.e., an individual of the age of

60 years or above). Interest earned on saving deposits and fixed deposit, both shall be eligible for deduction under this provision.

- Section 194A of the Income Tax law gives corresponding provisions that no tax shall be deducted at source from payment of interest to a senior citizen up to Rs 50,000.
- Income tax rebates for Medical Treatment for Specified Diseases for Senior Citizens (U/S 80 DDB) and also rebate for Medical Insurance Premium for Senior Citizens. (U/S 80 D)
- Senior citizen pensioners who are of 75 years of age or above, Union Budget 2021-22 proposed to exempt them from the requirement of filing an income tax return (ITR) if the full amount of tax payable has been deducted by the paying bank.
- 0.5% high interest rate on fixed deposits by senior citizens.

B. 11 Ministry of Road Transport and Highways provides the facilities of reservation of two seats for senior citizens in front row of the buses of the State Road Transport undertakings. Some state governments are giving fare concession to senior citizens in the state road transport undertaking buses.

B.12 Ministry of Railways provides the following facilities to senior citizens:

- Fare concession in all mail / express including Rajdhani / Shatabadi / Jan Shatabadi trains for senior citizens aged female - 58 years and male 60 years and above. The element of concession is 40 % for male and 50 % for female.
- Indian Railways also have the facility of separate counters for senior citizens for purchase/ booking / cancellation of tickets.
- Wheel chairs for use of older persons are available at all junctions, district headquarters and other important stations for the convenience of needy persons including the older persons.
- Ramps for wheel chairs movement are available at the entry to important stations.

The National Carrier, Air India under the Ministry of Civil Aviation provides air fare concession in up to 50% of basic fare of normal economy class for senior citizens who have completed 60 years of age on the date of commencement of journey and on production of proof of age (photo-ID) and nationality.

B. 13 Ministry of Consumer Affairs, Food and Public Distribution provide the following facilities for senior citizens.

- Under the Antyodaya Scheme, the below poverty line (BPL) families which also include older persons are provided food grains at the rate of 35 kgs per family per month. The food grains are issued @ Rs 3 per kg for rice and Rs 2 per kg. for wheat. The persons aged 60 years above from the BPL category were given priority for identification.
- Under the Annapoorna Scheme being implemented by the States/UT administration, 10 kgs of food grains per beneficiary per month are provided free of cost to those senior citizens who remain uncovered under the old age pension scheme.

B. 14 The Chapter V of the Maintenance and Welfare of Parents and Senior Citizens Act, 2007, provides for “Protection of Life and Property of Senior Citizens”. State governments are required to prescribe a comprehensive action plan for providing protection of life and property of senior citizens. Ministry of Home Affairs, Government of India, has also issued detailed advisories dated March 27, 2008, and 15 schemes and programmes for the Welfare of Elderly Persons August 30, 2013, to all the state government /UTs, who are primarily responsible for prevention, detection, registration, investigation and prosecution of crime

including crime against senior citizens as 'police' and 'public order' are state subjects. The Ministry of Home Affairs in its advisories has advised the states/UTs to take immediate measures to ensure safety and security and for elimination of all forms of neglect, abuse and violence against old persons through initiatives such as identification of senior citizens; sensitisation of police personnel regarding safety, security of older persons; regular visit of the beat staff; setting up of toll-free senior citizens' helpline; setting up of senior citizens' security cell; verification of domestic helps, drivers, etc.

C. State Level:

- **Administrative Set-up:** Department of Social Security and Empowerment of Persons with Disabilities, Government of Odisha, is the nodal administrative department for issues related to senior citizens whereas department of health, department of home etc. are the line departments for healthcare and protection of life and property of senior citizens.

Every district has District Social Security Officer (DSSO) and every block has Block Social Security Officer (BSSO) and the nodal officers for matters related to senior citizens in the state.

Every police station has a nodal officer and is supposed to register all senior citizens of its jurisdiction to ensure their care and protection. Every SP office at district level in Odisha has a senior citizen cell.

Going by MWPSA, 2007, every district in Odisha has a District Committee for Senior Citizens with district collector as its chairperson and DSSO as the convener. This committee is supposed to sit every quarter to discuss issues of senior citizens in the district and extend support to government machinery in reaching out to the poor and needy senior citizens. There is also provision of State Council of Senior Citizens in every state as per MWPSA, 2007.

- **Maintenance and Welfare of Parents and Senior Citizens, Odisha State Rules 2009:** Odisha adopted MWPSA, 2007, and formed State Rules in 2009. Since then the National Act is application in the state.
- **Odisha State Policy for Senior Citizens, 2016:** For the first time in year 2016, Odisha brought its vision for elder care in the state through launching Odisha State Policy for Senior Citizens.
- **Madhubabu Pension Yojana:** As discussed above, in Odisha, through Madhubabu Pension Yojana, Old Age Social Security pension of Rs 500 and Rs 700 is being provided every month to poor senior citizens of age 60 to 79 years and 80+ years respectively.
- **State Awards for organizations and individuals working in the field of Age Care:** Department of Social Security and Empowerment of Persons with Disabilities, Government of Odisha, confers state awards for exemplary work in

the field of care and support to senior citizens every year since 2016 for individuals and organisations working in this field.

- **State Action Plan for Senior Citizens (SAPSrC):** Under SAPSrC, various programmes for senior citizens are planned to be taken up by state government such as provision of physiotherapy centres, provision of mobile healthcare units, and provision of geriatric care giver training centres etc.

Thus, in this section, we got to know about various efforts starting from international level to state level that have been taken and being taken to ensure a legal and administrative system to ensure rights and entitlements of senior citizens in the country and in Odisha. Establishing systems and procedures demands much more than this for all senior citizens to have access to services, facilities, rights and entitlements.

1.5 Need of the hour: How can we make a difference?

Sustainable Development Goals (SDGs) 2030 focuses on the theme “Leaving No One Behind” and this puts a clear agenda for all the countries, including India, to think and act for above 10% of its population and *not leave them behind* in the run to achieve the development goals. Both state and its people have strong roles to play in ensuring a life with happiness and dignity for its elderly.

The theme for IDOP -2021 by UN was “Digital Equity for All Ages” – which reiterated and emphasized on the need of elderly inclusion in the digital space, creating opportunities, devising special programmes and implementing them. It also calls for individuals to help the elderly in their family and community to access the digital way of life.

Role of the State:

In order to mitigate the ill effects of ageing population, appropriate social and economic policies need to be made. For society to adapt to ageing as well as for older population to adapt to a changing society, social policies for the elderly needs to be critically examined and suitable redesigning are required. New priorities must be added to the scarce resources for social programs for elderly, while still having to deal with the problems of the younger populations.

- Appropriate Policy Framework and Implementation:

- Geriatric Healthcare Infrastructure and Access to Healthcare (Preventive and Curative).
- Academic Focus: Studies and Research on Geriatric Issues and Challenges.
- Social Security Net for the elderly in the country.
- Age-appropriate skill building and livelihood opportunities for the elderly.
- Leisure and recreation for the elderly.

- Appropriate Legal Framework and Implementation:

- Protection from abuse and neglect
- Protection of life and property
- Provision of social security
- Provision of healthcare and access to it
- Maintenance and care

1.6.The Main Takeaway

It is an established fact that elders are like the roots of the tree. They are the cementing force to hold the family firmly at all times and make them strong. They are the ideal mentors for the next generations like you and can serve as crisis managers. Their very presence creates a positive environment which helps to socialize the young children.

A Story to Be Remembered and Reflected Upon

Once the people of Romania thought that the old people are unnecessary burdens on families and society. They are weak and old and are unable to do any work. So, no need to keep such people. They have already lived their lives. So, there was a collective decision to kill all the old people in the country. Accordingly, all the old people above the age of fifty were ordered to be killed. In the process, a good number of old people were killed and a storehouse of wisdom, knowledge, and experience was smashed. However, a young man who had great love and respect for his father did not want to kill him. He hid him in a cellar and took good care of him. He always took his father's advice in times of difficulty and trouble. It was kept as a secret. In the subsequent years, the country was hit by a terrible drought leading to famine in its wake. This brought lots of suffering, troubles and sickness. The stores of food grains got fully exhausted. They did not have a single grain of seed to sow on the land. They were rendered helpless and became hopeless.

The old man was observing his perturbed son from his cellar. He asked his son the cause of his worry. The son told him about the problem the country was facing. The old man thought for a while and then advised his son not to worry, and asked him to take his plough and plough up the lane in front of his house. The son did just as per his father's advice. The rains came and wheat, barley, oats, and beans began to sprout out of the ground at some places. Soon the news spread about this unheard thing. The people were surprised to see a man reaping when he had not sown anything. The old man had advised his son to do so because he knew from his experience that when the people bring their crops home many seeds drop on the ground in the way. He was sure that some seeds may be lying unnoticed in the lane in front of his house. He was proved right.

The elderly are the greatest treasure of the family, society, and nation. They have an immense ocean of knowledge, experience, and wisdom which serves as a guidepost for the younger generation like you. So, do not think of them as a burden. They are our rescuers, resources, and riches. The only gift we can make to them is to render our goodwill, respect and love and affection which will put an end to all the vulnerabilities they face.

1.7 Let us Sum Up:

- The objective of this chapter was:
 - To help students to understand the demographic transitions and need of focusing on elder issues.
 - To help students build a clarity on various issues and problems of elderly population and how it affects their life.
 - To help students understand the legal framework and institutional mechanisms available for Senior Citizens.
 - To sensitize students on their role in the family and society to extend supporting hand to senior citizens.

- Growing and ageing is a natural process. In India people above 60 years of age are termed as senior citizens. This refers to the definition provided in the MWPS Act 2007.
- The United Nations defines any country as “Greying Nation” where the proportion of people above 60 reaches 7 percent of its total population.
- Elderly in India face various kinds of abuse and discriminations, which can be broadly categorised into
 - Physical Insecurity
 - Financial Insecurity
 - Social Insecurity
 - Access to Healthcare
- There are five ‘Blue Zones’ in the world. The Blue Zones are five such geographic locations in the world, where most of the people are centenarians. The five blue zones are:
 - Okinawa Island in Japan
 - Sardinia in Italy
 - Nicoya Peninsula in Costa Rica
 - Ikaria in Greece
 - Loma linda in Carlifornia
- The common good lifestyle practices in Blue Zones are:
 - Embrace an Ikigai
 - Rely on plant-based diet
 - Get gardening
 - Eat more soy
 - Maintain a moai
 - Enjoy the sunshine
 - Stay active
 - Place a medical garden
 - Have an attitude
- United Nations have declared 1st October as “International Day of Older Persons” to be observed every year, worldwide.
- United Nations adopted 18 Principles for Older Persons which are to be incorporated into national programme of all nations and they are under the following four themes:
 - Independence
 - Participation
 - Self-fulfilment
 - Dignity
- The National Policy on Older Persons was announced in January 1999 to reaffirm the commitment to ensure well-being of the older persons in India. The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 was enacted in December 2007 to ensure need-based maintenance for parents and senior citizens and their welfare.
- Govt. of India introduced National Action Plan for Senior Citizens (NAPSrC) in 2020 as an umbrella scheme to ensure financial, food, healthcare and social security of senior citizens in the country.
- There is one Senior Citizen Welfare Fund established in 2016 in India which shall be utilized for such schemes for the promotion of the welfare of senior citizens.

- National Programme for Healthcare of Elderly is an umbrella scheme for health care of elderly in India.
- PM-JAY, IGNOAPS, PM-VVY are some of the social security schemes for senior citizens in India.

1.8. Key Words

- **IDOP:** International Day of Older Persons observed on 1st October every year.
- **NAPSrC:** National Action Plan for Senior Citizens
- **SAPSrC:** State Action Plan for Senior Citizens
- **MWPSCA:** Maintenance and Welfare of Parents and Senior Citizens Act, 2007
- **IPOP:** Integrated Program for Senior Citizens
- **NPOP:** National Policy for Older People, 1999
- **Greying Nation:** A country where more than 7% of its population reached 60 years of age.
- **Blue Zones:** The geographical locations around the world, where the maximum percentage of population are centenarians.
- **Ageism:** Social, Physical and Mental discrimination on the basis of “age” of a person.
- **Ikigai:** Aim/ Objective of life
- **Moai:** the social network of a person.
- **IPSrC:** Integrated Program for Senior Citizens
- **SCWF:** Senior Citizen’s Welfare Fund
- **ALIMCO:** Artificial Limbs Manufacturing Corporation of India
- **WEAAD:** World Elder Abuse Awareness Day, observed on 15th June every year.
- **NCSrC:** National Council for Senior Citizens
- **PNVVY:** Pradhan Mantri Vaya Vandana Yojana
- **PM-JAY:** Pradhan Mantri Jan Arogya Yojana
- **SSEPD:** Social Security and Empowerment of Persons with Disability
- **DSSO:** District Social Security Officer under Govt. of Odisha, SSEPD Dept.

1.9. Check Your Progress

A. One-mark Questions

1. Who is a senior citizen in India?
2. Which legislation defines the age of senior citizen in India?
3. Can we consider the age of retirement to define the age of senior citizen in India? Why?
4. What do you mean by Life Expectancy at any age?
5. Which are the most prevalent disability among elderly persons?
6. Between male and female, whose life expectancy at birth is more?
7. Name the various forms of abuse faced by senior citizens in today’s society?
8. Name the various insecurities that the senior citizens face?
9. What is meant by Systemic barrier?
10. What is meant by Physical barrier?
11. Who said, “loneliness and the feeling of being unwanted is the most terrible poverty in the world”?
12. What is Ageism?

13. Mention one of the major preventable blindness category existing in India?
14. What is palliative care and why is it important?
15. What is a Blue Zone?
16. How many designated Blue Zones are there in the world? Give their names.
17. What is ikigai?
18. What is meant by the term moai?
19. What is the full form of IDOP?
20. When is International Day of Older Persons celebrated?
21. Who declared IDOP?
22. Which year was designated as “Year of Older Persons” by United Nations?
23. When was the Maintenance and Welfare of Parents and Senior Citizens Act enacted?
24. What are the major provisions under the Maintenance and Welfare of Parents and Senior Citizens Act, 2007?
25. When were the Rules under the Maintenance and Welfare of Parents and Senior Citizens Act, 2007 formed in Odisha?
26. What is NAPSrC?
27. What is SAPSrC?
28. What is NCOP?
29. What is Vayoshrestha Samman?
30. Name the National umbrella scheme/program for senior citizens in India?
31. Which program has been revised to be termed as National Action Plan for the welfare of Senior Citizens (NAPSrC)?
32. Who bears the total cost of implementation of IPSrC?
33. What is the role of NISD?
34. Give the full form of NISD?
35. Which scheme provides for Physical Aids and Assisted Living Devices for Senior Citizens?
36. What is Rashtriya Vayoshree Yojana?
37. Who is the nodal department to deal with matters related to Senior Citizens at State Level in Odisha?
38. Who is the nodal officer at district level to deal with matters related to Senior Citizens in Odisha?
39. When was State Policy for Senior Citizens adopted in Odisha?
40. Which scheme in the State of Odisha provides for social security pension for senior citizens?

B. Two Marks Questions

1. Why joint family system is on a decline in India?
2. What is Empty Nest syndrome?
3. Name the various forms of abuse faced by senior citizens in today’s society?
4. Name the various insecurities that the senior citizens face?
5. What is meant by Systemic barrier?
6. What is meant by Physical barrier?
7. What are the main attributes that support growth in number of elderly population in the world?
8. Who was a Panch? What was his/her role in a village society?
9. What is Ageism?
10. Mention one of the major preventable blindness category existing in India?
11. What is palliative care and why is it important?
12. What is a Blue Zone?
13. How many designated Blue Zones are there in the world? Give their names.

14. What is ikigai?
15. What is meant by the term moai?
16. How many main themes are there in UN Principles of Older Persons?
17. What are the five main themes of UN Principles of Older Persons?
18. How many principles are covered under UN Principles of Older Persons?
19. What is the role of NISD in augmenting the welfare of Senior Citizens?
20. What do you mean by “Adopt a grand Parent”?
21. What is Antodaya Scheme?
22. What is Annapoorna Scheme?
23. Why joint family system is on a decline in India?
24. What is Empty Nest syndrome?
25. What do we understand by the term ‘burden on economy’ with respect to senior citizens?
26. How will you define Ageism? Give an example from your day-to-day life.
27. Give an account of Senior Citizens Welfare Fund?
28. What is the role of National Council for Senior Citizens?
29. What are the major objectives of National Programme for Healthcare of Elder (NPHCE)?
30. How Pradhan Mantri Jan Arogya Yojana (PM-JAY) will be beneficial to senior citizens?
31. What is meant by the theme “Independence” as per the UN Principles for Older Persons?
32. What is meant by the theme “Participation” as per the UN Principles for Older Persons?
33. What is meant by the theme “Care” as per the UN Principles for Older Persons?
34. What is meant by the theme “Self-Fulfillment” as per the UN Principles for Older Persons?
35. What is meant by the theme “Dignity” as per the UN Principles for Older Persons?
36. Do you think the elderly women are doubly vulnerable than men? If yes, why?
37. What is the reason of growth in longevity of elderly population today?
38. Give an account of status of elderly women in India?
39. Why is it important to focus on issues of elderly women in India?
40. Not being ‘head of the family’ affects the quality of life of an elderly person. Discuss.

C. Five Marks Questions

1. In rural and urban India, among male and female, who is more active in income generation activities and who is more active in unpaid domestic labor? Why is it so – give your own thoughts?
2. Why joint family system is on a decline in India?
3. What is Empty Nest syndrome?
4. Why is it said that the senior citizens in our society are unheard and invisible though they share a sizable number in the demography of the country?
5. What do we understand by the term ‘burden on economy’ with respect to senior citizens?
6. Describe the Physical Insecurity being faced by senior citizens.
7. Does Elder Abuse exist in today’s Indian society? Give your thoughts on it.
8. How digital divide is considered as elder abuse?
9. Give your thoughts on Crime against senior citizens in our society.
10. Have you ever heard about Cyber Crime against senior citizens? How can it be mitigated?
11. Is there a risk to life and property of senior citizens in today’s society?
12. How will you relate loneliness and social insecurity among senior citizens?
13. What is the impact of loneliness on physical and mental health of elderly?
14. How will you define Ageism? Give an example from your day-to-day life.
15. How is economic dependence a major cause of elder abuse in India? Explain.
16. Is there a co-relation between financial security and life with dignity for senior citizens? Share your thoughts on it.

17. Is old-age dependency ratio related to abuse of elderly? How?
18. What are the major physical health issues among senior citizens?
19. What are the major mental health issues among senior citizens?
20. What may happen if we neglect the health issues of an elderly? Give your views.
21. What are the major changes needed in healthcare infrastructure for the senior citizens?
22. How can cataract impact the life of a person negatively, if not given treatment on time?
23. Give an account of the common centenarian practices of people residing in Okinawa Island of Japan.
24. Why active social life is important, especially for senior citizens?
25. Give an account of the various themes and principles mentioned in the UN Principles for Older Persons?
26. What is meant by the theme "Independence" as per the UN Principles for Older Persons?
27. What is meant by the theme "Participation" as per the UN Principles for Older Persons?
28. What is meant by the theme "Care" as per the UN Principles for Older Persons?
29. What is meant by the theme "Self-Fulfillment" as per the UN Principles for Older Persons?
30. What is meant by the theme "Dignity" as per the UN Principles for Older Persons?
31. Describe the core objectives of National Policy on Older Persons, 1999?
32. Give an account of the four sub-schemes under National Action Plan for Senior Citizens (NAPSrC)?
33. Give an account of IPSrC (Integrated Program for Senior Citizens).
34. Give an account of Senior Citizens Welfare Fund?
35. What is the role of National Council for Senior Citizens?
36. What are the major objectives of National Programme for Healthcare of Elder (NPHCE)?
37. How Pradhan Mantri Jan Arogya Yojana (PM-JAY) will be beneficial to senior citizens?
38. What are the major facilities provided by Ministry of Finance for Senior Citizens?
39. Give an account of Odisha state initiatives in terms of policies and schemes for senior citizens in the state?
40. What do you mean by "Digital Equity for all Ages"?
41. What should be the role of the state in ensuring a life with dignity for senior citizens?
42. How can a person play significant role in ensuring a life with dignity for senior citizens in their own sphere?
43. Adequate Budgetary provision is essential for the implementation of schemes and policies related to senior citizens rights and entitlements. Comment.
44. How do you think you can bring positive change in the life of a senior citizen of your neighborhood who has no one to look after?
45. What role do you see as a citizen of the country that you can play to help the indigent senior citizens of the country?
46. How the provisions under The Maintenance and Welfare of Parents and Senior Citizens, Act, 2007 beneficial for senior citizens, explain.
47. How the youth in India can play a role in helping senior citizens in the country lead a life with dignity and respect?
48. Write a short note on importance of Active Ageing?
49. Why you should prepare for your Old Age from an early age? Give reasons?
50. Should there be more Old Age homes to accommodate Senior Citizens in our country? Give your views.
51. Institution should be last resort for any senior citizen. Explain.
52. What do you mean by "Adopt a grand Parent"?

1.10 Suggested Reading

1. <https://www.financialexpress.com/money/why-should-india-consider-increasing-the-retirement-age/2129403/>
2. <https://www.mospi.gov.in/documents/213904/301563/Elderly%20in%20India%2020211627985144626.pdf/a4647f03-bca1-1ae2-6c0f-9fc459dad64c>

Unit-V

Vulnerable Sections of Society: Understanding their Issues

5.3 Issues relating to persons with disability

1.0 Objectives

1.1 Introduction

1.2 What is Disability?

1.2.1 Definition and Terminology

1.2.2 Who is a Disabled Person?

1.3 Types of Disability

1.3.1 Physical Disability

1.3.2 Sensory Disability

1.3.3 Somatosensory Impairment

1.3.4 Balance Disorder

1.3.5 Intellectual Disability

1.3.6 Mental Health and Emotional Disability

1.3.7 Developmental Disability

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1.3.10 Specific Learning Disability

1.4 Factors Responsible for Disability

1.5 Issues Relating to Persons with Disability

1.5.1 Rights of PWD

1.5.2 Affirmative Action

1.5.3 Prevention of Discrimination

1.5.4 Providing Equal Opportunity

1.5.5 Various Schemes for Empowering PWD

1.5.6 Social Justice for PWD

1.6. Ethics in Vocabulary

1.7 Let us Sum-up

1.8 Keywords

1.9 Check your Learning

1.10 Suggested Reading

1.0 Objectives

- To create an idea about the concept of disability, its types, and the situation of its occurrences.
- To provide basic knowledge on the rights of disabled persons and the responses of the state through policies, programmes, schemes and institutional support systems.
- To enable the students to strive to create an ethically sound and responsible society for the disabled population.

1.1 Introduction

The issue of disability is one of the most important concerns of all time. It is a part of human life. At some stage or other, every human being experience disability either temporarily or permanently. Some are born disabled and some acquire disability in the society at a later stage. They are also said to be differently-abled and specially-abled possessing a unique set of abilities and perspectives. The disabled or specially-abled individuals are one among us. So, they need to be educated, motivated, supported and cared to enable them to have access to the basic needs of lives and opportunities in society. A person with any type of disability must be provided adequate opportunity to acquire skills.

Disabilities take different forms. It may take the form of intellectual disability, learning disability, or physical disability that happens due to the dysfunctioning, non-functioning or malfunctioning of certain body properties. Due to disabilities, the movement of a person is curtailed. Disability affects the person's movements, senses and limits his/ her activities. So, disabled people face a lot of constraints and challenges of life.

It is noted that persons with disabilities are one of the most marginalized and vulnerable groups in the society. Along with their physical and mental challenges, they face social discrimination and stigmas. They are deprived from many life opportunities. According to studies, PWDs often have lower education accomplishments, poorer health conditions, higher poverty rates, and less economic engagement than people with good health conditions. Now the time has come to change the existing disability culture by changing the popular perception and to create a consciousness for attitudinal reforms towards them, to educate the society that persons with disability are no less in terms of their capability. They need to enjoy their child rights and human rights. They are also very capable of productive work.

“Disability is a matter of perception. If you can do just one thing well, you're needed by someone.” Martina Navratilova

The said problems of disabled persons can be avoided and prevented from the very early stages by creating societal awareness among the people and generating confidence and positive attitude among them. In the following pages of this unit, we are going to discuss what we mean by disability, what are its types or forms, what contributes to creating disability, what are the challenges faced by disabled persons, what are the supportive provisions laid down for them, what will be our ethical concerns for them and what will be our responsibility to create a disabled-friendly ecosystem.

Do you know?

- The recent (2023) report of WHO suggests that 1.3 billion people of the world experience significant disability.
- At least 1 in every 6 experience disability in some form or the other.
- They represent 16% of the world's population.
- In India, 2.21% of Indian population amounting to 2.68 crore (26.8 million) people are disabled.
- Odisha is a home to 12,44,402 to disabled persons.

Disabled Heroes from Global to Local

- Ludwig van Beethoven a successful music composer was suffering from hearing impairment.
- Helen Keller was the first deaf and blind person to earn a Bachelor's degree in Arts.
- Alexander Graham Bell, a person with dyslexia, was the inventor of the telephone.
- Prof. Stephen Hawking, eminent theoretical physicist with motor neuron disease, discovered new ideas relating to the functioning of the universe.
- The great Greek poet Homer was blind.
- The Dutch tennis player in a wheelchair Esther Vergeer has won 48 Grand Slam tournaments.
- Bhima Bhoi, a blind poet of Odisha, founded a religious system Mahima dharma.

1.2.1 Definition

The term 'disability' refers to a physical or mental condition that limits a person's movement, senses or activities. In other words, disability is an impairment of the body and mind. The individual is unable to do certain activities. There is a limitation of activity for the disabled person. They do not fit into the normal. The individual having physical problem, mental problem, intellectual problem on sensory impairments, creates difficulty to do any work. These impairments or defects may be present from birth. They are also designated as PWD (person with disability). The abbreviation of PWD - 'person with disability' - is used for all official purposes. The "Department of Empowerment of Persons with Disabilities" under Ministry of Social Justice and Empowerment, Government of Odisha is facilitating the unique Disability Identity card to disabled persons. The persons having any kind of disability can obtain a PWD certificate or come under PWD categories for official purposes on availing any schemes or facilities provided by the government. The other term used as a substitute is differently-abled. The term differently-abled refers to "lack of normal functioning of physical, mental or psychological processes". It is also defined as learning difficulties or difficulties in adjusting socially that creates an obstacle in a person's normal growth and development. Terms like crippled and handicapped are also used for these people.

A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities and interact with the world around them (participation restrictions).

The term disability is no longer an accepted term. It is progressively being associated with many positive terms to increase the level of the self-efficacy of this group and to change the attitude of their surrounding people about them. The basic motto being "do not look at the disability, but look at their ability".

The positive terms that can identify the disables are:

- **Specially-abled** – The term specially-abled is used in broader sense. It means “someone has different capabilities than the average person”. All human beings have some qualities and capabilities special within them and some weaknesses too, and so do specially-abled people. In our environment, it becomes our responsibility to focus on their strengths, instead of their weaknesses so that they can enjoy their life like us. We need to accept them as equal and not as someone who need to be pitied.
- **Para ability** - On the eve of the 2016 Paralympics, people with disabilities demanded the term disability to be replaced by para-ability meaning supplementary ability though not full ability. The term was devised by Jan Cocks, who was permanently paralyzed on her right side.
- **Divyanga** - Prime Minister Narendra Modi gave a clarion call to name persons with disability “divyang”, who are possessed with divinity. The literal meaning of the term is divine organ.

1.2.2 Who is a Disabled Person?

The United Nation Convention on the rights of the persons with disabilities defines the term disability as long-term physical, mental, intellectual or sensory impairment that in interaction with various barriers may hinder full and effective participation of the individual in society or an equal basis with others. In simple terms, if any physiological or psychological problem is found in a person, then s/he is called as a disabled person. The term disability includes impairment, activity limitations and participation restrictions.

- Impairment is a problem in body function or structure.
- An activity limitation is a difficulty encountered by an individual in executing a task or action.
- A participation restriction is a problem experienced by an individual involvement in life situations.

In fact, the disability condition of the human body is a natural phenomenon. One cannot have control over it. The mother who even conceives the child does not have control over it. The healthy child’s birth depends on many factors like - mother’s health condition, food habits, food choice during pregnancy, blood group of father and mother, mother’s mental health etc. The disability condition of the body can be identified from the following characteristics:

- Inability to do a task
- Easily distracted
- Poor time management skills
- Difficulty in preparing class assignments
- Difficulty in understanding the subjects
- Difficulty in accessing in a physical environment

So, disability is a part of being human. Everyone will temporarily or permanently experience disability at some point in their life. According World Health Organization, around 15% of the global population is currently experiencing disability. So, disability is a health condition which requires be understood, accepted as a common aspect of life and supported with treatment.

1.3 Types of Disability

1.3.1 Physical Disability

Physical disability refers to the disability of a physiological condition of the person, limitation on a person's physical functioning, mobility, stamina, impairments of the body organs, respiratory disorder, blindness, dwarfism and autism etc. These physical disabilities are found in many aspects of body conditions. Any type of disability found in the body system is known as physical disability. This physical disability is categorized into various types:

- **Mobility impairment:** Disability in mobility. It happens due to loss of upper or lower limb, damage to multiple organs of the body. It also happens due to broken skeletal structure. It is sometimes natural and sometimes it is an acquired problem - consequence of a disease.
- **Visual impairment:** This includes various injuries of the eyes which affects the vision.
- **Hearing loss:** It is the total inability to hear. In this condition one cannot hear any sound. Physical disability is generally found in three aspects, i.e., mobility impairment, visual impairment and hearing loss.

1.3.2 Sensory Disability

Sensory disability refers to the disability related to five senses of the body. It generally refers to neurological disorder which affects the human brain to process sensory information, i.e., sight, hearing, taste, touch and smell. The sensory disorders lead to sensory disability in the following forms such as:

1. Autism Spectrum Disorder (ASD)
2. Blindness and low vision
3. Sensory processing disorder (SPD)
4. Deafness or loss of hearing

The above disabilities are the most difficult health condition which requires a doctor's consultation and continuous treatment. Let us understand how these above disability conditions affect the human body system.

1. Autism Spectrum Disorder (ASD)

It is one of the developmental disabilities which hampers social, behavioral and communication functions. The individual who suffers from this problem has the following symptoms:

- Not showing interest towards an object.
- Not looking at an object when another person points at them.
- Having trouble while relating to others.
- Avoiding eye contact and wanting to be alone.
- Having trouble understanding other people's feelings and sometimes talking about their own feelings.
- Repeating the words again and again.

2. Blindness and low vision

Blindness and low vision include all the aspects of visual impairment. Blindness refers to complete visual impairment where as low vision refers to a visual condition of the eye which effects the daily activity or performances during reading, writing, driving and

recognizing an individual from a distance. A person with low vision may not recognize images at a distance and also not able to differentiate colours from a distance place. There are many causes of this disability such as:

- Cataract
- Age-related muscular degeneration
- Glaucoma
- Trachoma
- Refractive errors

3. Deafness / loss of hearing

The deafness or loss of hearing is one of the common disability conditions. In this type of sensory defect, the individual faces a lot of problems in daily life. It is of four types:

- Conductive hearing loss
- Sensori-neural hearing loss
- Mixed hearing loss
- Auditory Neuropathy Spectrum disorder.

Let us understand how these disabilities affect the life.

- **Conductive hearing loss**

Hearing loss is caused by something that stops sounds from getting through the outer or middle ear. This type of hearing loss can often be treated with medicine or surgery.

- **Sensori-neural hearing loss**

This type of hearing loss occurs when there is a problem in the way the inner ear or hearing nerve works.

- **Mixed hearing loss**

This type of hearing loss includes both the conductive and a sensori-neural hearing loss.

- **Auditory Neuropathy Spectrum disorders**

In this type of hearing loss when the sound enters the ear normally because of damage to the inner ear on the hearing nerve so the sound cannot react to brain in an organized way.

These hearing disabilities are generally caused due to following reasons:

- Maternal rubella, syphilis or certain other infection during pregnancy
- Low birth weight
- Birth asphyxia (lack of oxygen at the time of birth)
- Inappropriate use of drugs during pregnancy

4. Sensory processing disorder

This type of sensory disability is otherwise known as sensory integration function. It is a neurological disorder which affects the body's ability to interpret sensory messages from brain and convert those messages into appropriate motor and behavioral responses. Sensory processing disorder makes the patients difficulties in filtering the right message from environment. These types of disabilities also have the following symptoms:

- Unable to tolerate bright lights and loud noises
- Sometimes refuse to wear clothing because it feels scratchy
- Be distracted by background noises

- Fearful of surprise touches - avoid hug and cuddling
- Having trouble in understanding family relations

1.3.3 Somatosensory Impairment

‘Somatosensory Impairment’ means one’s ability to effectively process sensory information received by the skin’s sensory receptors is affected. In other words, it affects the individual’s ability to feel pain, light, touch and also determines the temperature. It can be caused by many health conditions such as stroke, cerebral palsy and brain injury. This impairment makes a person unable to feel the position of limb on the space, pain and numbers over the body. The somato-sensory system is an important system of the body that is concerned with the conscious perception of touch, pressure, pain, temperature, position, movement and vibration that generally happens from the muscles, joints and skin.

This somato sensation is of five types:

- **Mechanoreceptors** – Perfects the deformation of tissues.
- **Thermoreceptors** - Detects changes in temperature.
- **Proprioceptors** – Detects changes to limb position and movement detection.
- **Pain receptors (nociceptors)** - Neural processing of injurious stimuli in response to tissue damage.
- **Chemoreceptors** – Detects changes and is responsive to chemical stimuli.

The somato-sensory impairment leads to disability of the individual in movement, in sensing, imbalancing the body temperature and no sensation over the skin. It has the following symptoms:

- Disrupted movement coordination
- Deceased sense of movement
- Numbers to affected areas
- Pain (affecting daily activities such as walking)
- Reduced sensation in one or more areas of the body

The somato-sensory impairment makes the individual completely disabled but it can be treated with the consultation of doctor.

1.3.4 Balance Disorder

Balance disorder is also a kind of disability of the human body. In this condition, one will not have control over the body. If you are standing, sitting or lying down, you might feel as if you are moving, spinning or floating. In this problem, if you are walking then, you might suddenly feel as if you are at the end point on extreme point (for ex – the peaks of the mountains were tipped with snow). This is a type of dizziness of the body. There are many symptoms of this balance disorder:

- Dizziness or vertigo (a spinning sensation)
- Falling on feeling as if you are going to fall
- Staggering when you try to walk
- Light headedness, fairness of floating sensation
- Blurred vision
- Confusion or disorientation
- Nausea and vomiting
- Changes in heart rate

- Blood pressure
- Fear, anxiety or depression and panic

The balance is an acute disorder for the human body. It arises due to the following causes:

- Continuous medications
- Ear infection
- A head injury
- Low blood pressure
- Eye muscle imbalance

This type of disorder is also leads to disability of the human body but can be treated with proper consultation with specialists and medicines.

1.3.5 Intellectual Disability

The term ‘intellectual disability’ refers to a term when there are limits to a person’s ability to learn at an expected level. Intellectual disability can be caused by a problem which may persist at any point of time before child turns 18 years. In this type of problem, the child may face learning disorder. S/he may not be able to capture or understand learning concepts. This type of problem starts before birth. There are certain common causes identified for intellectual disability. They are also follows:

- Caused by some injury
- Caused by some disease
- A problem in the brain
- Down syndrome
- Fetal alcohol syndrome
- Fragile X syndrome
- Genetic Condition
- Birth defects
- Infections happen before birth
- Serious head injury
- Stroke
- Any infections over the body

Intellectual disability not only makes a person disabled but also makes one a poor learner. Symptoms can be noticed only when a person has severe intellectual disability. The said symptoms are:

- Sit up, crawl or walk later than other children
- Learn to talk later or have trouble speaking
- Find it hard to remember things
- Have trouble in understanding
- Have trouble in solving problems
- Have trouble in understanding any logical concepts

The disability is directly connected with brain so it should be identified early and consulted for treatment.

1.3.6 Mental health and emotional disability

Mental health means the ‘condition of the mind of an individual’ while emotional disability refers to ‘a disability that impacts a person’s ability to effectively recognize, interpret, control and express fundamental emotions. Emotional disability and mental health of an individual must be balanced so that behavioural problem does not arise. There are certain characteristics of emotional disturbances are identified by “The Individuals with Disabilities Education Act of 2004”. The disabilities are identified from the following characteristics such as:

- Internal behaviours are observed in students who are depressed, withdrawn and anxious.
- External behaviours are aggressive.
- Low incidence behaviours is triggered by particular environment

It is a type of behavioural disability because the emotions often influence our actions. If it can be rectified, then mental well-being/health can be maintained. Our body and mind are regulated by emotion. Emotions control our behaviour. So, emotions need to be controlled for disciplining our life and behaviour.

1.3.7. Developmental Disability

Developmental disabilities are varied in nature. There are many factors responsible for developmental disabilities. It can also be treated through proper consultation with doctor or specialist.

The term ‘developmental disability’ consists of three disabilities of the individual: cognitive, emotional or physical impairment. It is the impairment of sensory and motor development. These health problems lead to delay in progressing through the normal developmental stages of childhood. It is generally a chronic condition that causes many difficulties in certain aspects of life. The most common developmental disabilities are:

- Motor disorders
- Learning difficulties such as dyslexia, Tourette’s Syndrome, dysgraphia, Iren Syndrome and dyscalculia.
- Autism and Asperger Syndrome (difficulties in communication) .
- **Down Syndrome** – It is a genetic condition in which people are born with extra copy of chromosome 21.
- **Fragile X Syndrome** – Causes autism and intellectual disability.
- **Pervasive development disorder**- Causes difficulty in social communication and behavioural problem.
- **Fatal Alcohol Spectrum Disorders** — Caused due to alcoholic mother.
- **Cerebral Palsy** –Affects a person’s ability to move and maintain balance and posture.
- **Intellectual Disability** – Known as mental retardation (IQ is below 70).
- **Attention Deficit Hyperactivity Disorder** - It is known as ADHD that affects the attention span, cognition, self-control and emotional regulation.

1.3.8 Invisible Disability (NVD)

Invisible disability means hidden disability on non-visible disabilities. These disabilities are not identified immediately. They are chronic illnesses that affect the daily activities of individuals. Many a times some people have visual or auditory disability but are not aware of it. Sitting disability is a condition that leads to joint pain, backache and leads to chronic pains. These hidden disabilities cause a lot of problems like difficulty in going to school, workplace and many other works in day-to-day life. These disabilities create a lot of problem for the individual but people around cannot understand it properly. It is very difficult to identify these disabilities. This disability may lead to loosing of social contact, making friends, and makes you lazy, inefficient and a weak personality. It would be better to identify the problem early and take appropriate treatment for health.

1.3.9 Multiple Disability

The term 'Multiple Disability' refers to disability in many aspects of health. If someone is having several different disabilities like difficulties in learning, difficulties in hearing, autism and difficulty in motor movements then that the individual is suffering from multiple disability. Multiple disability has characteristics such as impaired physical mobility, hearing loss, vision loss, autism, abnormal curvature of spine and hydrocephalus (an increased amount of fluid within the brain causing pressure). There are many causes leading to multiple disability, i.e., chromosomal abnormalities, viral infections, drug and alcohol use during pregnancy, mother's malnutrition and physical trauma of the mother. This disability leads to mobility problem, behavioural problem and emotional problem. According to Crow (2008), these disabilities are divided into 4 categories – visual, auditory, mobility and cognitive. Multiple disability is severe disability condition of an individual. It's very difficult to accommodate in day-to-day life. It requires proper treatment and social support.

1.3.10 Specific Learning Disability (SLD)

'Specific Learning Disability' is a neuro-developmental disorder that affects an individual's abilities. A person having such disability problem cannot listen, speak, read, write or make calculations. This type of disorder usually begins at an early age and it is easy to identify the learning difficulties in childhood. The learning defects include dyslexia, dysgraphia and dyscalculia. There are symptoms of specific learning disability by which one can detect it early:

- Persistent difficulties in reading, writing, arithmetic or mathematical reasoning
- Inaccurate or slow reading and writing
- Poor written expression that lacks clarity
- Difficulties in remembering number facts
- Inaccurate mathematical reasoning
- Forgetfulness

The specific learning disabilities can be treated with proper practice, exercise and medical treatment.

1.4 Factors Responsible for Disability

A disabled person, specially-abled person or person with disability (PWD) is identified with symptoms like blindness, low vision, speech disability, hearing disability, disability in movement, physical deformities, mental disability and sensory disability etc. These disability conditions of the human body are sometimes due to natural processes or sometimes acquired due to severe health problem or chronic diseases. As a student, we must be aware of the facts why this disability generally occurs over the body and affects the body functionality and paralyses the body systems. There are many factors responsible for causing this disability. Those are as follows:

1. **Communicable diseases** – Communicable diseases or infectious diseases like – HIV/AIDS, tuberculosis, neurological diseases like encephalitis, meningitis, measles, mumps and poliomyelitis generally contribute to disability condition of the body. One can get treated and cured at an early stage.
2. **Non-communicable diseases (NCDS)** - There are many types of non-communicable diseases that affect the general growth and development of the child. Chronic diseases like cancer, diabetics, cardio-vascular diseases lead to long term disability of the body system. Besides, one's personal lifestyle issues such as obesity, consumption of tobacco, alcohol consumption, illicit drugs, occupational stress and malnutrition also causes different disease condition that leads to physical problem and disability.
3. **Injuries** - Injuries sometimes lead to disability condition of the body. Injuries due to accident, occupational injuries due to violence and conflicts, injury due to any natural phenomena leads to disability. In some cases, a child can also get injured during Caesarean section birth. A child can also get injured if the mother suffers from deadly diseases during pregnancy. There are major factors leading to disability of the child. Most importantly, brain injury during the birth process leads to death of the child or complete disability.
4. **Mental health problem** – Mental health problem is one of the major causes for disability condition. If the child suffers from mental retardation or mental illness then this condition also leads to mental disability. Mental retardation is caused due to wrong mediation during pregnancy, repeated x-rays before birth, drug consumption and also due to poor diet pattern and maternal health condition. Mental illness arises due to emotional instability, indiscipline lifestyle and ageing disorder. So, these two are factors which also lead to disability condition of the body.
5. **Lack of knowledge** — Parents are the real doctor for a child. They help the child to grow in a healthy manner. It requires knowledge about food habit, hygiene, sanitation, nutritional content of the food stuff, immunization schedules, health check-up, proper medication during ill health and especially mother's diet during pregnancy and care during pregnancy. One should consciously learn about it. Any negligence during these aspects will lead to disability condition; for example – Vitamin A deficiency leads to night blindness and it leads to chronic condition that may lead to blindness at an early age. So, parents' lack of knowledge leads to disability condition of the child.

1.5 Issues relating to persons with Disability

1.5.1 Rights of PWDs

It needs to be kept in mind that specially-abled persons need to enjoy their rights as human beings. Disability in any form does not bring a break in their desirability. It is the society that stigmatizes them, prevents them and declares them as disadvantaged one. This makes them shy and withdrawn. Progressively, it is noted that persons having some disability are able to do wonders, which makes them recognized, and their special ability makes them different.

Disability counts nothing before desirability: Story of Sailesh Ramakrishnan

Sailesh Ramakrishnan, a professional structural engineer and entrepreneur by passion, was born and brought up in Bangalore. At the age of 5 months, he was diagnosed with spina bifida. And from then on, he was not able to use his legs. Until the age of 16, he could only travel with crutches.

He got his first two-wheeler when he was 17 years old, which made him discover the traveler in him. This led him to discover his passion for travelling which he claimed as his life. Today with the steering of a car in his hands, he achieved a sense of liberation that is unfamiliar to a man with a disability.

We live in a society where a person with a disability has to live with lots of restraints, but driving has made me feel the freedom that I have never felt before. He drives a car which has been customized so that he can handle both the brakes and accelerator with his hands. These modifications have helped him build an inclusive vehicle for self. Today, Sailesh owns a couple of cars that are modified for him and he has accumulated driving experience of more than two lakh kilometers from Kashmir to Kanyakumari. This shows how strong desirability and positive attitude towards physically-challenged persons can infuse them with new spirit and challenges can be converted into opportunities for them.

Do you know?

Kamala Kanta Nayak, a 28-year-old who suffers from paralysis from the waist down below, is a para-athlete from Odisha's Puri district who created a new Guinness World Record for the maximum distance covered on a wheelchair. He covered a distance of 215 kilometers in 24 hours using 'NeoFly', created by the Indian Institute of Technology (IIT), Madras. He broke the record of Mario Trinidad of Portugal who covered 182 kilometers in 24 hours at Vila Real Stadium in Vila Real in Portugal in 2007..

Awareness regarding the 'rights of PwDs' must be created among young students. PwDs are members of the society and need to be treated as equal stakeholders of opportunities and resources available in the society. So, one should know what facilities are there for people having any kind of physical, mental or sensory problems. The society must give support to our dearest and nearest ones who are having such problem. Article 19 of United Nations Convention on the Rights of Persons with Disabilities (CRPD) is important because "it is a tool for ensuring that people with disability have access to the same rights and opportunities as everybody else". Persons with disabilities suffer from discrimination and are also denied chances to work, attend school and participate in society affairs. The convention tries to cover many areas of difficulty for the disability like physical access to buildings, roads and

transportations and access to information through written and electronics communication and the Article 19 of the CRPD requires countries to take appropriate steps to ensure that people

with disability have the same rights as others to live, take part and be included in the community. Disability is a condition of the body or sometimes a deterioration of the mind. Let us accept it as a part of our life and extend support to our friends, brothers and sisters who are the real sufferers. It's our responsibility to hand hold and equip them to lead a happy and capable life.

Let us know about legal provision for persons with disabilities:

Fundamental Rights for disabled under the constitutional provision:

1. The Constitution secures to the citizens including the disabled, right of justice, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and for the promotion of fraternity.
2. Article 15(1) enjoins on the government not to discriminate against any citizen of India (including disabled) on the ground of religion, race, caste, sex or place of birth.
3. Article 15(2) states that no citizen (including the disabled) shall be subjected to any disability, liability, restriction or condition on any of the above grounds in the matter of their access to shops, public restaurants, hotels and places of public entertainment or the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of government funds or dedicated to use of the general public. Women and children and those belonging to any socially and educationally backward classes or the scheduled castes and tribes can be given the benefit of special laws or special provisions made by the state.
4. There shall be equality of opportunity for all citizens (including the disabled) in matters relating to employment or appointment to any office under the state.
5. No person including the disabled can be treated as an untouchable. It would be an offence punishable in accordance with law as provided by Article 17 of the Constitution.
6. Every person including the disabled has his/her life and liberty guaranteed under Article 21 of the Constitution.
7. There can be no traffic in human beings (including the disabled) and beggar and other forms of forced labour are prohibited and same is made punishable in accordance with law (Article 23).
8. Article 24 prohibits employment of children (including the disabled) below the age of 14 years to work in a factory or mine or to be engaged in any other hazardous employment. Even a private contractor working for the government cannot engage children below 14 years of age in such employment.
9. Article 25 guarantees to every citizen (including disabled) the right to freedom of religion. Every disabled person (like the non-disabled) has the freedom of conscience to practice and propagate his/her religion subject to proper under , morality and health.
10. No disabled person can be compelled to pay any taxes for promotion and maintenance of any particular religion or religious group.
11. No disabled person will be deprived of the right to the language, script or culture which he has or to which he belongs.

12. Every disabled person can move the Supreme Court of India to enforce his/her fundamental rights and the right to move the Supreme Court is guaranteed under *Article 32*.
13. No disabled person owning property (like the non-disabled) can be deprived of his/her property except by authority of law though right to property is not a fundamental right. Any unauthorized deprivation of property can be challenged by suit and for relief by way of damages.
14. Every disabled person (like the non-disabled) on attainment of 18 years of age becomes eligible for inclusion of his/her name in the general electoral roll for the territorial constituency to which s/he belongs.

Constitutional Framework for disabled in India

Article 41 of the Directive Principles of State Policy (DPSP) states that the state shall make effective provision for securing right to work, to education and to public assistance in cases of unemployment, within the limits of its economic capacity and development.

Legislations for Disabled

Right of Persons with Disabilities Act, 2016

- The Act replaces the Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995.
- Persons with disabilities means a person with long term physical, mental, intellectual or sensory impairments which in interaction with barriers, hidden his full and effective participation in society equally with others.
- Person with benchmark disability means a person with not less than 40% of a specified disability.
- Measurable parameters have been developed by certifying authorities
- Disability has been defined based on an evolving and dynamic concept.
- Principles stated to be implemented for empowerment of persons with disabilities (PwDs) are respect for the internal dignity, individual autonomy including the freedom to make one's own choices and independence of persons. The principles reflect a paradigm shift in thinking about disability from a social welfare concern to human rights issue.
- The types of disabilities have been increased from 7 to 21. The Act added mental illness, autism spectrum disorder, cerebral palsy, muscular dystrophy, chronic neurological conditions, speech and language disability, thalassemia, haemophilia, sickle cell disease, multiple disabilities including deaf blindness, acid attack victims and Parkinson's disease which were largely ignored in earlier Act. In addition, the government has been authorized to notify any other category of specified disability.

Salient Features

The Rights of Persons with Disabilities Bill 2016

Types of disabilities have been increased from existing 7 to 21

- Blindness
- Low-vision

- Leprosy Cured persons
- Dwarfism
- Intellectual disability
- Mental illness
- Cerebral palsy
- Specific learning disabilities
- Speech and language disability
- Hearing impairment (deaf and hard of hearing)
- Muscular dystrophy
- Acid attack victim
- Parkinson's disease
- Multiple sclerosis
- Thalassemia
- Haemophilia
- Sickle cell disease
- Autism spectrum disorder
- Chronic Neurological conditions
- Multiple disabilities including deaf blindness

1.5.2 Affirmative Action

The steps by the appropriate government for disabled persons are notified from time to time. Many schemes and provisions are framed for disabled persons. The following are affirmative actions adopted to support disabled persons:

1. Preferential allotment of land at concessional rates for building houses, settling up business, setting up recreation centers, establishment of special schools, establishment of research centers and establishment of factories, etc.
2. Non-discriminatory actions are taken in the following areas:
 - Adapt rail compartments, buses and aircrafts in such a way as to ensure easy access to such persons.
 - Adapt toilets in rail compartments, aircraft and waiting rooms in such a way as to permit wheel chair users to use them conveniently.
 - Install auditory signals at red lights in public roads.
 - Ensure curb cuts and slopes in apartments for easy access of wheel shape
 - Engraving on the surface of the zebra crossing for the blind or persons with low vision.
 - Devising appropriate symbols of disability
 - Warning Signals at appropriate places
 - Ramps in public building
 - Braille symbols and auditory signals in elevators on lifts
 - Ramps in hospital, primary health centers and rehabilitation unit
 - In services promotion shall not be denied to a person merely on the ground of disability
 - Reservations to PWD candidates at schools, colleges and service section are facilitated

- The persons with disabilities as (Equal opportunities, protection of Rights and Full Participation) Act, 1995 had come in enforcement in February 7, 1996. It is a significant step which ensures equal opportunities for people with disabilities and their full participation in the nation building

The affirmative actions are initiated time to time to provide support.

1.5.3 Prevention of Discrimination

Disability discrimination refers to being treated less well, ill treatment or debarred from any right. Treating a disabled on equal term in different platforms is a responsibility. The Equality Act, 2010, says that you must not be discriminated against because:

- ✓ You have a disability.
- ✓ Someone thinks you have a disability (discrimination by perception).
- ✓ You are connected to someone with disability (discrimination by association).

It is not unlawful discrimination to treat a disabled person more favorably than a non-disabled person. The Equality Act always focuses to provide equal treatment to a disabled person. Generally, there are six types of disability discrimination found in society:

- Direct discrimination
- Indirect discrimination
- Failure to make reasonable adjustments
- Discrimination arising from disability
- Harassment
- Victimization

Let us understand the different ways people discriminate the disabled that is not at all acceptable by law. It's an offence. The society should be more conscious of the vulnerable sections with all sensitivity, care, love, affection and co-operation. The types of discriminations are explained as:

1. **Direct discrimination** – This happens when someone treats you worse than another person in a similar situation because of disability.
2. **Indirect discrimination** – It happens when an organization has a particular policy or way of working which has an adverse impact on disabled person in comparison to a healthy person.
3. **Failure to make reasonable adjustments** -- The disabled people can experience discrimination if the employer of an organization doesn't make a reasonable adjustment. This is known as a 'failure to make reasonable adjustments. For example - if an employee is having any mobility impairment and needs a parking space close to the office but the employer only provides parking place to the senior managers and refuses to provide parking place near to the office. The employers, services providers and the organizations must make arrangements for the persons with disability that can be easily accessible.
4. **Discrimination arising from disability** - This type of disability discrimination is a common attitude found among people. The Equality Act also protects people from discrimination arising from disability. Discrimination arising from disability is unlawful unless the organization or its creator has sufficient reasons for such treatment. It's an offence if someone does not make any arrangement at workplace for a disabled person.

5. **Harassment** — It is a type of bad behaviour. It occurs when someone treats you in a way that makes you feel humiliated, offended or degraded. These are many forms of harassment such as physical and mental. If a disabled person is harassed by anyone, then s/he is be punishable by law.
6. **Victimization** — This is a condition when someone complains of discrimination under Equality Act. It can also occur if you are supporting someone who has made a complaint of discrimination. It is always lawful to treat a disabled person more particularly with all support than a non-disabled person.

So, the discrimination or discriminating the individual or not supporting in any way or showing very bad behaviour, harassing and making someone victimized amounts to unlawful activity. One can be penalized under law. The crime lies with the person's attitude, behaviour and understanding. As conscious and sensitive citizens, let us avoid such behaviour and join hands to support persons having any kind of disability.

1.5.3 Providing Equal Opportunity

It is one of the important responsibilities for all the stakeholders of society. The objective of the 'Equal opportunity policy for persons with disabilities' is to ensure that persons with disabilities enjoy the right to equality, life with dignity and respect and equality with others. Facilitating equal opportunity is a policy and practice which provides genuine equality of opportunity to all employees, regardless of gender, age, ethnic origin, marriage, religion and disability. This equal opportunity policy is implemented to provide transparency and accountability, provide fair treatment and justice in all respects. So, a disabled person will not be affected by any unlawful or discriminatory attitude of his/her employer or organization as a whole. Providing equal opportunity is a policy guideline which helps in decision making, career progression, training, facilities and also providing a conducive environment to work for all categories of people or employees.

1.5.5 Various Schemes for Empowering PwDs

There are various schemes launched by government for empowering persons with disabilities. A list of various schemes is given below for helping persons who come under the umbrella of disability.

- **SAMARTH** — A scheme to provide respite home for orphans, families in crisis, persons with disabilities (PwD) from below poverty line (BPL), low-income group (LIG) families with at least one of the four disabilities concerned under the national Act.
- **GHARAUNDA** — (Group home for adults) — This scheme provides housing and care services throughout the life of a person with autism, cerebral palsy, mental retardation and multiple disabilities.
- **NIRAMAYA** — This scheme aims to provide affordable health insurance to persons with autism, cerebral palsy, mental retardation and multiple disabilities.
- **SAHYOGI** -- This is a scheme to set up caregiver cells (CGCS) for training and creating skilled workforce of caregivers to care for persons with disabilities (PwD) and their families.

- **VIKAASH** — In this day care scheme, PwDs will get an opportunity to enhance their inter-personal and vocational skills as they grow in age. There are seven VIKASH centers functioning in Odisha.
- **GYAN PRABHA** – The scheme is to encourage people with autism, cerebral palsy, mental retardation and multiple disabilities for pursuing educational/vocational courses.
- **PRERNA** — A marketing scheme to create viable and widespread channels for sale of products and services produced by persons with autism, cerebral palsy, mental retardation and multiple disabilities.
- **SAMBHAAV** — This is a scheme to set up additional resource centers in each city, to collate and collect the aids, software and other form of adjective devices.
- **BADHTEKADAM** — This scheme supports registered organizations (RO) of the National Trust to carry out activities for increasing the awareness of the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

Besides the above schemes, there are specific schemes for persons with disabilities by Ministry of Social Justice and Empowerment, Government of India.

Bhima Bhoi Empowerment of Persons (Bhinnakhayama Samarthya Abhiyan) — An integrated initiative for persons with disabilities.

- ✓ PwD ID card.
- ✓ Pension schemes by Social Security and Empowerment of Persons with Disabilities (SSEPD) department.
- ✓ Laptop for visually-impaired students.
- ✓ Marriage incentives.

Schemes for persons of disability

- ✓ Deendayal Disabled Rehabilitation Scheme (DDRS).
- ✓ Assistance to disabled persons for purchase/fitting of aids /appliances (ADIP).
- ✓ Scheme for implementation of Persons with Disabilities Act, 1995 (SIPDA).
- ✓ District Disability Rehabilitation Centers (DDRCs).
- ✓ Scholarship Schemes.
- ✓ Accessible Indic Campaign.
- ✓ Awareness generation and publicity scheme.
- ✓ National fund for persons with disabilities.
- ✓ Swavlamban Group Mediclaim Policy for Persons with Disabilities of Trust Fund for empowerment of persons with disabilities.
- ✓ Central sector scheme of support for establishment/ modernization/ capacity argumentation of Braille presses.
- ✓ Central sector scheme in ‘research on disability-related technology products and issues’
- ✓ Indian Spinal Injuries Centre, New Delhi.
- ✓ New initiatives and schemes in progress.

Outline about schemes under SSEPD

- **Bhima Bhoi Bhinnakshyma Samarthya Abhiyan (BBSA):**
Empower persons with disabilities by removing the constraints they face in accessing public services. It also provides multi-sectoral services to PwDs on a campaign mode through a single window system.
- **Bhima Bhoi Samarthya Sibiras:**
Under this scheme camps are organised to empower disabled persons.
- **Scholarship for children of PwDs pursuing higher education -**
Children of PwDs with annual income below Rs 50,000 (fifty thousand) pursuing higher education (above class 10) are assisted with scholarship of Rs 350 per month for a maximum period of ten months in an academic year.
- **Grant-in-aid to special and compulsory:**
To provide free and compulsory elementary education to children with disabilities as mandated in section (3) 1 of the Right to Education Act, 2009, the department of SSEPD assessed 50 special schools and recommended them for grant-in-aid to government of India.
- **Scholarships:**
Scholarships are given to physical disabled persons under different scholarship schemes.
- **Banishree Scholarship —**
The government of Odisha encourages persons with disabilities to continue their education and provides for scholarship, fee exemptions, allowances and concessions in students with disabilities from primary level to higher education including technical and vocational education.
- **Exemption of tuition fee and other related fees –**
The government of Odisha has exempted tuition fees and other related fees for higher studies and technical studies for students with visual impairment who use Braille, hearing and speech impairment and orthopedic disability.
- **Pre-matric, post-matric and top-class scholarship —**
Pre-matric scholarship comprises a monthly maintenance allowance of Rs 350 per month for day scholars and Rs 600 for hostel boarders along with a book grant and travel and reader allowances. Post-matric scholarship ranges from Rs 230 to Rs 500 for day scholars and Rs 380 to Rs 1200 for hostel boarders. Top class scholarship for post-graduate students includes a monthly allowance of Rs 1500 for day scholars and Rs 3000 for hostel boarders along with a book grant of Rs 5000 per annum and tuition fee up to Rs 2 lakh.
- **Differential Rate of Interest (DRI) scheme —**
Under this scheme, financial assistance at concessional rates of interest are available to select low-income groups including persons with disabilities who have the necessary skills, but lack of finance to set-up their own business.
- **Chief Minister's Relief Fund (CMRF) —**
Assistance for relief and rehabilitation of the aged, PwDs and those incapable of earning their livelihood are eligible for CMRF.

- **Autism Assessment and Certification —**
The government has framed guidelines for evaluation and assessments of autism and procedure for certification have been issued.
- **Therapeutic and rehabilitation services to children and persons with intellectual disabilities —**
The state government has extended financial support that covers managerial costs to 46 NGOs working for children and adults with intellectual disabilities.
- **Care and Protection of Spastic Children —**
The state government has a scheme for creating awareness on children with cerebral palsy among the general population and the parents of the children with cerebral palsy. Under this scheme, day boarding facilities and door-to-door attendance of spastic children are recorded.
- **Free laptop and voice recorder to persons with visual impairment —**
This scheme provides support to persons with visual disabilities to access. The standard resources and communicate better laptops loaded with JAWS software free of cost. The students who were pursuing higher education courses, having visual impairment can be benefited by it. They are also given free digital voice recorders.
- **Transport Concession—**
This concession is given to facilitate PwDs to travel for employment, education and for accessing public services.
- **Assistance to disabled persons for purchase /fitting of aids /appliances (ADIP Schemes) —**
The scheme assists needy disabled persons by increasing the availability of suitable, durable, scientifically-manufactured, modern, standard aids and appliances that promotes their physical, social and psychological rehabilitation.
- **Award of incentive for marriage to person with disability —**
Through this scheme persons with disabilities are encouraged for their greater social inclusion and to enable them to lead normal lives with dignity. Cash incentives are awarded to either of the spouses.
- **Awareness, generation and publicity (AGP) scheme —**
A number of events and awareness campaigns were organized by department of SSEPD.
- **Grants to PwD-led organization —**
This facility is initiated to encourage organizations formed for PwDs and led by PwD. The department of SSEPD financially supports the Odisha Association for the Blind, Odisha Association for the Deaf and the All Odisha Orthopedically Handicapped Welfare Association.
- **State Awards for the empowerment of PwDs —**
State awards for the empowerment of PwDs were instituted on the International Day of Persons with Disabilities, i.e., December 3, 2016. The students must realize the needs of the needy, socially neglected and those who require support from the society. The schemes, provisions, facilities try to fulfil the requirements and real change can be brought through students.

1.5.6 Social Justice for PwD

Social justice refers to justice in terms of distribution of wealth, opportunities and privileges within a society. In other words, everyone deserves equal economic, political and social rights and opportunities. Social justice can be classified into:

- Distributive Justice (determining who gets what)
- Procedural (determining how fairly people are treated)
- Retributive (based on punishment for wrongdoing)
- Restorative (which tries to restore relationships to rightness)

These aspects of justice must be available to persons with disabilities. If due to any decision, physically-challenged individuals are disadvantaged as regards distribution of wealth, legal provisions, facilities, schemes and et al, then they are deprived of social justice. So, to ensure social justice to physically disabled persons one has to do the following:

- Educate oneself about social justice issues.
- Identify social organizations working for social justice.
- Initiate positive action in our own locality.
- Promote volunteerism for this cause.
- Donate for this social cause.

The society always looks forward to the real stakeholders (students) who can fulfil the real vision of social justice. Social justice can be fulfilled through a safe and secured society. So, extend your vision and cooperate with the society to give justice to socially, physically and mentally challenged people.

1.6 Ethics in Vocabulary

There are certain terms that we use in our day-to-day conversations. They undermine the ability of persons with disabilities in some form or the other. They further exclude them from the mainstream. These words need to be consciously erased from our vocabulary. This vocabulary sanitization can increase our respect towards this group of individuals. Few examples of these words are given below:

- **Falling on ‘deaf ears.**
- **Making a ‘dumb’ choice.**
- **Turning a ‘blind eye’.**
- **Acting ‘crazy’.**
- **Becoming ‘psychopathic’.**
- **Having a ‘bipolar’ day.**
- **‘Crippled’ by something.**

1.7 Let us sum-up

- ❖ Objective –
 - ✓ To make students conscious about their responsibility towards disabled parents.
 - ✓ To aware students about the disability condition of human beings.
 - ✓ To create a society that is ethically conscious about disability condition.
- ❖ The issues concerning disability are one of the important concerns for all times. The disability issues include introduction to disability condition, conceptual meaning of disability, who is a disabled person, types of disability, factors responsible for disability condition, the legal provisions for disability condition and different government schemes to support the disability condition of an individual.
- ❖ The term ‘disability’ refers to physical and mental conditions that limit a person’s movement, senses and activities. There are different terminologies used for this disability, i.e., handicap, specially-abled, person with disability, differently-abled, crippled and retarded.
- ❖ Disability condition of the human body is a natural phenomenon and one cannot have control over it. Disability condition can be identified from the following characteristics:
 - ✓ Inability to do a task.
 - ✓ Easily distracted.
 - ✓ Poor time management skills.
 - ✓ Difficulty in preparing class assignments.
 - ✓ Difficulty in understanding the subjects.
 - ✓ Difficulty to access in a physical environment.
- ❖ There are different types of disability that occur in a human body. Those are: physical disability which includes mobility impairment, visual impairment, and hearing loss.
 - ✓ Sensory disability which includes autism spectrum disorder (ASD), blindness and low vision, loss of hearing and sensory processing disorder.
 - ✓ Somato-sensory impairment affects one’s ability to effectively process sensory information received by the skin’s sensory receptors.
 - ✓ Balance disorder is also a kind of disability of the human body in which one will lose control over body movement.
 - ✓ Intellectual disability refers to the condition in which there are limits to a person’s ability to learn at an expected level.
 - ✓ Invisible and multiple disability refer to the disability condition affecting neuro system while specific learning disability is a neuro developmental disorder.
 - ✓ Mental and emotional disability is a condition in which it impacts a person’s ability to effectively recognize, interpret, control and express fundamental emotions.
 - ✓ Developmental disability refers to disability in cognitive, emotional and physical impairment.
- ❖ Disability condition of the human body is caused due to several factors such as communicable diseases, non-communicable diseases, injuries, mental health problems, lack of knowledge regarding immunization, food habits, imbalanced diet and nutrient-less diets, etc.

- ❖ The rights of persons with disabilities are explained under the fundamental rights for disabled under the constitutional provision, i.e., Article 15(1), 15(2), 17, 21, 23, 24, 25. The legislations for disabled are explained under Right of Persons with Disabilities Act, 2016, and the salient features of the Rights of Persons with Disabilities Bill, 2016.
- ❖ Affirmative actions like preferential allotment of land at concessional rates for setting of houses, business, reception centers, non-discriminatory actions and equal opportunities in various services and Social justice for persons with disabilities are discussed.
- ❖ The government has adopted various schemes for empowering persons with disabilities, particularly schemes like Samarth, Gharaunda, Niramaya, Sahyogi, Vikash, Gyanprabha, Prerna, Sambhav, Baditeekadam, Bhima Bhoi Bhinnakhyama Samarthya Abhiyan, PwD identity card, laptop for visually challenged, marriage incentives provide real support to persons with disabilities.

1.8 Keywords

1. **Disability** – The term ‘disability’ refers to a physical, mental condition that limits a person’s movements, senses or activities.
2. **PwD** — Person with disability
3. **Physical disability** – It refers to disability in the physical condition of a person, limitations on a person’s physical functioning, mobility and stamina.
4. **Sensory disability** – It refers to disability of fine sensors of the body.
5. **Somato-sensory impairment** — It affects one’s ability to effectively process sensory information received by the skin’s sensory receptors.
6. **Balance disorder** – Balance disorder is also a kind of disability in which one cannot have control over body movements.
7. **Specific-learning disability (SLD)** — It is neuro-development disorder which affects an individual’s listening ability, speaking ability, reading ability, writing ability and in making calculations.
8. **Non-communicable diseases (NCDs)** — Chronic diseases like blood pressure, cancer, diabetics, cardio-vascular diseases come under non-communicable diseases category and are not communicable in nature.
9. **Affirmative action**— Appropriate steps taken by the government are notified from time to time to provide support to PwDs in different aspects of life.
10. **Disability discrimination** — It refers to ill treatment, less well treatment, and deprivation from any right to a disabled person.
11. **Social justice** — It refers to justice in terms of distribution of wealth, opportunities and privileges within a society. In other words, everyone deserves equal economic, political and social rights and opportunities.

1.9 Check your learning

Q.-1- Explain in two or three sentences:

- a) Physical disability
- b) Sensory disability
- c) Somato-sensory impairment
- d) Invisible disability
- e) Development disability
- f) Specific-learning disability
- g) Social justice
- h) Autism
- i) Balance disorder
- j) Distributive justice
- k) Equal opportunity policy
- l) Direct discrimination
- m) Affirmative action
- n) Bhima Bhoi Bhinnakshyma Samarthya Abhiyan
- o) Niramaya
- p) PwD Id Card
- q) Discrimination arising from disability

Q-2- Answer in 50 words.

- a) Define disability.
- b) Outline the different types of disability.
- c) What are the types of physical disability?
- d) Differentiate between sensory disability and somato-sensory impairment.
- e) Define balance disorder and discuss the disability symptoms.
- f) Differentiate between multiple disabilities with invisible disability.
- g) What is specific-learning disability?
- h) Outline the factors responsible for disability.
- i) Outline the articles of laws that deal with rights of PwDs.
- j) Explain discrimination of disability.
- k) What are the different scholarship schemes available for persons with disabilities?
- l) Define social justice.
- m) Outline affirmative actions for the disabled.

Q-3 — Answer in 250 words.

- a) Define disability and discuss about the different terminology associated with disability.
- b) Describe the types of physical disability in detail.
- c) Differentiate between sensory disability and somato-sensory impairment.
- d) What are the factors responsible for disability and discuss those briefly?
- e) Explain the salient features of Rights of Persons with Disabilities Act, 2016.
- f) What are the five fundamental rights for disabled under the constitutional provisions?
- g) Briefly discuss the schemes for disabled persons under social security and empowerment of persons with disabilities department.
- h) What is discrimination arising from disability? Discuss with example.
- i) Explain the provisions under equal opportunity policy for PwDs.

1.10 Suggested Readings

- ✓ *Milika Mehrotra, “A Resource Book On Disability Studies In India”, www.jnu.ac.in .*
- ✓ *Schemes and services for the PwD, Social Security and Empowerment of Persons with Disabilities department.*
- ✓ *Compendium of schemes for the Welfare of Persons with Disabilities, 2018, government of India, Ministry of Social Justice and Empowerment, www.disabilityaffairsgov.in.*
- ✓ *Ruchi Ramesh and Sudhir Kumar Singh, “Disability Towards Inclusive India”, published by Pentagon Press.*

Unit-5

Vulnerable Sections of Society: Understanding their Issues

5.4 Issues relating to Third Gender

- 1.1. Objective
- 1.2. Introduction
- 1.3. Definition and Important Concepts
 - 1.3.1 Who is a Third Gender?
 - 1.3.2 Physiological characteristics of Third Gender
 - 1.3.3 Challenges of Third Gender
- 1.4. Social Justice for Them
 - 1.4.1 Social Justice
 - 1.4.2 Identity as an Individual
 - 1.4.3 Third Gender Rights
 - 1.4.4 Battle for Equality
- 1.5. Removal of Discrimination
 - 1.5.1 Discrimination in Family
 - 1.5.2 Discrimination in Society
 - 1.5.3 Discrimination at Workplace
 - 1.5.4 Affirmative Actions for Third Gender
- 1.6. Acceptance of Diversity of Gender
- 1.7. Let us Sum Up
- 1.8. Keywords
- 1.9. Check your Learning
- 1.10. Suggested Reading

1.1 Objectives

- To enable the students to understand the diversity of gender
- To inculcate the value of respecting each gender in the society
- To educate the students to understand the identity of third gender, their issues in the society and social justice for them
- To orient the students about a gender-inclusive society to establish gender equality for better social harmony

1.2 Introduction

Gender is a social construct that defines a set of prescribed roles for a particular sex. Gender refers to the characteristics of women, men, girls and boys that are socially constructed.

This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Individuals are nurtured in the family in such a manner that the stereotype gender roles are imprinted in their minds from the childhood. Such stereotypes like men do not cry, girl must talk slowly and walk elegantly etc. Likewise, a set of masculine and feminine traits are developed by the society to symbolise a man or a woman. Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender-based discrimination intersects with other factors of discrimination such as ethnicity, socio-economic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is referred to as intersectionality.

Most often we confuse between the terms, sex and gender. Gender interacts with but is different from sex, which refers to the different biological and physiological characteristics of individuals such as chromosomes, hormones and reproductive organs. Gender and sex are related to but different from gender identity. Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

If any boy behaves like a girl, the boy is said to be effeminate and on the other hand if a girl is strong and behaves like a boy as society prescribed, she is called amazon. Like this, society expects us to behave in a binary format of gender that is male or female. The binary format of gender is associated with either the characteristics of a man or a woman.

Third gender, or third sex, is a concept in which individuals are categorised, either by themselves, by their society, or by outsiders to their society, as not fitting into the ideas of binary gender and heterosexual roles. These categories of gender deviated from the normal binary gender format of male and female can be put in the bracket of third gender. They are often called intersex or transgender people. Like non-intersex people, some intersex individuals may not identify themselves as either exclusively female or exclusively male, but most appear to be men or women. Third gender is a concept in which individuals are categorized, either by themselves or by society, as neither man nor woman. It is also a social category present in societies that recognize three or more genders. The term third is usually understood to mean "other". All the genders are to be brought to the mainstream of development for empowerment of the whole nation. For a self-reliant India, all the genders need to be empowered. A gender-biased society cannot achieve full spectrum of success.

For all round development of the society, inclusion of third gender in the developmental flow is instrumental.

Rigid gender norms also negatively affect people with diverse gender identities, who often face violence, stigma and discrimination.

1.3 Definition and important concepts

1.3.1. Who is a Third Gender?

In order to define or describe who is a third gender person, it is important to have basic understanding of what gender is and how and by whom it is determined. To the question, how and by whom is this gender determined, we first need to understand that none of us are born with a gender, but gender is assigned to each one of us based on the kind of primary sexual characteristics or external genitalia that we are born with. Third gender is an umbrella term to describe those people whose gender identity or gender expression is different from their sex at birth. For example, the person born with male genitalia may develop a gender identity of female after puberty. Now it is understood that, assigned gender at birth may or may not match the person's idea of their own gender as they grow up. This changing identity sometimes creates identity crisis when the person himself or the society does not accept the changing behavioural pattern. Previously there were only two legal genders, male and female. With the recognition of this third gender, androgynous individuals having both male and female characteristics, are being able to live a life without ridicule from men and women who are different from them. Androgynous individuals have dealt with bullying, scolding and ridicule and are not accepted because of what has been taught in one's life.

1.3.2. Physiological Characteristics of Third Gender

Physiological characteristics refer to the physical functions of a human. The sex of an individual is decided by the chromosomes from parents during fertilization. Fertilization is a process which occurs in the uterus of a woman after coitus, where a male sex cell called sperm fuses with the female sex cell called ovum, forming a zygote. In a zygote there are 23 pairs of chromosomes. The 23rd pair is called the sex chromosomal pair that decides the sex of the individual. If the chromosome pair is XX i.e., X from mother and X from father, the child is a girl. When the chromosome pair is XY, i.e., X from mother and Y from father, the child is a boy. We can understand that the mother can always provide a X chromosome where as the father can provide either X or Y chromosome which is the determinant of the sex of the individual. When any abnormality occurs in the 23rd sex chromosomal pair, then the sex of the child becomes ambiguous. This ambiguity is noticed only when the child enters into the puberty growth period. Sometimes, the person having all the genetic and physiological characteristics of any normal binary gender male or female, may prefer a third gender identity. That means the genotype (genetic make-up) and the phenotype (expression of genetic make-up, i.e., observable traits) of an individual may be in line but the individual may assign himself the identity of third gender. Any abnormality in sexual behavior in the individuals, noticed by self or others puts the gender identity of the individual at risk. The intersex people of third gender category have both male and female reproductive organs. The third gender people having normal male or female reproductive organs but behaving differently can perform the reproductive role of child birth.

But those transgender people having anomaly of internal reproductive organs and endocrine functions corresponding to their external sex organs cannot perform the reproductive role. But they can have a normal life like the other two genders. In some cases, the reproductive organ system is normal as like of a male or female, but the endocrine system releasing sex hormones may be malfunctioned. The girl may behave like a boy due to excessive male hormone androgen and the boy may behave differently due to excess secretion of hormone estrogen.

1.3.3. Issues And Challenges of Third Gender

The third gender category people have several issues and challenges like behavioral challenges, social exclusion, economic exclusion and political exclusion. The lack of recognition has been the major hindrance that often prevented them from availing their civil rights in their desired gender.

1. Behavioral challenge:

Society having binary concept of gender has formulated some stereotype gender roles to be performed by each gender. The individual's behavioural pattern is oriented as prescribed by the society due to environmental impact. But in the later stage when the individual identifies self with a different gender identity, the issue of coping with the new gender role becomes a challenge.

Third gender people are more vulnerable to symptoms of depression and anxiety, which is at least in part attributable to the social stress they experience as members of a gender-minority population. They may also face challenges related to the need to affirm gender identity and the social and physical changes this may require. This process requires courage and understanding of self and loved ones, and often includes a series of concrete steps and changes for which support remains too limited. Here, psychologists can play an invaluable role. This includes assisting them in exploring and affirming their gender identity, whether this be on an individual, interpersonal or social/community level. The psychologist can also assist transgender individuals in recovering from the negative impact of social stigma on their health and well-being, and to facilitate positive experiences of coming out with family, friends and community. Over and over again, transgender people have shown great resilience in coping with the stigma-related psycho-social challenges they face. Understanding and compassionate mental health providers have often been an important part of that.

1. **Violation of Fundamental Rights:** People in third gender category have not been given the equal status as given to the male and female genders. Though Honourable Supreme Court has given them the identity of third gender, the society has not accepted them in true sense. Law can only be implemented well when there is attitudinal change among the mass. The fundamental rights bestowed upon the citizens of our country must be enjoyed by all, irrespective of gender.
2. **Limited Employment Opportunities:** Third gender community has very limited employment opportunities as most of the jobs are confined to male and female sexes.
3. **Social and Cultural Exclusion:** The third gender community faces social and cultural exclusion. They are shunned by family and society and usually deprived of rights that are available to other citizens such as right to marry or adopt children.
4. **Restricted Access to Educational Institutions:** They have restricted access to educational institutions as there exists no special provision for inclusion of third gender

community in the mainstream education system.

5. **Problems in accessing the basic amenities:** Third gender community have no access to bathrooms/toilets and public spaces. Lack of access to bathrooms and public spaces clearly depicts the acute discrimination faced by third gender community in availing even the basic amenities. They face similar problems in prisons, hospitals and schools.

1.4 Social justice for Third Gender

1.4.1 Social Justice

Social Justice refers to the view that everyone deserves equal rights, opportunities, and treatment regardless of their race, economic status, sexuality, or gender identity. Social Justice also calls for people to address historical inequities in political, social, and economic systems and to provide help to those who have consistently been denied equality.

The principles of Social Justice

There are five principles of Social Justice. These are access, diversity, equity, participation and human rights. These principles are to be incorporated in the social system to have overall equality in the society.

Access

When access to resources is restricted, it prevents individuals, communities and society from achieving equality and increases difficulties in the ability for people to live healthy and secure lives. The opportunity should be equal for all.

Diversity

Diversity refers to the varied social groups based on race, gender identity, sexual orientation, age and social class. Promoting diversity in educational, occupational and social settings is a key principle in Social Justice. A strong diversity practice can have the added benefits of promoting inclusion – thus decreasing overall stereotyping and discrimination. Therefore, acceptance of diversity is a key factor to Social Justice.

Equity

While equality refers to equal treatment of everyone regardless of social group or classification, equity refers to providing everyone with what they may need to succeed in consideration of their circumstances and past and current inequities. Equity requires policies to address past and current restrictions to access resources by providing additional or specialised resources to those who have previously been denied them. Policies that can provide equity could include increasing access to resources.

Participation

Social Justice requires the participation of all, and in particular, the participation and empowerment of minority groups. Participation of all groups in decision making creates a sustainable society.

But the society with binary gender perspective has not accepted the third gender in a true sense. That is why to safeguard the interests of third gender people, some legislative measures have been taken in the country.

1.4.2 Identity as an Individual

Everyone has an identity. Before being identified as a particular gender, everyone is an individual. The community having an ambiguous gender identity, apart from male and female, should be given equal status in the society to have social harmony. These people must enjoy all the facilities being provided to male and female genders. They must be treated as human beings and must have identity of an individual. As individuals they have their personal feelings, likes and dislikes. As individuals they have the right to life and living. Though in 2014, they got legal status of being included in third gender category, still discrimination persists in our society. Law can only protect those who raise their voice. But there are unspoken voices being discriminated against and excluded from the mainstream of social and economic development. Thus, it is the moral responsibility of all members of the society to make each member wanted.

1.4.3. Third Gender Rights

As individuals the third gender people are to be treated equal and at par with other prevailing genders in the society. Some constitutional and legislative measures have been taken to safeguard their interests and respect in the society. On April 15, 2014, the milestone decision of National Legal Services Authority of India (NALSA), perceived the privileges of transgender according to law depending on Article 14 of Indian Constitution managing right to equity utilizes the term individual which doesn't limit itself to double term male and female. Article 15 implies that states will not oppress any person on the ground of sex concerning access to shops, open cafés, lodgings, and spots of open amusement. Gender character is at the center of one's close to home personality. Hence it should be ensured under Article 19. The privileges of transgender individuals like their character and access to wellbeing, instruction, work, lodging, and different rights are in effect progressively broadly perceived after the court's choice to sanction third sex. The third sexual orientations are increasingly appreciating social equality being included in the enumeration. Drawing a distinction between the actions that require immediate implementation such as introducing social welfare schemes and actions that require a long-term approach such as changing the negative attitude of the general public, the legislature has placed positive obligations on all the concerned stakeholders in the form of guarantees (from Chapter II to Chapter VIII) such as:

Prohibition of discrimination against transgender persons.

- a) Recognition of identity and conferring the right and entitlement to obtain a certificate of identity as proof of recognition from the concerned state authorities;
- b) Formulation and enactment of welfare measures, schemes, programmes towards education, social security, healthcare, effective participation in the society and facilitating access to such schemes and welfares measures by appropriate state governments;
- c) Rescue and rehabilitation measures, including right of residence by appropriate state governments;
- d) Obligations of Establishment - Chapter V obligates establishments to ensure compliance with the Act and provide facilities as maybe prescribed by the Act from time to time. In matters relating to employment including but not limited to recruitment, promotion and other related issues, no establishment shall discriminate against a transgender person and shall provide for adequate grievance redressal

mechanism to deal with complaints relating to violations under the Act and at workplace;

- e) Constitution and establishment of the National Council for Transgender Persons to perform the functions assigned to it under the Act, including but not limited to advising the concerned stakeholders on formulation of policies, programmes, legislations and welfare measures, to monitor and evaluate the impact of policies and programmes designed for ensuring participation of transgenders, ensuring redressal of grievances of transgender persons and so on;
- f) Offences and penalties for offences committed against transgender persons: whoever, (i) compels or entices forced or bonded labour (excluding compulsory government service for public purposes), (ii) denies the right of public passage or use of public places, (iii) forcefully removes from household, village or other place of residence, (iv) commits an act or intends to do an act causing physical, sexual, verbal, emotional or economic harm and/or abuse, shall be punished with imprisonment which may vary between six months to two years, with fine.

The legality of Marital Relationship

Neither the Hindu Marriage Act nor the Special Marriage Act incorporates transgenders. Eunuchs are not secured under national commission for women since they are not part of the fairer sex. The notable case in this regard is Navtej Singh Johar versus Union of India that paved way for legalizing sexual relationships between people of all genders. After this judgement, the next step for the community was to ask for a law that would allow them to register their marriage under the law, thereby legalizing the concept of third-gender marriage.

Access to Elections and Educational institutions

The third gender has the right to cast vote as well as get elected as MLAs and MFs etc. Third genders as humans must avail the opportunities of human rights. Human rights are rights that inherently belong to every person. These rights are based on shared human values that can include fairness, equality, respect and independence. To lead a healthy social life, every member of the society must be protected with a set of human rights. In a landmark judgement, in April 2014, the Supreme Court created a third gender status for the transgenders or eunuchs or *hijras*. Earlier they were bound to write either male or female. The Supreme Court asked the Centre to treat third gender as socially and economically backward. The Supreme Court has affirmed the constitutional rights and freedoms of third gender persons, including those who identify as third gender and those who identify in a gender opposite to their biological sex, i.e., persons, assigned female sex at birth, identifying as male and vice-versa. By recognizing diverse gender identities, the court has broken the binary gender construct of 'man' and 'woman' that has pervaded Indian law. National Legal Services Authority (NALSA) of India reasoning rests on two broad strands of human rights: freedom and equality. Underscoring the right to personal autonomy and self-determination under Article 21, the court observed, "The gender to which a person belongs is to be determined by the person concerned." The decision recognizes the right of a person to identify in the gender that they relate to, that is, male, female or third gender, irrespective of medical/ surgical intervention. Honorable court also issued a series of directions to the Central and the State governments, which include granting legal recognition to persons' self-identified gender, as male/female/ third gender, regardless of surgical procedures done or not. Extending reservations in public education and employment treating third gender persons as socially and educationally backward classes of citizens. For the

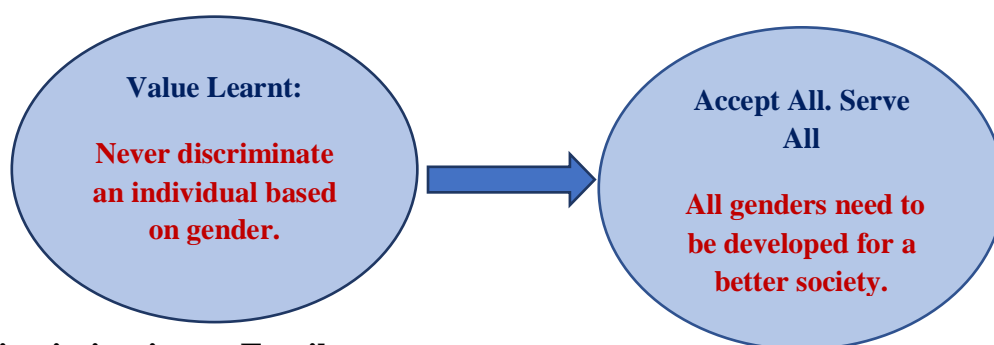
first time in the history of census in India, their enumeration was done in the 2011 census along with beggars and sex workers under the category “Others”. As per the census, 2011, the official count is roughly 5 lakhs. However due to social stigma, the most of the parents may identify their transgender children as male which may violate the estimated figure. Thus, it is a difficult task to estimate the third gender population.

1.4.4 Battle for Equality

Every individual having rational thinking has a desire to be treated equally. Human being is social and prefers to live in a social group and wants approval from the society. When the person is aware and educated, then the voice is raised claiming equality. The people in the third gender category are fully developed individual with ambiguous sexual roles. But they are like other individuals having all types of needs like, basic needs, need for a quality life and living, need for recognition etc. But binary gender-based society discriminate the third gender people which adversely affects their physical, mental and social health. The battle of a third gender person starts with self when he himself discovers that he is different from what he perceived self from birth. Then accepting self with a separate identity becomes a tough task before him. Then the real battle starts with the family and the society. Now the third gender people are aware and educated about their own rights and they are claiming equality.

1.5 Removal of discrimination

Discrimination means treating some people differently from others. The society always discriminates between the stereotyped concept and the new concept. The binary system of gender of male and female have been added with another category of gender i.e. third gender. According to the right of equality, irrespective of caste, creed, colour, gender, all must be treated equally without any discrimination.



1.5.1 Discrimination at Family

The discrimination of third gender category starts from the family. The family which welcomed the male or female child at birth, may not accept the child’s later changing sexual orientation. The child also gets confused about his/her identity. This identity crisis may affect adversely the mental health of the child. Some families also drive out such children making them prone and vulnerable to the emotional and physical hazards that may occur in the society. The family plays an important role in inculcating a sense of self-respect and acceptance of self through counselling and unconditional love. Instead of social resistance, they must provide the child with education that will strengthen his/her life and living in future.

1.5.2 Discrimination in Society

The society has prescribed a set of gender-based roles and responsibilities for everyone. The third gender is not fitting to those set of roles as prescribed by the society. Though there is law to safeguard the interest of the third genders, society has not fully accepted the third gender people as members of the society in true sense. Today also there is lot of social stigma if by choice anyone is interested to change his/her gender identity. Society is changing. People are also changing in their mindset and actions. A gender-neutral society can bring inclusive growth and all-round development to an individual.

1.5.3 Discrimination at Workplace

The discrimination of an individual based on gender still prevails in the society. Though third gender persons are being given recognition in the society, equality in job opportunities and placement is not at par with the other genders. Today also we can find in some recruitment applications form, the options of only female and male genders. These inequalities are to be addressed. Their self-esteem, preferences must be taken care of. This is only possible when the attitude of the people in the society will change.

1.5.4 Affirmative actions for Third Gender

Empowerment of the Transgender community has to be a collective effort and strengthening this community at the workplace would go a long way in reducing social stigmas and also uplift them economically. Although the Act only puts an onus and does not mandate the concerned stakeholders, in view of the changing dynamics, some of the steps that establishments / organisations can undertake to create a more equitable and inclusive environment are as follows:

- **Sensitisation and Education:** Prior to introducing any change in the system, it would be imperative for organisations to educate its workforce towards gender inclusiveness, assimilation at workplace and greater acceptance for the innate character and personality of third genders in the workplace.
- **Policy Review:** Organizations must review and update their existing employee benefit policies and manuals. It would be only beneficial to incorporate suggestions of a person from the third gender community, so as to ensure that the policies reflect the way an organisation would approach the third gender.
- **Anti - harassment Policies:** The organizations must put in place adequate grievance redressal mechanisms to deal with the harassment complaints, while keeping the identity of the complainant anonymous.
- **Gender Neutral Washrooms:** Employees should have access to washrooms that confer with their identity. Third gender people are repeatedly subjected to humiliation and harassment as they are forced to use male/female washrooms.
- **Recruitment:** Organisations must keep in mind that third gender people have been subject to years of discrimination leading to social, economic and skill backwardness, and therefore recruitment criteria must be revised accordingly. Organisations must also endeavour to provide training programmes to enhance skills.

Some state governments have taken steps in giving the third gender persons, placements in various government and non-government sectors and establishment of gender-neutral washrooms.

1.6. Acceptance of Diversity of Gender

For a better society, all the members in the society must be given equal rights and opportunities. The inclusivity will help in achieving sustainable development of the society. The constitutional provision and legislation can only safeguard the victims. But with love and acceptance, the third gender community can be brought to the mainstream of development. The major role of the society is to eradicate discrimination against any gender, in family and the society. The attitude of the people has to change to ensure development of the third gender. The life and livelihood of the third gender category is to be strengthened. They must be provided with proper education and employment opportunities. Their education and health must be taken care of to provide them a better life. Building resilience among the third gender people will lead them to have a content life. The diversity of genders as male, female and third gender is to be understood properly. The society can become more beautiful by celebrating its diversity. This diversity is to be accepted by the self and the society for a better world to live in.

1.7. Let us Sum Up

We discussed in this unit about the third gender people. We came to know that gender is a social construct which defines a set of prescribed roles for a particular sex. This includes norms, behavior and roles associated with being a woman, man, girl or boy, as well as relationships with each other. Third gender is an umbrella term to describe those people whose gender identity or gender expression is different from the sex at birth. Any abnormality in sexual behaviour in the individuals, noticed by self or others places the gender identity of the individual at risk. The third gender category people encounter several issues and challenges like behavioural challenges, social exclusion, economic exclusion and political exclusion. The society with binary gender perspective has not accepted the third gender in a true sense. That is why to safeguard the interests of third gender people, some legislative measures have been taken in our country. As individuals, the third gender people are to be treated equal and at par with other prevailing genders in the society. Some constitutional and legislative measures have been taken to safeguard their interests and respect in the society. On April 15, 2014, milestone decision of National Legal Services Authority of India perceived the privileges of transgender according to law depending on Article 14 of Indian Constitution. Right to Equity utilizes the term individual that doesn't limit itself to double term male and female. The binary system of gender of male and female have been added with another category of gender i.e., third gender. According to the Right of Equality, irrespective of caste, creed, colour and gender, all must be treated equally without any discrimination. The family plays an important role in inculcating a sense of self-respect and acceptance of self through counselling and unconditional love. A gender-neutral society can bring in inclusive growth and all-round development to an individual. Upliftment of the transgender community has to be a collective effort and empowering this community at the workplace would go a long way in reducing social stigmas and also empower them economically. The society can become more beautiful by celebrating its diversity. This diversity is to be accepted by the self and the society for a better world to live in.

1.8 Key Words

Gender: Gender is a social construct which defines a set of prescribed roles for a particular sex.

Gender Identity: Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

Third Gender: Third Gender is an umbrella term to describe those people whose gender identity or gender expression is different from the sex at birth.

Fertilization: Fertilization is a process which occurs in the uterus of a woman after coitus, where a male sex cell called sperm fuses with the female sex cell called ovum, forming a zygote.

Genotype: The genetic make-up of an individual is called genotype.

Phenotype: The expression of genetic make-up, i.e., observable traits of an individual is called phenotype.

NALSA: National Legal Services Authority of India.

Gender Equality: The concept of treating the individuals with equal rights and opportunities irrespective of their gender is called gender equality.

Discrimination: Discrimination means treating some people differently than others.

Gender Diversity: The difference prevails among the genders, i.e., male, female and third gender is called gender diversity.

1.9 Check your Learning

Q.1. Define the following

- a) Gender
- b) Gender equality
- c) Third gender
- d) Fertilization
- e) Gender discrimination
- f) Genotype
- g) Phenotype
- h) Gender identity
- i) Gender diversity

Q.2. Analysis the following

- a. NALSA Policy
- b. Social justice for third gender
- c. Discuss the third gender rights
- d. Role of family to prevent discrimination against third gender

Q.3. Essay type

- a. Discuss the physiological characteristics of third gender individuals.
- b. Describe the challenges of third gender people.
- c. Discuss about third gender rights.
- d. Discuss the various discriminations faced by third gender people.
- e. What affirmative actions can be taken to protect third gender rights?

1.10. Suggested Readings

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Unit-VI
Environmental & Techno Ethics
6.1 Environmental Ethics

6.1.0 Objectives

6.1.1 Introduction

6.1.2 Definition and Important Concepts

6.1.2.1 Environment

6.1.2.2 Ecological Values

6.1.2.3 Environmental Values and Valuing Nature

6.1.3 Equitable Use of Resources

6.1.3.1 Environmental Resources

6.1.3.2 The Role of Individuals in the Conserving Resources for Future Generations

6.1.4 Bioethics-Genetic Manipulation in Plants.

6.1.4.1 Bio-genetics

6.1.4.2 Bio-genetic Manipulation

6.1.4.3 Bioethics–Genetic Manipulation

6.1.5. Animals for the Benefit of Society and Cruelty Against them

6.1.6. Let us sum up

6.1.7. Keywords

6.1.8. Check your Learning

6.1.9. Suggested Reading

6.1.0 Objectives

- To create awareness about the environment around us.
- To make the students ethically concerned about the environment.
- To foster an understanding of resource conservation at an individual level and promote sustainable lifestyles.

6.1.1 Introduction

This course on environmental ethics aims to foster an understanding of the facts, information, and aspects related to the environment. It encompasses our surroundings, natural resources, and the way we lead our lives. The beauty of nature and its manifestations should be preserved for all generations to come. The growing population, industrialization, and deforestation demand heightened environmental concern. Climate change is a major global issue. When we develop a concern for our own environment, we begin to conserve and protect it. The skill of nurturing the environment should be inculcated through a comprehensive understanding of the environment, nature, climate changes, natural resources, and the challenges related to these aspects.

The younger generation has the potential to be real change-makers if they can initiate change and start protecting the environment. There are three major concerns: the lack of understanding of the environment as a gift of nature, the need for environmental conservation for future generations, and the overuse of natural resources. The time has come to protect our only home in the universe. It is crucial to protect nature to ensure our prosperity and safeguard the future of generations to come.

Understanding our environment and its relation to our present and future will create awareness and concern for the environment. From villages to college campuses, there is a need to protect them from pollution and conserve forests. Maintaining greenery, ensuring clean air, providing clean water, conserving soil and biodiversity should be priorities for every individual. A sustainable lifestyle can only be possible if we start nurturing plants, soil, water, and the environment. Therefore, as change-makers, students should take the lead in protecting the environment and the beauty of nature. Students need to take responsibility for creating awareness in their own surroundings, conserving water, soil, biodiversity, and energy, as well as saving trees, planting trees, reducing the use of plastic, and properly disposing of waste.

6.1.2 Definition and Important Concepts

6.1.2.1 Environment

The term “Environment” refers to the surroundings where we live. The surroundings are basically consisting of natural landscapes, forests, mountains, rivers and other natural resources. The environment encompasses not only the physical elements like air, water, land, fire, sky and ecosystems but also non-physical aspects such as social, cultural, economic, and other factors that can affect living entities and their overall well-being. We use water, breathe air, and use natural resources for our food, livelihood and shelter. The human being is completely dependent on nature. The plants provide oxygen. Waterbodies provide water,

forest provides wood and other food products, mountains provide minerals and soil gives all agricultural products. If these aspects of the environment will not be nurtured and protected then the future generations may struggle for food, water, air and hygienic life. Understanding the concept of the environment is essential for comprehending how living organisms interact with their surroundings. Thus, it is vital for addressing issues related to the environment and sustainability.

6.1.2.2 Ecological Values

Nature possesses a captivating beauty, and we are an integral part of its creation. Therefore, all forms of life hold significance. Every element within nature is intricately interconnected, and any disturbance can have far-reaching consequences.

Earth, our home, harbours a rich biodiversity comprising diverse flora and fauna, along with varied landscapes and seascapes. It also encompasses essential bio-geochemical cycles involving water, oxygen, carbon, sulphur, phosphorous, and nitrogen.

In the 1960s, society began recognizing the paramount importance of 'ecology' at all levels. Galang et al. (2003) articulated seven fundamental messages concerning ecology and environmental matters. These 'Seven Lenses' are as follows:

- Nature knows best
- All forms of life are equally important
- Everything is connected to everything else
- Everything changes
- Everything must go somewhere
- Ours is a finite Earth
- Nature is beautiful and we are stewards of God's creation.

Ecological values are intrinsic to the health and sustainability of our natural world, and they are nurtured through a deep understanding of the concept. These values encompass a wide array of functions carried out by biodiversity, encompassing uplands, wetlands, water surfaces, fish and wildlife habitats, other species, breeding, nesting grounds, etc. The overarching objective is to safeguard all these components of nature. Ecosystems are at their ecological zenith when they exist in their most natural state. Cole (2000) aptly states, "Ecological value is directly and positively correlated with the degree of naturalness." Nonetheless, every species plays a crucial role in maintaining ecological balance.

To perpetuate ecological value, it is vital to uphold the sanctity of the natural environment through protection and restoration. This includes monitoring and preserving:

- Forest health: Ensuring the vitality of our forests.
- Soil quality: Maintaining soil health and fertility.
- Water availability: Managing water resources for long-term sustainability.
- Amount of habitat: Preserving diverse habitats for various species.
- Vegetation quality: Upholding the quality of plant life.
- Prescribed fires: Employing controlled fires for ecosystem health.
- Ecological sensitivity: Recognizing and safeguarding delicate ecosystems.
- Drought-tolerant species: Promoting species adapted to arid conditions.

- Economic use of ecology: Utilizing natural resources responsibly for economic benefits.
- Aesthetic value of landscape: Appreciating the beauty of natural surroundings.
- Geological structure: Protecting geological features.
- Rock type: Conserving diverse rock formations.
- Water species: Safeguarding aquatic ecosystems.
- Land use: Ensuring responsible land management.
- Soil conservation: Preventing soil erosion and degradation.
- Suspended solids: Minimizing pollutants in water bodies.

Caring for nature and striking a balance between the economic utilization of natural resources and conservation efforts are fundamental for sustaining ecological value. The aim is to avoid disturbing and destabilizing the natural ecosystem.

Ecosystem services underpin our well-being by providing:
<ol style="list-style-type: none"> 1. Purification and detoxification: Cleaning and detoxifying air, water, and soil. 2. Cycling processes: Nutrient cycling, nitrogen fixation, carbon sequestration, and soil formation. 3. Regulation and stabilization: Controlling pests and diseases, regulating climate, mitigating storms and floods, erosion control, and managing rainfall and water supply. 4. Habitat provision: Offering refuge for diverse flora and fauna, safeguarding genetic diversity. 5. Regeneration and production: Generating biomass for raw materials and sustenance, facilitating pollination and seed dispersal. 6. Information and life fulfilment: Serving aesthetic, recreational, cultural, and spiritual purposes, as well as contributing to education and research. <p>These ecosystem services, as vital as they are, depend on the preservation and responsible management of the natural environment to continue serving humanity effectively.</p>

Source: Adapted from "The Economic, Social and Ecological Value of Ecosystem Services: A Literature Review" by Economics for the Environment Consultancy, 16 Pency St, London W1T-7DT.

6.1.2.3 Environmental Values and Valuing Nature

Environmental values and the act of valuing nature are interconnected concepts vital to our relationship with the environment. In essence, "environmental values" refer to the profound impact the environment has on our lives. The existence of human life hinges on the functioning of natural elements such as forests, rivers, and soils, which provide us with the sustenance, clean air, and water necessary for our well-being and prosperity. The contributions of the environment to our healthy existence and overall quality of life are immeasurable. In summary:

- Economic Values of the Environment:
Food production is one of the major contributions of nature and the environment. Soil, water, the atmosphere, and climate create the conditions necessary for growing plants, food production and, consequently, the livelihood of the human race.
- Social Values of the Environment:
Social values of the environment encompass the collective beliefs, attitudes, and principles held by a society regarding their natural surroundings. These values reflect the importance of preserving and respecting the environment for current and future generations. They include a commitment to conservation, sustainability, and responsible resource management. Social values of the environment also emphasize the intrinsic worth of biodiversity and ecosystems, as well as the ethical obligation to protect the environment to ensure human well-being. These values drive behaviours such as recycling, conservation efforts, and advocacy for policies that promote ecological health, reflecting a shared commitment to safeguarding the planet for the benefit of all.
- Cultural values of the environment:
Culture is defined as a way of life led by the communities of specific regions. It encompasses various aspects of life, such as dietary habits, agriculture, festivals, dress codes, belief systems, and values. Culture varies from place to place due to differences in environmental conditions. Environmental factors, such as climate, have a direct impact on the lifestyle of individuals. Our way of life, food choices, and festival celebrations are influenced by environmental conditions. Therefore, environmental conditions play a crucial role in shaping our culture, which serves as an indicator of factors like sunlight availability, rainfall, soil quality, food diversity, air quality, and atmospheric conditions.
- Aesthetic and recreational values of the environment:
Natural ecosystems, including lush greenery, picturesque landscapes, mountains, birds, animals, flowers, fragrances, and flowing water bodies, hold an aesthetic value. The experience of being in nature evokes strong emotions and reminds us of the beauty and wonder of the natural world. The enjoyment of seasonal flowers, fruits, beautiful birds, and animals, and the changing climate contribute to a harmonious life. Many poets, writers, and artists draw inspiration from the beauty of nature. The colours, soothing sounds, rainbows, the ever-changing sky, and the green environment all reflect the aesthetic and recreational values of nature and the environment.

In essence, the environment, nature, and climate consistently remind humans that their existence on this beautiful Earth is intertwined with these elements. To genuinely value nature, we must actively care for it. The responsibility for protecting the environment, utilizing resources economically, preventing pollution, and conserving soil and biodiversity lies with every student, individual, community, village, state, and nation. The environment

provides us with everything we need to thrive. Therefore, it is imperative that we work together to conserve water, soil, air, land, and biodiversity. Let us focus on initiatives like rainwater harvesting, effective waste management, and appreciating the beauty of nature as we collectively strive to preserve our planet.

6.1.3 Equitable Use of Resources

Equitable use of resources refers to the fair distribution of essential resources to ensure that all individuals, irrespective of their backgrounds or circumstances, have access to what they need for a decent standard of living. This principle is fundamental for achieving social and environmental sustainability and addressing issues of social justice and human rights. It emphasizes the need to consider and address disparities and inequalities in resource access, with the goal of promoting fairness and reducing social and economic inequities.

Each element of our planet has an inherent right to be accessed and utilized by all. This equity can only be achieved through a global consciousness that seeks to reduce unsustainable practices, rectify the unequal distribution of resources, and address population growth. Our environment generously provides an array of goods, materials, and resources for our daily needs. However, the challenge lies in the uneven distribution of essential elements such as soil, water, sunlight, forests, climate, and mineral resources across the world. This disparity fosters divisions among nations, resulting in differing levels of development and varying degrees of resource utilization.

Nature provides sustenance based on individual needs, without discrimination. It is humanity that imposes divisions, inflicts harm, and misuses the Mother Nature. Water, soil, minerals, forest products, agricultural yields, food, and clean air must be conserved and used equitably. The profound love and respect for nature serve as a powerful sentiment that underscores our sensitivity toward preserving the environment. Embracing a simple, self-sustainable lifestyle and the responsible conservation of nature's riches are imperative in the present time. This collective effort is crucial for ensuring a harmonious and balanced coexistence.

6.1.3.1 Environmental Resources

Environmental resources encompass air, water, soil, minerals, climate, and the flora and fauna found within ecosystems. These resources possess distinct characteristics and provide various contributions to humanity on different scales. Environmental resources can be categorized as follows:

1. Earth Resources
2. Renewable and Non-renewable Resources

1. Earth resources:

- Atmosphere: The atmosphere is a layer of gases surrounding Earth, consisting of primarily nitrogen and oxygen, which plays a crucial role in sustaining life, regulating climate, and protecting the planet from solar radiation. Thus, the atmosphere serves as a protective shield for life on Earth. The troposphere, the lowermost layer, extends to around 12 kilometres in altitude. Above that, the stratosphere is approximately 50 kilometres thick and contains a crucial sulphate layer essential for rain formation. Additionally, the stratosphere houses the ozone layer, which absorbs harmful ultraviolet rays from the sun. These atmospheric layers are indispensable for the survival of living organisms.
- Hydrosphere: The hydrosphere is the total amount of water on Earth's surface, including oceans, seas, rivers, lakes, and groundwater, playing a vital role in supporting life and influencing the planet's climate. The hydrosphere encompasses approximately three-quarters of Earth's surface. A substantial portion of the hydrosphere comprises marine ecosystems in the oceans, while a smaller part constitutes freshwater resources. Freshwater is vital for sustaining both vegetation and human life.
- Lithosphere: The lithosphere is the rigid, outermost layer of Earth, consisting of the solid crust and uppermost part of the mantle. It encompasses the planet's solid, rocky surface and tectonic plates. This layer includes soil, rocks and sediments. It also holds a wealth of minerals, ores, oil, coal, and gases extracted from the Earth's crust. The lithosphere stands as the primary source of Earth's mineral and energy resources.
- Biosphere: The biosphere is the global sum of all ecosystems on Earth, comprising all living organisms and the non-living factors that support them. It is the zone of life on Earth, a closed and self-regulating system with the capability to maintain life. The biosphere plays a critical role in providing essential resources such as food crops, domestic animals, components of the food chain, biomass, wood, energy, timber, and other construction materials.

2. Renewable and non-renewable resources:

Environmental resources can be classified as either renewable or non-renewable. Renewable resources, as the name implies, can be replenished by natural processes. Non-renewable resources, in contrast, are finite and cannot be naturally replaced once depleted. This category encompasses minerals and fossil fuels like oil and coal, which are extracted from the Earth's crust. Given their limited availability, it is imperative to use non-renewable resources judiciously and explore alternatives to meet our needs.

The preservation and responsible use of both renewable and non-renewable resources are of paramount importance. Food sources, energy supplies, minerals, and

land resources are invaluable contributions from the environment that must be conserved for the benefit of present and future generations. Every nation and individual on Earth has a shared responsibility to safeguard and prevent the over-exploitation of these resources.

It falls upon the younger generation to view this as a commitment to protect and ensure the responsible use of these resources, as they are essential gifts from the natural world that sustain human life and prosperity. Let us collectively strive to preserve these resources and use them equitably to promote the well-being of all.

6.1.3.2 The Role of Individuals in Conserving Resources for Future Generations

Human beings are an integral part of the environment, just like any other species. We are wholly dependent on natural resources such as soil, food, water, and air for our survival. Humans are intensively using the soil, extracting minerals, engaging in deforestation, cutting down trees for construction, polluting rivers, and heavily relying on fossil fuels, causing significant harm to the environment. All these activities lead to the destruction of the ecosystem to a large extent. Biological systems and other essential resources cannot be regenerated quickly enough to compensate for the overexploitation. The rapid depletion of natural resources and the rising demand for different resource types for a variety of uses are the two main causes of concern. These concerns directly affect the well-being of future generations. Unfortunately, we only concern about the present generation and we are not at all considering the needs of future generations.

As individuals, we must introspect and ask essential questions to ourselves:

1. What will we leave for our children? Are we leaving behind a world with depleted resources?
2. Can we recreate the resources that are being exhausted?
3. Are our actions driven by short-term or long-term gains?
4. Are we genuinely valuing nature, or are we exploiting it for immediate benefits?
5. Will the current path of development provide sustainable gains, or are we depleting resources without concern for the future?
6. What is our responsibility as individuals to protect the environment for future generations?
7. Are we actively creating awareness about the importance of protecting nature and conserving resources?
8. Are we breathing fresh, clean air, or are we contributing to air pollution that harms our health?
9. Are we living a disease-free life, or are our actions and choices leading to the degradation of our environment?
10. What legacy are we leaving for our future generations?

These questions should serve as a wake-up call for humanity. The ever-increasing global population and the widespread materialistic lifestyle have resulted in a concerning depletion

of resources. Every individual must reflect on these matters and strive toward a self-sustainable life with a responsible and limited use of resources. Natural resources are inherently limited; therefore, it is crucial to use them economically and adopt practices that conserve them for the benefit of future generations.

Make a habit of saving resources
Steps to save electricity
<ul style="list-style-type: none"> • Turn off lights and fans when leaving a room. • Prefer to use table lamps and energy-efficient bulbs (CFL and LED) over traditional (incandescent) ones. • Keep the bulbs and tubes clean. • Turn off televisions or radios once the program of interest is over. • Utilize a pressure cooker to save up to 75% of energy during cooking.
Steps to save water
<ul style="list-style-type: none"> • Regularly check for water leakage points in your home. • Take shorter showers to reduce water consumption. • Install water-saving showerheads with flow restrictors to minimize water wastage. • Turn off the tap while brushing your teeth. • When washing dishes, avoid letting the water run continuously. • Use a watering-can for gardening instead of a hose. • When cleaning the floor, use a bucket rather than running water continuously. • Remember, saving water ultimately saves lives.

As responsible individuals, it is our collective duty to implement these practices and advocate for the wise use and conservation of resources. By doing so, we can ensure a more sustainable and harmonious future for generations to come.

6.1.4 Bioethics-Genetic Manipulation in Plants

6.1.4.1 Bio-genetics

Human knowledge and scientific advancements have enabled to manipulate and modify the genetic makeup of living organisms. Bio-genetics is a branch of biology focused on altering the genomes of living beings, primarily concerned with Genetic Modified Organisms (GMOs). GMOs are created when genes from one organism are introduced into the DNA of another organism. These genetically modified (GM) plants produce foods and ingredients that now constitute a significant portion of our food supply.

Bio-genetics involves a technique where DNA from one organism is introduced into bacteria, which then produce biologically significant products. It's a scientific method for

changing the characteristics of original cells or plants. Bio-genetic procedures are applied to a variety of products, including the introduction of genes from soil bacteria like *Bacillus thuringiensis* (Bt) into crops, enabling these plants to produce toxins against specific insects. This has led to the creation of Bt-corn, Bt-potatoes, and Bt-tomatoes.

While bio-genetics represents a scientific revolution, it's essential to remember that nature has naturally perfected the attributes of plants, fruits, flavours, tastes, and colours over millennia. It's vital to preserve the innate beauty and complexity of nature's creations.

6.1.4.2 Bio-genetic Manipulation

Bio-genetic Manipulation is the modification and manipulation of an organism's genes using technology. It includes processes like the genetic makeup of cells, transfer of genes within and across the species boundaries to produce improved/ novel organisms, isolating and copying the genetic material or using the specific part of the genome. These techniques are applied to animals, plants, and even humans.

Bio-genetic manipulation has found application in various fields, including the production of hormones, vaccines, industrial products, and agriculture. The economic benefits derived from genetically modified crops are evident. Still, there remains a notable concern that these crops may pose greater risks to human health compared to natural foods. The scientific consensus acknowledges the potential health risks associated with genetically modified products. Therefore, it is vital to exercise caution and limit the application of genetic modification to those products that do not endanger humanity. The application of this technology should be pro-human and not employed against the human race. Natural products possess their own unique blend of nutrients, enzymes, antimicrobial properties, and inherent qualities that should be appreciated in our diets. Let us enjoy natural foods, seasonal crops and fruits.

6.1.4.3 Bioethics-Genetic Manipulation

Bioethics, within the context of genetic manipulation, pertains to the responsible and ethical application of biological sciences. The concern of ethical use of technology lies with many aspects of life. It's imperative to raise critical questions regarding the ethical implications of genetic manipulation:

- Can we distinguish between beneficial and harmful uses of this technology?
- Which traits are normal and which creates the disability order?
- Who has access to gene therapy, and is it equitable?
- How relevant is genome editing?
- Can we replace natural products with genetically modified alternatives?
- Are genetically modified products capable of fulfilling human needs?
- Who will bear the health costs resulting from the consumption of genetically modified foods?

Food fortification, germination and modification-related research should be carried out but not at the cost of human well-being. There is a great ethical concern regarding the use of Genetic Use Restriction Technologies i.e., GURTs. GURTs, or Genetic Use Restriction

Technologies, pertain to genetically modified plants deliberately engineered not to yield viable seeds during harvest, disrupting the natural germination process. Nature has evolved to allow plants to germinate from seeds, and sterilizing these seeds disrupts this natural process. This issue demands comprehensive ethical scrutiny and legal regulations.

Genetic manipulation should not pose a challenge to society. Instead, it should be harnessed to support nature, humanity, and the ecosystem. The development of such technology should be driven by a genuine desire to understand and appreciate the natural world, rather than manipulating its inherent characteristics. Stakeholders are responsible for creating rules and guidelines. When establishing new research laboratories, all ethical aspects should be rigorously evaluated. Bioethics in genetic manipulation techniques should be used for the betterment of society, humanity, animals, plants, and nature as a whole.

6.1.5 Animals for the Benefit of Society and Cruelty Against them

Animals are precious gifts from nature, and they play diverse and significant roles in benefiting human society. They are true companions and have earned the status of genuine friends to humanity. Animals enrich our lives in various ways, serving as:

1. Companionship Animals: These animals hold a special place in human homes and hearts, including dogs, cats, mongooses, rabbits, and ornamental fish. They are cherished as pets, bringing happiness and pleasure into the lives of those who care for them. Companionship animals become more than just pets; they become friends, showing loyalty, affection, and companionship.
2. Service Animals: Service animals are invaluable in assisting humans with various tasks. They serve us in diverse capacities:
 - Dogs assist individuals with disabilities, such as the visually or hearing impaired, providing vital support and enhancing their independence.
 - Dogs play a vital role in military and security operations, safeguarding nations and protecting lives.
 - Horses serve in police forces, armies, and even sports events.
 - Donkeys and camels transport goods from one place to another, easing the burden on human labour.
 - Merino sheep provide wool used for clothing.
 - Cows, buffalos, and other livestock species are vital for both sustenance and livelihoods, contributing to agriculture.
3. Pleasure Animals: Certain animals are kept for recreational purposes, often participating in sports, events, and entertainment. Horses, elephants, dogs, and even bullocks, in some regions, bring joy and pleasure to people's lives.

The benefits derived from animals are multifaceted. They provide services, bring happiness, offer companionship, and are integral to the agricultural industry. Livestock plays a crucial role in generating income and fostering self-sufficiency. Beyond these roles, animals significantly contribute to the conservation of soil and soil fertility. Grasses and legumes used

as livestock feed serve as soil-conserving crops, forming protective covers on the land to prevent wind and water erosion.

In summary, animals benefit society in various ways, including as a source of food and textiles, as contributors to labour and transportation, in scientific research, medicine, hunting, as pets, in sports, agriculture, livelihoods, and recreation. Some animals, like pigs, play a critical role in waste management by naturally cleaning up organic waste. They are not just assets but cherished members of the human family.

However, it is disheartening to acknowledge that for all the benefits we receive from animals, there exists a dark side—cruelty towards them. Animal cruelty refers to the intentional, malicious acts of abuse, neglect, and violence inflicted upon animals. Animals are not merely commodities; they are living beings intricately woven into the ecosystem and the food chain. Nature has crafted these creatures with unique characteristics that contribute to environmental harmony. Neglecting animals disrupts this balance and causes ecological imbalances.

Animals possess the inherent right to lead safe and healthy lives, and it is our responsibility as stewards of this planet to protect them. Domestic animals should be cared for and utilized for various purposes, serving as essential components of businesses and agriculture.

It is our duty as human beings to nurture, protect, and show love and compassion to animals. It is incumbent upon us to prevent their smuggling, slaughter, and ill-treatment. When treated with respect and care, animals become our allies and survivors. As humans, we must acknowledge the animal kingdom as an extension of our own family, protecting, caring for, loving, and not inflicting harm upon them. Animals are essential members of the earth's diverse ecosystem, and it is our responsibility to safeguard their well-being and honour the beauty they bring to our world.

6.1.6 Let us Sum up

- This chapter introduces the fundamental understanding of the importance of the environment in our lives. It emphasises our responsibility to raise awareness and consciousness about the environment. The beauty of nature is to be protected, cared for, and nurtured for a self-sustainable life.
- Key concepts related to the environment are explained, covering topics like the environment itself, nature, ecological values, etc.
- The chapter also discusses the equitable use of resources (renewable and non-renewable resources). It highlighted the role of individuals in resource conservation for the benefit of future generations and the importance of fair resource allocation.
- Bioethics and genetic manipulation in plants are explored, with an explanation of biogenetics, bio-genetic manipulation, and bio-ethics. Relevant ethical concerns are also discussed.
- The chapter also delves into the world of animals, emphasizing their significant roles in our daily lives, their importance in maintaining the ecosystem, and the issue of cruelty towards animals. It also discusses the ethical treatment of animals.

- The misuse, overuse, neglect, and destruction of natural elements could jeopardize the future of the human race. The time has come for humanity to take responsibility for the conservation of resources and prevention of pollution at an individual level in domestic life.

6.1.7 Keywords

- **Environment:** The term "environment" refers to the surroundings and conditions in which an organism, community, or system exists. It encompasses both the living (biotic) and non-living (abiotic) elements that interact within a specific area.
- **Ecosystem:** An ecosystem is a complex and interconnected community of living organisms (biotic components) interacting with their physical environment (abiotic components) within a defined geographical area. These interactions involve the exchange of energy and matter, leading to the regulation of ecological processes, the cycling of nutrients, and the maintenance of life within the system.
- **Food chain:** A food chain illustrates the flow of energy and nutrients in ecosystems, with producers, herbivores, and carnivores sequentially consuming each other, demonstrating predator-prey relationships in a linear manner.
- **Natural Resources:** These are the materials and substances found in nature that hold economic value.
- **Ecological Value:** Ecological value encapsulates the benefits that natural ecosystems provide. It is the significance of an organism, habitat, or ecosystem within the natural world, considering its role in supporting biodiversity, ecological processes, and overall environmental health.
- **Environmental Values:** These values encompass the diverse ways in which the environment contributes to human life. Economic, social, cultural, aesthetic, and recreational values are part of this array. Additionally, environmental values emphasize resource conservation, risk prevention, and concern for the survival of our planet.
- **Environmental Ethics:** Environmental ethics is a branch of philosophy that examines moral principles and values concerning the environment, addressing human responsibilities and relationships with nature, and advocating for sustainable and responsible behaviour.
- **Bio-genetics:** Bio-genetics is the field of biology dedicated to modifying the genomes of living organisms. It explores the fascinating world of Genetic Modification.
- **Bio-genetic manipulation:** This process involves the alteration of an organism's genes through technological means. It is a powerful and controversial area of scientific research.

- **Bioethics-genetic manipulation:** Bioethics in genetic manipulation focuses on the responsible application of medical and biological sciences. It grapples with the moral and ethical aspects of genetic research and its applications.
- **Termination technology:** Genetic Use Restriction Technology (GURT), also known as "suicide seeds," restricts the use of genetically modified crops by rendering second-generation seeds, sterile. This concept raises ethical concerns in the field of genetic modification.
- **Animal kingdom:** The animal kingdom is a diverse biological classification encompassing multicellular, eukaryotic organisms that lack cell walls and obtain nutrients through ingestion. It comprises all living and extinct animals. It illustrates the incredible diversity of life on Earth.
- **Animal cruelty:** Animal cruelty pertains to deliberate, malicious acts of abuse, negligence, and violence against animals. It is a dark aspect of human behaviour with profound ecological implications.

6.1.8 Check your Learning

Q1 Answer in Two or Three Sentences

- Define environment.
- Can you explain the concept of environmental ethics?
- What are the ecological values?
- What are the different environmental values?
- How do we value nature?
- What constitutes the economic value of the environment?
- How does the environment contribute to social values?
- What role do cultural values play in shaping our connection to the environment?
- Can you differentiate between aesthetic and recreational values in the context of the environment?
- What are environmental resources?
- What are different Earth resources?
- What is troposphere?
- What is hydrosphere?
- What is lithosphere?
- What is the biosphere?
- What distinguishes renewable resources from non-renewable resources?
- Why is the conservation of resources for future generations important?
- What is bio-genetics?
- How can we define bioethics?
- What is the concept of bio-ethics-genetic manipulation?
- What does Termination technology (GURT) mean?

- v) How do animals benefit society?
- w) What constitutes animal cruelty?
- x) What are service animals, and how do they assist humans?
- y) What is the difference between pleasure animals and recreational animals?

Q2 Answer in 50 Words

- a) How would you describe the environment and its multifaceted aspects?
- b) What are the various environmental values, and how do they shape our relationship with the environment?
- c) What is an ecosystem and how does it function within the environment?
- d) How do ecological values affect the balance of nature and the sustainability of ecosystems?
- e) What are environmental resources, and why should we be concerned about their utilization and conservation?
- f) Could you discuss the different spheres that comprise Earth's resources and their roles in our environment?
- g) What does the economic value of the environment encompass, and how does it impact our lives?
- h) In what ways can individuals contribute to the conservation of resources for the well-being of future generations?
- i) Can you explain the differences between renewable and non-renewable resources and their significance?
- j) What are the underlying principles of environmental ethics, and why is it a critical field of study?
- k) How is bio-ethic-genetic manipulation of plants carried out, and what benefits does it offer?
- l) What roles do animals play in benefiting society, and how do they influence the environment?
- m) How does animal cruelty relate to environmental ethics, and what ethical considerations are involved?
- n) What is terminator technology in bio-genetic manipulation, and what are its ethical implications?
- o) What are the primary ethical questions surrounding the environment, and why are they significant?

Q3 Answer in 250 Words

- a) Can you provide a comprehensive definition of the environment and delve into the different facets of environmental values?
- b) How do ecosystems function, and what are the ecological values that they bring to the environment?
- c) Explain the concept of environmental values and their role in shaping our interaction with the environment, along with the importance of valuing nature.

- d) Describe the array of environmental resources and their significance, and elaborate on the role of individuals in preserving resources for future generations.
- e) Why is the equitable use of resources vital in addressing the uneven distribution of environmental resources, and how can we achieve it?
- f) How is bio-ethics-genetic manipulation applied in the context of plants, and what benefits can it bring?
- g) Elaborate on the contribution of animals to society and how cruelty against animals affects the environment ethically.
- h) What ethical concerns does terminator technology raise in bio-genetic manipulation?
- i) What are the major ethical questions in the field of environmental ethics, and how do they impact our relationship with the environment?

6.1.9 Suggested Reading

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Unit-VI
Environmental & Techno Ethics
6.2. Promotion of Green Technology

6.2.0 Objectives

6.2.1 Introduction

6.2.2. Definition and Important Concepts

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6.2.2.3 Green Technology and the Environment

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6.2.6 Green Technology in Relation to Construction

6.2.7 Let Us Sum Up

6.2.8 Keywords

6.2.9 Check Your Learning

6.2.10 Suggested Readings

6.2.0 Objectives

- To raise awareness about the use of green technology.
- To foster an understanding of the environmental harm caused by conventional or traditional energy sources.
- To promote an ethical understanding of the application of green technology to protect the environment.

6.2.1 Introduction

The promotion of green technology has become a vital responsibility for humanity. The rapid expansion of the global population has given rise to increased production, industrialization, and consumption. Among all species, humans are unique in their requirements for shelter, clothing, food, and various other amenities essential to lead a happy and secure life. Consequently, the human race has established its dominance and cultivated crops to produce food, exploit land and water resources for agriculture and industrial purposes, and engage in deforestation to further developmental agendas. Regrettably, these activities have resulted in considerable harm to environmental resources, giving rise to issues like pollution, global warming, acid rain, carbon emissions, seasonal variations, and climatic changes.

The well-being of components of different ecosystems with diverse flora and fauna is intertwined with the welfare of the human race, emphasizing the critical need for responsible technology usage, scientific understanding, and resource management. Humanity must proactively embark on a journey to conserve resources through various means, with the primary approach being the safeguarding of the environment through green technology.

Climate change stands as an initial warning sign of the environmental imbalance. The 2007 assessment report by the Intergovernmental Panel on Climate Change (IPCC) underscored a significant rise in the Earth's surface temperature, directly linked to escalating levels of greenhouse gases. These gases are emitted due to human activities namely ecological mismanagement, cattle farming, industrial expansions and the burning of fossil fuels. Thus, the pivotal question arises: can the promotion and adoption of green technology be the saviour of humanity, nature, and environmental conditions?

The responsible utilization of green technology is imperative for enhancing human life and ensuring environmental preservation. However, the misuse or mismanagement of technology could exacerbate the existing problems and threaten the natural environment. It is essential to remember that we are the creation of nature, inextricably linked to the environment that sustains us. Therefore, it is our responsibility as human beings to protect and restore the natural environment.

6.2.2 Definition and Important Concepts

6.2.2.1 Green Technology

Green technology encompasses the application of scientific and technological innovations to safeguard the environment and mitigate environmental degradation. It entails the utilization of alternative fuels and cleaner technologies that have minimal adverse

impacts. A primary objective of green technology is to reduce the release of carbon dioxide and other greenhouse gases, mitigating the adverse effects of climate change.

In essence, products and services incorporating green technology enhance operational efficiency while simultaneously reducing costs, energy consumption, and environmental harm. Green technology strives to uphold environmental protection, ameliorate prior ecological damage, and preserve our finite natural resources. These technologies are characterized by their eco-friendliness, absence of harmful emissions, cost-effectiveness, and sustainability through renewable technology.

Furthermore, green technology plays a pivotal role in diminishing carbon dioxide emissions, thus mitigating global warming. In the face of the escalating threats posed by climate change, shifting towards green technology emerges as a paramount solution. It offers a shield against climatic fluctuations, extreme weather events, and natural disasters such as floods, cyclones, thunderstorms, etc. Embracing green technology is an imperative step towards safeguarding the Earth and its ecosystems, and securing the future of humanity in the face of environmental challenges.

6.2.2.2 Applications of Green Technology

Green technology finds its applications in various domains, encompassing energy, the atmosphere, agriculture, and scientific research. Its primary objective is to curtail the emissions of carbon dioxide and other greenhouse gases in order to combat climate change. Green technology represents environment-friendly solutions that utilize alternative fuels, clean energy production, and technologies that pose minimal harm to the environment. Its overarching mission is to safeguard the environment, remediate environmental damage, and preserve our precious natural resources. Green technology is effectively applied in the following ways to achieve these goals:

- Renewable Energy Sources- There are many other alternate sources of energy. These energies are known as 'Renewable Energy' or 'Clean Energy'. These include wind energy, solar energy, geothermal energy, low-impact hydroelectricity, tidal energy, and ocean thermal energy. Renewable means they are available and can be obtained from nature. Renewable energy has benefits. These resources are sustainable and have the advantage of emitting zero greenhouse gases and air pollutants.
- Solar-Powered Systems: Transitioning to solar energy sources not only reduces carbon emissions but also decreases electricity expenses. Solar power plants can replace traditional power-generating facilities, offering a sustainable alternative that minimizes the carbon footprint.
- Energy-Efficient Lighting: One common application involves the adoption of LED bulbs, which consume less electricity and boast a remarkable lifespan of around 10,000 hours. It saves energy and lowers the electricity bill.
- Electric Vehicles: Electric vehicles represent a more efficient and eco-friendly mode of transportation compared to gasoline vehicles. They produce little to no toxic fumes and have minimal carbon emissions. The electric engines convert the energy electrochemically.
- Server Technology: The server is used for data storage in data centers which requires a lot of instruments, consumes large amounts of electricity and costs a significant capital investment. These servers are of no use when they get defunct and subsequently become e-waste. So, there is a need for alternate virtual-based data

servers. Virtual-based data servers offer a greener alternative by reducing energy consumption, carbon emissions, and electronic waste.

- **Smart Power Strips:** Utilizing smart power strips enhances energy efficiency by minimizing standby power consumption. This, in turn, reduces electricity usage, lowers power bills, and diminishes carbon footprints.
- **Programmable Thermostats:** Programmable thermostats are low-cost and eco-friendly green technology solutions. It can be used for creating a scheduled temperature adjustment within the home. It also saves energy and money on utility bills.
- **Energy-Efficient Appliances:** The adoption of energy-efficient household appliances, including dishwashers, washing machines, and refrigerators, reduces overall energy consumption.
- **Telecommunication Software:** Telecommunication software is otherwise known as remote work. It is a type of work arrangement where employees no longer have to travel to the office to work. It promotes work-life balance. There are a lot of benefits of working from home which saves money, energy, fuel, and time. It reduces greenhouse gas emissions, reduces electricity consumption at office buildings.
- **Geothermal Heat Pumps:** These systems draw heat from underground pipes, taking advantage of the temperature differential between the ground and the air. This technology allows for efficient home heating and cooling while conserving energy.
- **Device Recycling:** Recycling electronic devices is a critical step in preventing the harmful disposal of materials containing toxic elements like lead, mercury, and cadmium. Many regions have enacted laws mandating electronic waste recycling to protect the environment.

These applications of green technology collectively contribute to environmental preservation and the pursuit of a safer and more sustainable future for our planet. We all live on this earth and each of us must do our part to take care of it.

6.2.2.3 Green Technology and the Environment

The concept of green technology and the environment are interrelated. Green technology's application is pivotal in both conserving natural resources and shielding the environment from the adverse effects of carbon emissions, global warming, and climate change. International organizations such as the World Bank, the Organization for Economic Cooperation and Development (OECD), and the United Nations Economics and Social Commission for Asia and the Pacific (UNESCAP) have intensified their focus on green growth due to the escalating global temperatures and their profound impacts on our planet. To address the environmental issues the Paris Agreement and 2030 Sustainable Development Agenda have renewed the actions toward a better environment.

Technological innovation, technological progress, and green industrial development have a remarkable impact on the environment. Green technology harnesses the power of science and technology to create products and systems that are less detrimental to the environment while also being environment-friendly. This encompasses a broad spectrum of areas, including infrastructure technology, clean energy production, waste recycling, water purification, the conservation of natural resources, etc.

Green technology plays a pivotal role in environmental conservation through three major contributions:

- **Assessment and Monitoring Technology:** This category includes tools and methods for measuring and monitoring environmental conditions, enabling us to gain insights into the state of our ecosystem.
- **Prevention Technology:** Technologies designed to prevent or minimize harm to the environment, ensuring that products and processes are as eco-friendly as possible.
- **Restoration and Remediation Technology:** These solutions are used to naturally improve ecosystems that have been degraded or damaged over time.

The environment and green technology are intricately linked, and their coexistence is crucial for the long-term sustainability of Earth's resources. Green technology is leveraged by following green initiatives to protect the environment:

- **Water Purification:** Employed to ensure pollutant-free water flows.
- **Air Purification:** Indoor green plants are kept to maintain fresh air, as plants absorb carbon dioxide and release oxygen.
- **Sewage Treatment:** Essential for treating contaminated water and ensuring safe water supply for irrigation purposes.
- **Environmental Remediation:** Involves the removal of pollutants and contaminants to safeguard the environment, accomplished through chemical, biological, and other methods.
- **Solid Waste Management:** Addresses the purification, recycling, and disposal of solid waste, managed by government entities.
- **Sustainable Energy:** The shift toward 'sustainable energy generation and conservation' reduces greenhouse gas emissions and restores the environment. The use of green technology will have a significant impact on the environment.
 - ❖ **Reducing air pollution and methane emissions from biomass:** To mitigate environmental damage, it is essential to reduce air pollution and methane emissions resulting from biomass.
 - ❖ **Eliminating fossil fuels for vehicles, heating, and electricity:** To combat climate change effectively, we must phase out the use of fossil fuels in transportation, heating systems, and electricity generation.
 - ❖ **Expanding wind, solar, and hydroelectric electricity generation:** To promote renewable energy sources, we should focus on increasing the production of electricity through wind, solar, and hydroelectric means.
 - ❖ **Reducing peak energy demands through carbon taxes:** To encourage energy efficiency and reduce peak demands, implementing carbon taxes can be an effective strategy.

In conclusion, policymakers, scientists, and engineers must continue to innovate and develop green technologies that focus on environmental protection, preservation, and conservation. These efforts are essential to secure a sustainable and harmonious coexistence with our planet.

6.2.3. Goals of Green Technology

The goals of green technology are outlined within the framework of the Sustainable Development Goals (SDGs) for 2030. These objectives are pivotal in shaping the direction and priorities of green technology adoption. Key goals and targets set within SDG Goal 7 are as follows:

- Ensuring universal access to affordable, reliable, and modern energy services by 2030.
- Substantially increasing the share of renewable energy: striving to substantially increase the global share of renewable energy sources by 2030.
- Enhancing international cooperation to facilitate access to clean energy by 2030.
- Expanding infrastructure and upgrading technology to supply modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing states and land-locked developing countries by 2030.

In summary, the goals of green technology encompass several key objectives such as:

- Protecting the environment: Green technology seeks to safeguard the environment from harm and degradation.
- Repairing environmental damage: It aims to remediate and restore ecosystems that have been damaged.
- Conserving natural resources: The conservation of Earth's finite resources is a central goal.
- Reducing the environmental footprint: By promoting sustainable practices and minimizing negative environmental impacts.
- Eco-friendly practices: Green technology prioritizes environmentally friendly practices.
- Promoting green economic growth: Fostering economic growth while maintaining environmental sustainability.
- Improving the quality of life in harmony with nature: Ensuring that human well-being is enhanced in a way that harmonizes with nature.
- Reducing carbon emissions: Mitigating the release of carbon emissions to combat climate change.
- Preserving resources for future generations: Green technology strives to conserve water, food, and natural resources for the benefit of future generations.
- Creating a green world: Ultimately, the overarching goal is to create a more sustainable and environmentally conscious world.

6.2.3.1 Reduce Reuse Recycle

Recycling transforms waste materials into new and useful resources, benefiting the environment immensely. It conserves energy, lowers air and water pollution, reduces greenhouse gas emissions, and preserves precious natural resources. Recycling safeguards ecosystems, conserves materials, saves energy, reduces the need for resource extraction, and minimizes waste sent to landfills, making it crucial for environmental protection. It offers the following multitude of benefits of recycling for both the environment and society:

- Protect the Ecosystem and Wildlife: Recycling helps minimize disruption to natural ecosystems, preserving forest resources and wildlife habitats.
- Conserve Natural Resources: Recycling papers, plastics, metals, and e-waste conserves a significant portion of our planet's natural resources.
- Save Energy: Recycled products require less energy in their production compared to new materials.
- Reduce the Need for Harvesting Raw Materials: By recycling, the need to extract raw materials from the environment is reduced.

- **Mitigate Carbon Emissions:** Recycling processes are energy-efficient, resulting in reduced carbon footprints and emissions, particularly in the reduction of release of methane and other greenhouse gases.
- **Minimize Incineration:** The recycling process helps in reprocessing the materials to make new products which leads to a reduction in the amount of waste sent for incineration.
- **Reduce Landfill Waste:** Recycling different products reduces the amount of waste which are used for landfilling. This landfilling procedure also damages the soil quality.

There are many products to recycle but it has also some impact on nature and humanity. Society, stakeholders and policymakers must focus on the 3Rs to protect nature i.e., Reduce, Reuse, Recycle

- **Reducing Waste Production:** Minimizing waste generation by reducing consumption and adopting more sustainable practices.
- **Reusing Items:** Extending the lifespan of products by reusing them whenever possible before considering disposal.
- **Recycle items whenever possible**

Embracing the "Reduce, Reuse, Recycle" mantra is crucial for sustainable living and environmental protection. In this 21st century, the concept of leading a simple life with minimum need is still relevant and essential for our planet's well-being.

The "**3 Rs** of Waste Management" are a widely recognized framework for promoting sustainable waste management practices. These 3 Rs stand for **Reduce**, **Reuse**, and **Recycle**.

R1- Reduce	R2- Reuse	R3- Recycle
How can we reduce the amount of waste we produce?	How can we reuse what we have?	How can we recycle the products we use?
It is all about creating less waste.	It is about how one has to use certain items again.	It is about making sure that separating the items can be recycled.
<ul style="list-style-type: none"> • Buy products with less packaging. • Buy in bulk • Avoid single-use items and look for items that we can reuse. • Be mindful of food waste • Implement energy-efficient practices to reduce energy waste. • Use the products that you require. 	<ul style="list-style-type: none"> • Repair and refurbish items to keep them functional. • Donate or sell items that are no longer needed. • Use reusable containers and bags instead of disposable ones. • Upcycle or repurpose materials to create new products. 	<ul style="list-style-type: none"> • Separate recyclable materials from non-recyclables at home and in public spaces. • Follow local recycling guidelines and ensure materials are properly cleaned and sorted. • Support recycling programs and initiatives in your community.

6.2.3.2 Chemical Waste Removal (RENEW)

The term "RENEW" stands for the Resource Exchange Network for Eliminating Waste. It is a materials exchange network for industries, businesses and governmental units that promotes reclaiming, recycling and reuse of materials. RENEW plays a crucial role in the proper management of chemical waste, ensuring that these hazardous materials are handled in an environmentally responsible manner. The Resource Exchange Network for Eliminating Waste is a free materials exchange network established by the Texas Legislature in 1987 to promote the reuse or recycling of industrial waste. This network is a collaborative effort between the Texas Commission on Environmental Quality (TCEQ) and the Zero Waste network, allowing for the listing of materials online and their exchange.

Numerous types of chemical waste are generated from laboratories and industries posing significant environmental risks. Some common categories of chemical waste include:

- Unused and surplus reagent-grade chemicals.
- Intermediates and by-products generated from research and educational experiments.
- Batteries.
- Items contaminated by chemicals.
- Various types of used oil.
- Spent solvents, including water-based variants.
- Items containing mercury.
- Photographic film processing solutions and chemicals.
- Pesticides.
- Non-returnable gas cylinders.
- Non-empty aerosol cans.
- Finely divided powders.
- Chemically contaminated sharps such as syringes, needles, GC syringes, razor blades, Pasteur pipettes, and pipette tips.
- Equipment and apparatus containing hazardous waste.
- Computer and electronic equipment.
- Toner cartridges.
- Ethylene glycol paints (both oil-based and latex).
- Fluorescent light bulbs.
- Light ballasts.
- Preserved specimens.
- Custodial and industrial cleaners.
- Uncured resins (Phenolic, Epoxy, Styrene, etc.).
- Dyes and glazes.
- Degreasing solvents.
- Brake, transmission, and power steering fluids.

These chemical wastes are generated across various sectors, and if not managed properly, they can have severe detrimental effects on the environment. Therefore, it is crucial to establish the following effective procedures for managing chemical waste:

- Identify the chemical waste: Recognize and categorize the types of chemical waste generated.
- Adhere to legislation and regulations: Stay informed about current laws, regulations, and rules pertaining to the use and disposal of chemical waste.
- Designate a hazardous waste storage area: Create a designated area for storing hazardous waste to prevent contamination and ensure safe handling.
- Proper storage: Ensure that chemical waste is stored in appropriate containers, labelled accurately, and kept in a secure location.
- Environmental considerations: Always prioritize environmental safety and the well-being of the ecosystem when dealing with chemical waste.
- Choose a responsible hazardous waste disposal partner: Partner with a reputable hazardous waste disposal service that specializes in the proper disposal and recycling of chemical waste.
- Promote waste recycling: Encourage the recycling of chemical waste materials whenever feasible, reducing the overall environmental impact.

6.2.3.3 Refuse and Responsibility

'Refuse' refers to the act of declining or abstaining from the use of materials, whether they are recyclable or non-recyclable, rendering them unusable. Essentially, 'refuse' means saying reject or a firm 'No' to waste materials. It serves as a fundamental strategy for reducing the burden on landfills. One can effectively practice 'refuse' through the following strategies:

- Refuse unnecessary consumption: Refuse items that you do not genuinely require.
- Bring your reusable containers: Carry your reusable Tupperware when dining out to avoid disposable containers.
- Carry reusable bags: Keep a reusable shopping bag in your vehicle or purse for shopping trips.
- Carry reusable bottles: Use a refillable water bottle and hot drink cup to avoid single-use containers.
- Opt-out of junk mail: Take steps to remove yourself from junk mail to reduce paper waste.
- Minimize plastic usage: When ordering takeout to enjoy at home, request no plastic utensils and minimize plastic waste.
- Choose versatile products: Choose products that serve multiple purposes to reduce unnecessary packaging and waste.
- Select minimal packaging: Look for items with minimal or eco-friendly packaging to reduce excess waste.
- Recycle leftovers: Practice recycling leftover items, when possible, to further reduce waste.
- Reuse packaging: Reuse shopping bags, boxes, wrapping papers, and gift bags to extend their lifespan and reduce waste.

In essence, 'refuse' embodies a conscious effort to limit the acquisition and use of materials that contribute to unnecessary waste, aligning with the broader goal of reducing our environmental footprint.

In reality, the trifecta of "Reduce, Reuse, and Recycle" is essential for mitigating environmental impacts. However, merely adopting these practices may not suffice to solve

the environmental challenges we face. It also necessitates a fundamental change in the way we consider, choose, and utilise items. Individuals must become more conscious of their consumption patterns, opt for eco-friendly products, and actively work towards conserving resources in their daily lives. This awareness should translate into daily routines, creating a collective effort to protect our planet.

Moreover, the youth have the potential to be a driving force for change. Young people can initiate and lead awareness movements to save the Earth by promoting responsible consumption, sustainable practices, and environmental consciousness. By advocating for and adopting these principles in daily life, they can become the change-makers needed to preserve our planet.

6.2.4 Green Technology in Relation to Green Energy

6.2.4.1 Meaning of Green Energy

Green energy, often referred to as green power, represents a category of energy derived from natural resources such as sunlight, water, or wind. Unlike conventional energy sources, green energy does not contribute to greenhouse gas emissions and is environmentally friendly. It stands as a remarkable innovation and solution to address the growing energy demands of both individuals and industries while preserving our planet's sustainability. Green energy encompasses various natural sources, including:

- Solar energy: Solar panels capture sunlight and convert it into electricity or heat for various applications.
- Wind energy: Wind turbines harness the kinetic energy of the wind to generate electricity.
- Hydropower: Hydropower plants use the energy of flowing water, such as rivers and dams, to produce electricity.
- Geothermal energy: Geothermal power plants tap into the Earth's internal heat to generate electricity and provide heating and cooling.
- Biomass: Generating energy from wood, crop residues, and organic wastes, etc.
- Tidal and wave energy: Tidal and wave energy systems capture the energy from ocean tides and waves to generate electricity.
- Ocean Thermal Energy Conversion (OTEC): OTEC systems use the temperature difference between warm surface water and cold deep water to generate electricity.
- Hydrogen energy: Hydrogen can be produced using renewable energy sources and used as a clean fuel for various applications, including fuel cells and transportation.
- Biodiesel and ethanol: These biofuels are derived from plant-based sources, such as corn and sugarcane, and can be used as alternatives to traditional fossil fuels.
- Advanced nuclear energy: Advanced nuclear reactors aim to provide a cleaner and safer form of nuclear energy with reduced waste and enhanced safety features.

Hence, green energy is a clean and sustainable alternative to conventional energy sources, offering environmental protection and an effective way to meet our energy needs.

6.2.4.2 Use of Renewable Energy

Renewable energy is derived from natural sources such as the sun and wind and can be harnessed for electricity generation, water heating, cooling, and transportation.

The adoption of renewable energy yields numerous benefits:

- Job creation within the renewable energy sector.
- Reduction in carbon emissions.
- Increased reliability in national power consumption.
- Cost-effectiveness.
- Expansion of clean energy usage.
- Preservation of energy resources for future generations.
- Natural availability.
- Environmental protection.
- Enhanced energy efficiency.

Renewable energy sources can be seamlessly integrated into our daily lives, offering sustainable alternatives to conventional energy. Consider the following practical applications of renewable energy:

- Using solar-powered lights: Choose solar-powered outdoor lighting to illuminate the pathways and gardens. Solar lights harness sunlight during the day and provide illumination at night, reducing electricity consumption.
- Powering homes and offices with solar and wind power: Install solar panels on rooftops and utilize wind turbines to generate electricity for residential and commercial buildings. These renewable sources can significantly reduce reliance on traditional power grids.
- Using bioethanol to power cars: Opt for vehicles that run on bioethanol, a renewable fuel derived from organic materials like corn or sugarcane. Bioethanol reduces greenhouse gas emissions.
- Utilizing renewable energy for water heating and cooling: Employ solar water heaters or geothermal heat pumps to heat and cool water for domestic or industrial purposes. These systems are energy-efficient and environment-friendly.
- Embracing solar cooking facilities: Solar cookers and ovens utilise sunlight to cook food, reducing the need for conventional cooking fuels. They are particularly useful in sunny regions.
- Switching to solar-powered electronic vehicle charging: Charging electric vehicles using solar energy can minimize the carbon footprint associated with transportation.
- Implementing passive solar systems in buildings: Design buildings with passive solar features that capture and store solar heat naturally, reducing heating and cooling requirements.
- Implementing wind energy in buildings: Install small-scale wind turbines on rooftops or in urban areas to generate clean electricity.
- Adopting hydrogen energy in buildings: Explore the use of hydrogen fuel cells for generating electricity and heat within buildings.

Do You Know about Hydrogen Energy?

- Green hydrogen is expected to play a substantial role in future energy production, accounting for approximately 12% by 2050, according to the International Renewable Energy Agency (IRENA).
- Hydrogen offers a cleaner alternative as a fuel source.
- **Green hydrogen** is produced through electrolysis of water using renewable energy sources such as solar and wind power, resulting in a lower carbon footprint compared to other methods.
- **Brown hydrogen** is produced from coal, releasing emissions into the atmosphere.
- **Grey hydrogen** is derived from natural gas, with associated emissions released into the air.
- **Blue hydrogen** is produced from natural gas, but emissions are captured and stored using carbon capture and storage (CCS) technologies.
- Hydrogen serves as an energy carrier rather than a primary energy source, offering the capacity to store and transport substantial amounts of energy.
- Fuel cells powered by hydrogen can efficiently generate electricity and heat for various applications.
- Hydrogen has high efficiency and can substantially reduce or eliminate emissions, making it a promising solution for mitigating greenhouse gas emissions in various sectors.
- These practical applications and insights into green hydrogen showcase the significant potential for incorporating renewable energy into our daily lives and addressing environmental challenges.

6.2.4.3 Ethical Aspects of Green Technology in Relation to Energy

The ethical aspects are the major concern for the use of green technology. The production and use of energy have become a major ethical issue worldwide. While sustainable energy sources such as solar, wind, and geothermal offer a cleaner, greener alternative, their higher costs compared to fossil and nuclear fuels present a significant ethical dilemma.

The ethical issue is exacerbated by the fact that wealthier nations can more readily afford the initial infrastructure investments required to harness these alternative energy sources. Meanwhile, developing countries like India face a daunting question: Can they afford this transition? The answer hinges on a dual challenge: minimising energy consumption by both industries and the general public. In a world where India has become the most populated nation. Thus, the conservation of energy and energy efficacy also raises an ethical challenge.

To address these ethical dilemmas, a concerted effort to raise awareness among the youth, the general population, and policymakers is imperative. Green technology adoption necessitates a collective commitment, starting with small yet impactful steps such as turning off lights and fans when leaving classrooms. These seemingly simple actions symbolise a broader ethical obligation to protect our planet and ensure equitable access to sustainable energy for all.

6.2.5 Net Zero

6.2.5.1 Concept

Net Zero means cutting greenhouse emission to as close as possible, with any remaining emission from the atmosphere, by oceans and forest. Net zero leads to carbon neutrality, meaning activities don't contribute to rising greenhouse gas levels. The transition involves adopting cleaner energy sources, global cooperation, and transparent reporting. It's a vital strategy for addressing climate change, limiting the increase in temperature, and building a sustainable, low-carbon economy.

Climate change remains one of the most pressing global challenges. Addressing this issue requires a coordinated effort from society, communities, and the younger generation. Implementing a Net-Zero approach across all aspects of life is crucial. Net zero involves reducing greenhouse gas emissions to zero levels. Currently, Earth's temperature is 1.1°C higher than it was in the late 1800s, with carbon emissions continuing to rise. To safeguard our planet and control climate change, adopting a Net-Zero approach is imperative.

Several countries, including the European Union, India and China have set Net-Zero targets, covering a significant portion of global emissions. Additionally, around 3,000 businesses and financial institutions are collaborating with science-based initiatives to reduce carbon emissions. Net Zero focuses on achieving carbon neutrality, which involves absorbing and removing greenhouse gases from the atmosphere. This necessitates the creation of carbon sinks, such as forests, and the development of futuristic carbon capture and storage technologies.

Steps have been taken by India to Achieve Net-Zero Emissions by 2070
<ul style="list-style-type: none">▪ India has set ambitious renewable energy targets, including reaching 175 gigawatts (GW) by 2022 (as declared at the Paris Agreement), 450 GW by 2030 (announced at the UN climate summit), and a further increase to 500 GW by 2030 (announced at COP26).▪ India has also announced the target of 50% installed power generation capacity from non-fossil energy sources by 2030, raising the existing target of 40%.

6.2.5.2 Net Zero Pledges by Universities and Colleges

Net Zero refers to achieving a balance between the amount of greenhouse gases produced and those removed from the atmosphere. Net Zero pledges are crucial steps in preventing an excessive concentration of carbon in the atmosphere, particularly from human-caused emissions generated by burning fossil fuels. These pledges represent a commitment to combat climate change resulting from elevated carbon levels in the environment.

Academic institutions worldwide, numbering approximately 1050 from 68 countries, have made significant commitments to achieve net-zero emissions by 2050. This collective effort signifies a major global initiative aimed at protecting the climate. These institutions have joined the UN's 'Race to Zero' campaign, pledging to eliminate their carbon emissions by 2050.

The Environmental Association of Universities and Colleges (EAUC) has played a leading role in driving the Net Zero initiative within the academic community. This cooperative endeavour marks a substantial stride toward addressing climate change and aligning with global climate goals.

Net Zero Commitments from Different Academic Institutions

- The Chiba University of Commerce to become the first University in Japan to run exclusively on renewable energy before 2025 as well as to establish the Renewable Energy University League of Japan
- The University of Glasgow, which has set a net-zero target of 2030 was the first University in the UK to declare that it would divest from fossil fuels within a decade.
- The University of Toronto has committed to develop a low-carbon action plan by 2030 in the UK to declare that it would divest from fossil fuels within a decade.
- Woxsen University pledges to become India's first net-zero campus by 2030.
- At 26th Cop (Conference of Parties) India would cut its emission to net zero by 2070.
- Around 20 Indian private universities and higher educational institutions pledge "better and improved" actions to achieve SDG and to strengthen India's net zero commitment.
- The All-India Council for Technical Education (AICTE) has launched initiatives focusing on the 'Carbon Neutrality Pledge for Educational Institutes' to achieve net-zero emissions.
- Notably, 43 cities in Maharashtra have joined the UN's global campaign to transition towards a neutral carbon footprint. Educational institutions must prioritize Net Zero initiatives as part of the green movement, reducing carbon footprints by raising awareness, restricting vehicle access within campuses, and adopting e-office practices.
- Every University and College should show leadership and sign up for the Race to Zero for Universities and Colleges as a global initiative for a zero-carbon world.

6.2.5.3. Carbon Footprints

A carbon footprint represents the total greenhouse gas emissions, including carbon dioxide and methane, resulting from various human activities. Calculating one's carbon footprint is a crucial step in climate change control and mitigation. The average carbon footprint for a person in the United States is approximately 16 tons, one of the highest rates globally. To avoid a 2°C rise in global temperatures, it is estimated that the annual carbon footprint per person must drop to under 2 tons by 2050. It is pertinent to mention here that, the average per capita carbon footprint in India is around 1.89 tons.

Carbon footprints primarily result from fossil fuel combustion in manufacturing, heating, transportation, and emissions of greenhouse gases like methane, nitrous oxide, and chlorofluorocarbons (CFCs). In developed countries, transportation and household energy consumption contribute significantly to individual carbon footprints.

To reduce carbon footprints, individuals, establishments, corporations, and offices can take several measures, such as:

- Using energy-efficient lighting, insulation in buildings etc.
- Adopting sustainable lifestyles and purchasing habits.
- Switching to electric vehicles.
- Preferring public transportation to own vehicles.
- Utilizing renewable energy sources.
- Planting trees and creating awareness about environmental conservation.

Lowering carbon emissions is achievable through the collective efforts of young generations, who can use public transportation, cycle within campuses, and engage in afforestation and awareness campaigns. These actions contribute to greener, cleaner, and carbon-free environments.

6.2.6 Green Technology in Relation to Construction

The construction industry, responsible for 39% of energy-related carbon dioxide emissions, faces significant challenges in reducing its carbon footprint. The adoption of green technology in construction is crucial to address this issue. Green construction involves sustainable building practices that minimize environmental impact. However, implementing green technology in construction poses challenges due to its higher costs as sustainable materials are highly expensive.

So, a lot of innovations, research and skilled engineers are required in the construction industry for the application of green technology. While constructing green buildings can be expensive, the long-term benefits in terms of reduced energy consumption and environmental conservation make it a worthwhile investment. Ethical considerations lie in the sustainability of green technology in construction and its ability to minimize environmental damage.

6.2.7 Let Us Sum Up

- **Introduction to Green Technology:** The chapter underscores the vital importance of green technology and its role in protecting the environment, emphasizing the need to educate the younger generation on this crucial subject.

- **Environmental Challenges:** Discusses the escalating concentrations of greenhouse gases, rampant deforestation, and ecosystem mismanagement as contributors to climate change, highlighting the urgency of promoting green technology.
- **Concepts of Green Technology:** Explains fundamental concepts such as renewable energy sources and their positive impact on the environment. Various green initiatives, including air and water purification, sewage treatment, and solid waste management, are enumerated.
- **Sustainable Energy Sources:** Explores sustainable energy sources like solar, wind, hydroelectric, tidal, geothermal, ocean-thermal, biomass energy, etc. elucidating their role in restoring the environment and reducing carbon emissions.
- **Alignment with Sustainable Development Goals (SDGs):** Aligns the goals of green technology with the 2030 SDG agenda, emphasizing their significance in environmental protection.
- **Role of Initiatives like RENEW:** Discusses the vital role of initiatives like RENEW in mitigating chemical waste's impact on nature. Introduces the principles of 'refuse' and 'responsibility' to raise awareness and reduce demand for wasteful products.
- **Net-Zero Concept:** Explores the crucial concept of achieving a net-zero carbon footprint to combat climate change. Highlights the role of Higher Education Institutions (HEIs) and universities in pledging to become net-zero campuses.
- **Understanding Carbon Footprint:** Explains the concept of a carbon footprint and provides practical insights into how individuals, including students, employees, employers and institutions can reduce carbon emissions within their campuses.
- **Green Technology in the Construction Industry:** Emphasizes the essential role of green technology in the construction industry, particularly in the context of changing environmental conditions and climate change. Industries should be encouraged to adopt sustainable practices and technologies.

6.2.8. Keywords

Green Technology: Green technology is a comprehensive term encompassing the utilization of scientific and technological advancements to minimize adverse impacts on the natural environment.

Renewable Energy: Renewable energy refers to energy derived from natural sources like wind, hydropower, tidal, geothermal, solar energy, etc. often referred to as green or sustainable energy.

Green Energy: Green energy is synonymous with renewable and sustainable energy, generated from renewable sources.

Net Zero: The concept of achieving a Net Zero state involves the mission to eliminate or offset carbon emissions on Earth effectively.

Carbon Footprint: A metric used to quantify the quantity of carbon dioxide released into the atmosphere as a result of specific activities or processes.

3R of Green Technology: The 3Rs refer to a trio of principles associated with green technology, namely Reduce, Reuse, and Recycle, aimed at minimizing waste and resource utilization.

RENEW (Resource Exchange Network for Eliminating Waste): RENEW represents a network facilitating the exchange of materials among industries, businesses, and governmental entities, promoting reclamation, recycling and reuse of materials.

Recycling: Recycling is the process of converting waste materials into reusable materials, contributing to environmental sustainability.

Incineration: Incineration involves the combustion and destruction of materials, particularly waste, often used for waste disposal purposes.

Refuse Waste: Refuse waste includes garbage and rubbish. These are referred to as non-hazardous solid waste which requires collection and transportation to processing or disposal sites.

Greenhouse Gases (GHGs): Greenhouse gases are atmospheric compounds, like carbon dioxide (CO₂), methane (CH₄), and water vapor (H₂O), that trap heat from the sun and prevent it from escaping back into space. This natural greenhouse effect is essential for maintaining Earth's temperature, but human activities have increased these gases, contributing to global warming and climate change.

Climate Change: Climate change pertains to long-term alterations in temperatures and weather patterns, often associated with shifts in the Earth's climatic conditions.

Net Zero Pledges: Net Zero signifies the equilibrium between greenhouse gas production and removal from the atmosphere. Numerous universities and higher education institutions have committed to achieving net-zero emissions, symbolizing their dedication to addressing climate change.

Reuse Waste: Reusing waste is a secondary waste management approach following waste reduction, involving the repeated use of materials, thus promoting sustainability and waste minimization.

6.2.9. Check Your Learning

Q.1. Answer in Two or Three Sentences

- a) What does green technology mean?
- b) What is renewable energy?
- c) What are the sources of renewable energy?
- d) What is a programmable thermostat?
- e) What is server technology?
- f) Enumerate different energy-efficient appliances.
- g) What is device recycling?
- h) Outline the goals of green technology.
- i) Explain the concept of reducing and recycling.
- j) What is RENEW?
- k) Explain the concept of refuse and responsibility.
- l) What is green energy?
- m) Outline different types of green energy.
- n) Outline the use of renewable energy.

- o) What is Net-Zero?
- p) What is Net-Zero pledges?
- q) What is a carbon footprint?
- r) Explain the impact of green technology on construction.

Q.2. Answer in 50 Words

- a) Explain the concept of green technology.
- b) Discuss the relationship between green technology and the environment.
- c) What are the different uses of green technology?
- d) Explain the goals of green technology.
- e) Explain the 3Rs of green technology.
- f) Briefly discuss the role of RENEW in chemical waste management.
- g) Outline the ethical aspects of green technology.
- h) What are the different uses of renewable energy?
- i) Explain the concept of a carbon footprint and its reduction strategy.
- j) What is the application of green technology in the construction industry?
- k) How can green technology be used for energy conservation?
- l) Outline the applications of green technology in the environment.
- m) Explain greenhouse gases.

Q.3. Answer in 250 words

- a) Define green technology and discuss different green initiatives to protect the environment.
- b) What are the various applications and uses of Green Technology?
- c) Define renewable energy and discuss the different types of renewable energy and their sources.
- d) Explain the goals of green technology.
- e) Explain the concepts of Reduce, Reuse, and Refuse.
- f) Define Net Zero and discuss the steps to reduce carbon footprint.

6.2.10 Suggested Readings

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Unit-VI
Environmental & Techno Ethics

6.3 Ethics, Science and Technology Interactions

6.3.0 Objective

6.3.1 Introduction

6.3.1.1 Definition and important concepts

6.3.1.2 Science, technology and ethics

6.3.1.3 Ethics and use of gadgets and machines

6.3.2 Ethics, Science and Technology Interactions

6.3.2.1 Interactions with ethics and technology

6.3.2.2 Interactions with ethics and Science

6.3.2.3 Positive interactions between ethics, technology and science

6.3.4 Agricultural, Industrial, Digital Age

6.3.4.1 Ethics and agricultural innovations

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6.3.4.3 Ethics and digital life

6.3.5 Globalized Age

6.3.5.1 Globalization- Meaning

6.3.5.2 Ethics and Globalization

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6.3.6 Let us sum up

6.3.7 Key words

6.3.8 Check your learning

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6.3.0 Objectives

- To enable the students to understand the contribution of science and technology
- To educate the students to learn the ethics in use of various gadgets for betterment of the society
- To orient the students about judicious use of technology for a harmonious society
- To motivate the students ideate and innovate eco-friendly and viable technologies for sustainable development

6.3.1 Introduction

Human is the most rational creature on earth. For a happy and healthy life, the wants of human beings multiplied and each want paved the way for a new discovery and invention. The science and technology played a major role in the development of the human civilization. Scientists used their knowledge to develop technology and then used technology to develop Science; so, because of this reason science and technology are an integrated term in today's world. There are two concepts to understand the relationship between Science and Technology. These are contribution of science to technology and contribution of technology to science. Let us now understand how Science has contributed to Technology. Science serves as a direct source of new technological ideas. For example, innovation and development of medical instruments; nuclear technology, radar system, etc. science serves as a source of engineering. Most of the technical knowledge used in the designing and development of tools and techniques is actually an outcome of 'engineering science'. Science has also helped in the development of human skills. This is one of the fundamental contributions of science. Let us understand how technology contributed to science. Technology serves as a source of scientific challenges. The development in the field of technology paves way for research and development in the field of science. For example, space science is one of them. Technological development likewise indirectly stimulates basic research in the field of science. Development of advanced instruments facilitated scientists to measure the distance between sun and earth, the intensity of sun's rays, the revolution of celestial bodies, internal problems of human beings, life of a bridge, etc. Technological advancements have led to significant changes in society. The earliest known technology is the stone tool, used during prehistoric times, followed by the control of fire, which contributed to the growth of the human brain and the development of language during the Ice Age. The invention of the wheel in the Bronze Age allowed greater travel and the creation of more complex machines. More recent technological inventions, including the printing press, telephone, the Internet, have lowered barriers to communication and added up in the knowledge economy.

While technology contributes to economic development and improves human prosperity, it can also have negative impacts like pollution and resource depletion, and can cause social harms like technological unemployment resulting from automation. As a result, there are ongoing philosophical debates about the role and use of technology, the ethics of technology, and ways to mitigate its downsides. The evolution of science is like a boon to the world, as human beings come to know a lot about the world they are living in the activities they indulge into.

Furthermore, the development of technology along with the advancement in science helps to bring in a revolution in various fields such as medicine, agriculture, education, information and technology, and many more. In the present world, if we think of any sort of development, then the presence of science and technology cannot be ignored. But, at the same time the ethical use of technology is to be emphasized for a harmonious society.

6.3.1.1 Definition and Important Concepts

6.3.1.2 Science, Technology and Ethics

Science-

Science refers to a system of acquiring knowledge. This system uses observation and experimentation to describe and explain natural phenomena. The term science also refers to the organized body of knowledge people have gained using knowledge. Science is the dynamic, ever expanding knowledge, covering every new domain of experiences, whereas, Knowledge refers to the product of science, such as the concepts and explanations. Research being carried out in the field of science resulted in developing more knowledge at a faster pace sometimes by replacing old concepts, ideas or principles. Science encompasses the systematic study of the structure and behaviour of the physical and natural world through observation and experiment. Science is a systematic endeavour that builds and organizes knowledge in the form of testable explanations and predictions about the universe. In other words, science is the knowledge covering general truths of the operation of general laws, obtained and tested through scientific method and concerned with the physical world.

The branches of science also referred to as sciences, scientific fields or scientific disciplines, are commonly divided into three major groups:

- Formal sciences: the study of formal systems, such as those under the branches of logic and mathematics, which use an *a priori*, as opposed to empirical, methodology.
- Natural sciences: the study of natural phenomena (including cosmological, geological, physical, chemical, and biological factors of the universe). Natural science can be divided into two main branches: physical science and life science (or biology).
- Social sciences: the study of human behaviour in its social and cultural aspects.^[1]

Scientific knowledge must be based on observable phenomena and must be capable of being verified by other researchers working under the same conditions. This verifiability may well vary even within a scientific discipline.

Natural, social, and formal science make up the fundamental sciences, which form the basis of interdisciplinary- and applied sciences such as engineering and medicine. Specialized scientific disciplines that exist in multiple categories may include parts of other scientific disciplines but often possess their own terminologies and expertise.

Technology-

Technology is the application of scientific knowledge for achieving practical goals in a reproducible way. Technology (which is basically derived from the Greek word '*technologia*') is an art, skill or ability, which is used to create and develop products and acquire knowledge. The word technology can also mean the products resulting from such efforts, including both tangible tools such as utensils or machines, and intangible ones such as software. Technology plays a critical role in science, engineering, and everyday life. Technology is the product of transferring scientific knowledge to practical use. Different forms of technology are the result of efforts by human beings to find more efficient ways to do things and testing new ideas. Technology is constantly improving and generally aims to make processes easier for people. For example, the internet makes communication easier and more efficient.

Ethics-

Etymologically the term "ethics" correspond to the Greek word "ethos" which means character, habit, customs, and the ways of behaviour. Ethics is also called "moral philosophy". The word "moral" comes from Latin word "mores" which signifies customs, character and behaviour. Thus, ethics may be defined as the systematic study of human actions from the point of view of their rightfulness or wrongfulness, as means for the attainment of the ultimate happiness. These are moral principles that govern a person's behaviour or the conducting of an activity. Ethics as moral philosophy, concerned with what is morally good and bad and morally right and wrong. The term is also applied to any system or theory of moral values or principles. This subject consists of fundamental issues of practical decision making, and its major concerns including the nature of ultimate value and the standards by which human actions can be morally evaluated. The whole study of ethics can be divided into General Ethics (nature of moral activity, norm of morality, foundation of morality, and end of morality) and Special Ethics (applies the principles of general ethics to the various actions of human activity). The terms ethics and morality are closely related. It is now common to refer to ethical judgments or to ethical principles where it once would have been more accurate to speak of moral judgments or moral principles. These applications are an extension of the meaning of ethics. In earlier usage, the term referred not to morality itself but to the field of study, or branch of inquiry, that has morality as its subject matter. In this sense, ethics is equivalent to moral philosophy. Although ethics has always been viewed as a branch of philosophy, its all-embracing practical nature links it with many other areas of study, including anthropology, biology, economics, history, politics, sociology, and theology. Yet, ethics remains distinct from such disciplines because it is not a matter of factual knowledge in the way that the sciences and other branches of inquiry are. Rather, it has to do with determining the nature of normative theories and applying these sets of principles to practical moral problems.

6.3.1.3 Ethics and use of gadgets and machines

The gadget is a small mechanical, electrical or electronic device with a practical use. It is often thought of as a novelty. The gadgets are the products of science and technology. Each gadget is associated with one or more technologies. While a single piece of technology often overlaps into different areas, there are generally six different categories of technology: communication, electrical, energy, manufacturing, medical and transportation. We live in an age when just about any information under the sun is available to us at the click of a button. People are becoming more confident, because they are aware of the power of the internet. The gadgets associated with various technologies are discussed here with the ethics in use of these gadgets.

1. Communication technology, gadgets and ethics

Communication technology consists of any pieces of technology people use to communicate with one another. Some early examples of communication technology include Morse code and the telegraph. Below are some examples of more modern gadgets of communication technologies:

Television

Television sets transmit signals over which we can listen to and view audio and visual content. People use television for mass communication of important messages, advertisements, entertainment and more. Most televisions receive signals from a cable wire or over the internet, which relays signals that direct a television set on what content to display. Television is now deeply implicated in shaping our ethical sensibilities. This development makes trouble for the logic of tabloid moralism and its obsession with policing the boundaries between right and wrong, for when moralism gives way to ethics the role of television in governing populations becomes much more complex and multifarious. The different sections of the society has different taste, interest and need. The family members have to prepare a strict rule for watching television for the children. The programmes to be watched, the duration of the watching hour, the place of fitting of the television are to be decided well for ethical use of television, as it not only affects the moral values but also affects the physical health.

Internet

Many people consider the internet to be the most popular and powerful communication technology. It allows people from around the world to interact through written messages, as well as audio and video messages. With the internet, users can communicate almost instantaneously with anyone else and share information. This makes it a powerful tool for businesses, charities, governments and individuals among many others. The Internet is a pool of information. But all the information are not required for all the groups by age and occupation. Otherwise, there will be information pollution and the cognitive and motor development of the children will be affected. There must be monitoring system to assess the activities of the young minds in internet world and this is the moral responsibility of the students as well as parents and teachers to have a regulating system in using the internet.

Cell phones

Cell phones are a modern improvement over the telephone. With a cell phone, people have the ability to call other phones and have a conversation with people across the world. Many phones are also capable of connecting to the internet, which allows users to communicate in other ways, such as text messages or video chats. But the excessive use of cell phones may cut off the personal touch in communication and it may affect the physical and mental health of the users. There must be ethics in use of the cell phones. Excess use may create illusion of the reality vs. dream.

2. Electrical gadgets and ethics

Many pieces of modern technology use electricity in some form. A few examples of electrical technology include:

Computers

Computers operate through a rapid pulsing of electrical currents. Their core foundation of computers is binary code, which determines whether there is an electrical current. Depending on the order in which the device receives these currents, a computer performs different functions. People use computers to access the internet and print physical copies of digital content among other functions.

Circuitry

A collection of electrical components that perform a particular function is a circuit. An example of an electrical circuit is a computer processor, which is a small component that translates electrical signals into computer code. Electrical circuits exist in many modern-day items, such as computers, remote controls, cell phones, appliances and more. These gadgets made our life more comfortable. But the man should control the gadgets not the vice versa.

Artificial intelligence

Artificial intelligence is a computer system designed to make decisions and perform actions autonomously. There are varying degrees of artificial intelligence sophistication in many of our daily tasks. For example, online navigation apps use artificial intelligence to analyze the best route for a traveller based on traffic, road closures and more. Another example is search engines, which use artificial intelligence to determine the best results to display for each unique user. The Chat GPT

Audio and visual technology

Audio and visual technology consists of items such as cameras, microphones and projectors. Their purpose is to capture and display audio and visual mediums to users. Audio and visual technology often combines with other forms of technology, such as cell phones, to provide

camera functionality, for example. The use of all these gadgets is to be regulated by the ethical principles to make life easier and comfortable.

3. Mechanical gadgets and ethics

Mechanical technology is the application of engineering principles to achieve tasks more efficiently. People use this technology in a wide variety of machinery, with some common examples of mechanical technology including:

Manufacturing

Manufacturing technology aims to produce goods faster and in a more cost-effective manner. A popular example of manufacturing technology is an assembly line, which greatly improved the speed of production processes. Manufacturing technology's benefits also include product quality improvements, better tracking and systems analysis, faster shipping speeds and enhanced employee safety. The human and environment safety are the ethical components of these machineries.

Heavy engineering

Heavy engineering technology helps professionals perform tasks such as building bridges or digging tunnels. It helps transport heavy materials, dig holes into the ground and make construction processes more efficient. Other areas of heavy engineering include shipbuilding, mining, steel production and aerospace engineering. The use of these heavy machineries requires safety measures and the earth work is to be regulated for climate sustainability.

6.3.2 Ethics, Science and Technology Interactions

6.3.2.1 Interaction between ethics and technology

The world today is facing several ethical challenges. Ethics and technology are interrelated. Critical decisions have to be made to ensure we are using the technologies properly appropriately.

Misuse of Personal Information

One of the primary ethical dilemmas in our technologically empowered age revolves around how to use personal information. As we browse internet sites, make online purchases, enter our information on websites, engage with different businesses online and participate in social media, we are constantly providing personal details. The valuable data points are often exploited so that businesses or entities can make money or advance their goals. Therefore everyone is to be very careful while entering personal data in social media.

Misinformation and Deep Fakes

The internet is flooded with information. But these information's might be be misleading. Without logically analysing the fact, one should not decide the alternative. Similarly, we used to

believe the video telling a story that may not be rooted in truth. But deepfake technology now allows such a sophisticated manipulation of digital imagery that people appear to be saying and doing things that never happened. The potential for privacy invasion and misuse of identity is very high with the use of this technology.

Use of AI

Artificial intelligence certainly offers great opportunity to explore new areas. But there must be ethical boundary of operation. Use of software to find individuals can quickly become a less-than-ethical problem. The ability to track movements and activity quickly morphs into a lack of privacy. Facial recognition also isn't fool proof and can create bias in certain situations.

Autonomous Technology

Self-driving cars, robotic weapons and drones for service are no longer a thing of the future—they're a thing of the present and they come with ethical dilemmas. Robotic machines in place of human soldiers are a very real possibility, along with self-driving cars and package delivery via unmanned drone. It's a frequently mentioned ethical concern that we trust our technology too much without fully understanding it.

Ethical Practices in Technology

Unlike business ethics, ethical technology is about ensuring there is a moral relationship that exists between technology and users.

Moral Use of Data and Resources

Data protection measures and compliance procedures can help ensure that data isn't leaked or used inappropriately.

Responsible Adoption of Disruptive Tech

Digital growth is a business reality. Disruptive tech often isn't just a way to outpace the competition—it's the only way to break even. But embracing new technologies doesn't have to coincide with an ethical challenge.

Create a Culture of Responsibility

Ultimately, we need to create a culture of responsibility within technology. If the information technology workforce and industry giants believe they are responsible for the safe and ethical usage of technology, then we will see more governance and fair use of data.

Techno ethics -

Techno ethics is an interdisciplinary research area that draws on theories and methods from multiple knowledge domains (such as communications, social sciences, information

studies, technology studies, applied ethics, and philosophy) to provide insights on ethical dimensions of technological systems and practices for advancing a technological society. Technoethics views technology and ethics as socially embedded enterprises and focuses on discovering the ethical uses for technology, protecting against the misuse of technology, and devising common principles to guide new advances in technological development and application to benefit society. Technology is dynamic but ethics remains constant with one aim, to spread happiness.

6.3.2.2 Interactions between ethics and Science

The notion of truth is same in ethics and science. However, the data in science and ethics are different. In science we rely on observation, in ethics we rely on considered moral intuitions. The scientific innovations must be eco- friendly and must be used ethically for the greater cause of human happiness. S

6.3.2.3 Positive interactions between ethics, technology and science

The ethics, science and technology can coexist harmoniously; it all depends on how they are used for the benefit or detriment of human life. It is evident that although there are clear conceptions about morality and ethical behaviour, it is entirely up to individuals to choose how they will act in certain situations. In addition, it is convenient to point out that although the scientific method implies leaving aside prejudices, it does not mean that science and technology are exempt from ethics, especially because both have a relevant impact on the environmental and social sector. Science and technology in themselves do not represent threats to human life. Everything depends on how they are used by the people. For example, although the activities carried out in nuclear power plants are currently important, it is well known that they affect people's health. So why haven't effective solutions been proposed before implementing the use of such harmful technologies? On many occasions, these types of health or ecological problems are often minimized with the use of other technologies that also have harmful effects on life, or they are shown as inevitable consequences when in fact they could be prevented, prioritizing ethical behavior over other types of benefits.

6.3.4 Agricultural, Industrial, Digital Age

6.3.4.1 Ethics and agricultural innovations

Agriculture is the backbone of our country. The agriculture production system is interconnected with human and environmental dimensions. Therefore, ethics in agriculture and agricultural innovations is an important aspect. To cater to the need of the growing population and to maximize production, the natural resources like soil, air and water have been overused and also the ecosystem is being distorted. Researchers and academics have applied ethical concepts and tools to address several issue areas in the food system. The objective is to help practitioners and others interested in these issues to navigate through the topic of ethics as

applied to the world of agriculture. The research and academic analysis have focused on the following topics:

Farm Structure: This refers to the general social and economic features of agriculture in a given society. These features include the average size of farms, relative market shares of different-sized farms, numbers of people employed in farming, and whether or not farms are owner-operated. The situation and rights of farmworkers can also be included here.

Animal Ethics: It focuses on the use of animals, the intensive production of meat and poultry, extensive production of feedstuffs for animals, and impacts on the environment due to intensive and concentrated production. The “happiness” or welfare of animals would also be included here.

Food Safety : This is an issue because of modern food production-transportation-processing-marketing chains that expose consumers to chemical additives, microbial pathogens and other human health concerns. Inspection and transparency in how food is produced is included here.

Environmental Impacts: These are a great concern and raises many questions in how crop agriculture and livestock production is managed: locally, nationally and globally. Areas of concern include chemical residues on food, pesticide exposure on workers, wasteful use of soil and water resources, and untargeted yet obvious impacts on the natural ecosystem and wildlife.

International Trade: It is a question of fairness in how rules are set, who sets the rules and who benefits versus those who are pushed out of the market. The ethical questions revolve around human rights and the equitable distribution of benefits and harms.

Food Security: This is a broad term and covers many aspects of the global food system. The essential question deals with hunger and how to provide sufficient food for all. The ethical debate swirls around the balance of global trade (and food relief) with widespread agricultural development. Bioterrorism is also a concern here.

Agricultural Biotechnology: This is debated in terms of food safety and consumer consent, the broader environmental effects of its use in crop and livestock production, its impact on the structure of agriculture, and its potential to address problems of hunger on a global basis. The genetically modified food is found to be harmful for long term human consumption.

These ethical issues are to be addressed for sustainable development of agriculture and judicious management of natural resources.

6.3.4.2 Ethics and industrial development

The adoption of ethical practices and moral values such as ethical decision-making, recognition of rights, corporate governance and disclosure, as well as sustainable business practice, has emerged as a key component of corporate competitiveness and efficient industrial organization. The industry should follow the Corporate Social Responsibility (CSR) criteria. The CSR is a policy of corporate houses whereby the corporates promote certain developmental and environmentally sustainable activities for the benefit of the society and thereby increasing the brand image of the company. The corporates must monitor the waste management system. The waste must be disposed in proper method to avoid the health issues of the people residing in the vicinity and the environmental degradation. The plantation programme and soil amelioration activities are to be taken up by the industries to sustain the development.

6.3.4.3 Ethics and digital life

The digital life in Fourth Industrial Revolution (4IR) is fundamentally changing the world, and technological advances such as artificial intelligence (AI), machine learning (ML) and digitization are increasingly affecting how people live, work, communicate, learn and play. Accordingly, a new set of moral, ethical and legal values are being codified and become the global norm.

Although 4IR technologies undoubtedly offer immense benefits and opportunities, they also raise some profound ethical and moral questions like whether the human mind will control the AI or the AI will control the human mind. These technologies have ushered in a new era of disruption with uncertain, unintended and unforeseen global socioeconomic consequences. These disruptive technologies will have a profound effect on the future, and it would be irresponsible not to consider how these technologies are developed and deployed in real-life settings.

The term “Fourth Industrial Revolution” was coined by Klaus Schwab, the founder and executive chairman of the World Economic Forum. The Fourth Industrial Revolution, which has also been referred to as 4IR or Industry 4.0, has been described as a way of blurring the boundaries between the physical, digital and biological worlds. The fusion of these worlds is one of the hallmarks of the 4IR, along with the growing use of new technologies such as AI, cloud computing, big data, autonomous robots, 3D printing, the Internet of Things (IoT) and augmented reality. 4IR is unprecedented in its speed, its all-embracing nature and its global spread. Ethics and accountability play a crucial role in addressing the imbalances in society.

6.3.5 Globalized Age

6.3.5.1 Globalization- Meaning

Globalization is the process of interaction and integration among people, companies, and governments worldwide. Globalization has accelerated since the 18th century due to advances in transportation and communication technology.

6.3.5.2 Ethics and Globalization

Globalization has transformed the world from a collection of discrete communities interacting occasionally to an overlapping community of fate. As nations, peoples and communities across the globe become economically, socially and politically connected, the distinction between the global and the local becomes increasingly blurred and events and actions in one locale carries with it the potential to generate transnational and transgenerational consequences. It is closely linked with economic globalization that stands for the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, the spread of technology and military presence. However, the phenomenon of globalization is usually driven by a combination of economic, technological, socio-cultural, political and biological factors. Globalization includes internationalization, liberalization, universalization and westernization, which crosses the boundaries of nations. Globalization has led to internationalization of business processes. Cross-border movement of people is becoming easier. So, it becomes important to deal with ethical issues in cross-cultural settings. The term business ethics should be understood from all angles. It is argued that it is unethical to resort profiteering on one hand and it is unethical to incur losses. For the simple reason that a company which cannot make profits and incurs losses is a liability on the system by wasting scarce resources creating the problem of unemployment etc. Thus instead of profits being contradictory to ethics, business ethics dictates that the first responsibility of the business is to remain profitable and generate revenue for all the stakeholders viz., shareholders, employees, government, customers, public etc., of the society. Business ethics is a form of applied ethics. It aims at inculcating a sense of value orientation within company's employee as to how to conduct business responsibly. Because the term 'ethics' can pose problems in the international context, i.e., the term does not translate well into action and it is difficult to find a common understanding.

6.3.5.3 Ethics and Universal goals

The Universal goals emphasize on promoting Sustainable development and happiness. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies. Eradicating poverty in all its forms and dimensions is an indispensable requirement for sustainable development. To this end, there must be promotion of sustainable, inclusive and equitable economic growth, creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion, and promoting integrated and sustainable management of natural resources and ecosystems. The Sustainable Development Goals are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. The 17 Goals were adopted by all UN Member

States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the Goals. This is a plan of action for people, planet and prosperity. These are no poverty, zero hunger, good health and wellbeing, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions and partnership. Inclusive and sustainable development can be achieved by promoting value based ecosystem where each one is to give respect to each creation on earth and the habitat of each individual is to be protected for a better living and life.

6.3.6 Let Us Sum Up

The science and technology played a major role in the development of the human civilization. Scientists used their knowledge to develop technology and then used technology to develop Science; so, because of this reason science and technology are an integrated term in today's world. There are two concepts to understand the relationship between Science and Technology. These are contribution of science to technology and contribution of technology to science. While technology contributes to economic development and improves human prosperity, it can also have negative impacts like pollution and resource depletion, and can cause social harms like technological unemployment resulting from automation. As a result, there are ongoing philosophical debates about the role and use of technology, the ethics of technology, and ways to mitigate its downsides. The evolution of science is like a boon to the world, as human beings come to know a lot about the world they are living in the activities they indulge into. In the present world, if we think of any sort of development, then the presence of science and technology cannot be ignored. But, at the same time the ethical use of technology is to be emphasized for a harmonious society. The world today is facing several ethical challenges. Ethics and technology are interrelated. Critical decisions have to be made to ensure we are using the technologies properly appropriately. There are many issues related to misuse of personal information, misinformation and deep fake, use of artificial intelligence, use of autonomous technologies etc. The Universal goals emphasize on promoting Sustainable development and happiness. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies. Eradicating poverty in all its forms and dimensions is an indispensable requirement for sustainable development. To this end, there must be promotion of sustainable, inclusive and equitable economic growth, creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion, and promoting integrated and sustainable management of natural resources and ecosystems. In this context a positive interaction between ethics, science and technology is required for a harmonious and inclusive society.

6.3.7 Key Words

- **Science**

Science refers to a system of acquiring knowledge. This system uses observation and experimentation to describe and explain natural phenomena. The term science also refers to the organized body of knowledge people have gained using knowledge. Science is the dynamic, ever-expanding knowledge, covering every new domain of experiences
- **Technology**

Technology is the application of scientific knowledge for achieving practical goals in a reproducible way. Technology (which is basically derived from the Greek word '*technologia*') is an art, skill or ability, which is used to create and develop products and acquire knowledge.
- **Gadget**

The gadget is a small mechanical, electrical or electronic device with a practical use. It is often thought of as a novelty. The gadgets are the products of science and technology. Each gadget is associated with one or more technologies.
- **Ethics**

Etymologically the term "ethics" correspond to the Greek word "ethos" which means character, habit, customs, and the ways of behaviour. Ethics is also called "moral philosophy". The word "moral" comes from Latin word "mores" which signifies customs, character and behaviour. Thus, ethics may be defined as the systematic study of human actions from the point of view of their rightfulness or wrongfulness, as means for the attainment of the ultimate happiness.
- **Technoethics**

Technoethics is an interdisciplinary research area that draws on theories and methods from multiple knowledge domains (such as communications, social sciences, information studies, technology studies, applied ethics, and philosophy) to provide insights on ethical dimensions of technological systems and practices for advancing a technological society. Technoethics views technology and ethics as socially embedded enterprises and focuses on discovering the ethical uses for technology, protecting against the misuse of technology.
- **Globalization**

Globalization includes internationalization, liberalization, universalization and westernization, which crosses the boundaries of nations. Globalization has led to internationalization of business processes.
- **Universal goals**

The Universal goals emphasize on promoting Sustainable development and happiness. Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection

6.3.8 Check Your Learning

Q.1. Definitional type

- a. Science
- b. Technology
- c. Gadgets
- d. Innovation
- e. Ethics
- f. digital age
- g. Industrial age
- h. Agricultural age
- i. Universal goals
- j. Artificial Intelligence

Q.2. Analytical Type (Write short notes)

- a. Interaction between science and technology
- b. Interaction between science and ethics
- c. Interaction between technology and ethics
- b. Misuse of technology
- c. Ethical Use of Technology
- d. Role of family to prevent discrimination against third gender

Q.3. Essay type

- a. Discuss the interaction of science, technology and ethics.
- b. Describe ethics in use of gadgets and machines.
- c. Discuss ethics and agricultural innovations.
- d. Discuss the role of ethics in digital life.
- e. Enumerate the role of ethics in globalization.
- f. Discuss ethics and universal goals

Unit-VI
Environmental & Techno Ethics
6.4 Judicious Use of Technology

6.4.0 Objectives

6.4.1 Introduction

6.4.2 Mobile phones – our out-of-body brains

6.4.3 How do mobile phones work?

6.4.4 Cell phones and cancer risk/health hazards in humans

6.4.5 Organizations monitoring mobile phone use and health hazards in humans

6.4.6 Is there any device that can shield your body?

6.4.7 Television/Computers/Tablets/Electrical Machines

6.4.8 Light at night

6.4.9 Plastics – from miracle to menace

6.4.10 Ethics and Use of Digital Technology

6.4.10.1 Cyber ethics

6.4.10.2 Types of cyber crimes

6.4.10.3 Ethical hacking

6.4.11 Ethics of social media

6.4.11.1 Facebook, YouTube, WhatsApp, Instagram, and Twitter (X)

6.4.12 Digital detox

6.4.13 Safe mobile phone use advisory

6.4.14 Take-home message

6.4.15 Further reading

6.4.16 Abbreviations

6.4.17 Check your learning

6.4.0 Objectives

- To make the students aware of the functioning of digital technology
- To educate the students about the ethics associated with the usage of digital technology and social media platforms
- To familiarize the students with safe digital technology usage through a take-home message

6.4.1 Introduction

Let us begin with the question: What is Technology? Technology includes three important components, such as methods, systems, and devices. These are based on scientific knowledge. In other words, we can say that these are the outcomes of rigorous scientific research and research-based developments. The methods, systems, and devices are used to ameliorate the quality of life of each individual in human society. The technology is also developed and used for the welfare of non-human organisms, including plants, animals, and microbes.

Can we live without using technology in our day-to-day lives? In the present time, it is almost impossible to stay away from technology or technology-based products and services. However, it is unequivocal that technology has both positive and negative impacts on human society. Many technologies are like double-edged swords. Let us look at a few examples of positive and negative aspects of technology outlined in Figure 1. However, the aspects listed in Figure 1 are not complete. In the present time, we have made tremendous improvements in connectivity and communication systems. The process of learning techniques and the quality of imparting education have witnessed remarkable changes. Similarly, modern technology has brought remarkable advances in the domains of healthcare practices, and very important sectors, such as transport, agriculture, and energy production.

There are, however, many negative aspects associated with technology usage. For example, mobile phone addiction is a recent phenomenon that appears to be common among adolescents and youths of human society. The excessive use of smartphones and comparable devices makes users heavily dependent upon these gadgets. Addiction and dependency

together lead to distraction among the users. Excessive use of mobile technology may also lead to many health-related issues. The use of technology also has tremendous effects on the environment leading to climate change. Technology has also tremendously advanced tools that are often used in the events of conflicts and wars between and among nations.

In this chapter, the focus is on the judicious use of technologies, such as Mobile phones, Electrical machines, Television, Computers, Light at night, and Plastics. The probable

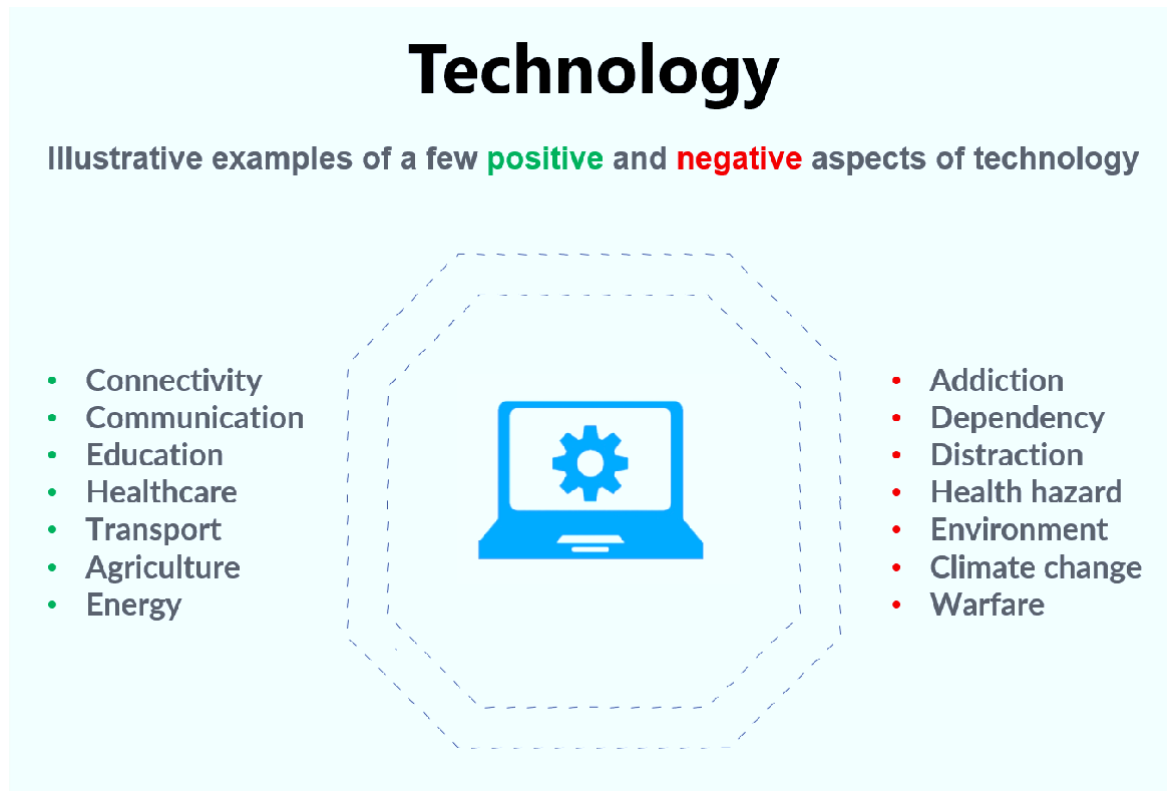


Figure 1: Technology – Positive and negative aspects

harmful effects of their usage are discussed based on supporting data that are available in the literature.

6.4.2 Mobile phones - our out-of-body brains

A mobile phone is nothing but an extension of your brain outside your body. It cannot be called an ectopic brain, but certainly, it is an additional brain that you carry around wherever you go. This is one of the most innovative inventions made by the *Homo sapiens*. It does almost everything for you, such as mobile banking, online shopping, entertainment, navigation, travel and vacation, health care, self-care, smart home control, communication, seeking and acquiring information, and whatnot.

Therefore, the use of mobile phones has skyrocketed in recent times. Figure 2 and Figure 3 depict the number of smartphone users by the top 10 countries in 2022 (in millions). The data were released by the <https://www.statista.com/statistics/748053/worldwide-top-countries-smartphone-users/> in May 2023. It should be noted that the figures include only smartphones, but not all mobile phones.

India is in the second position after China with a staggering number of 659 million smartphone users. It is beyond doubt that smartphone users in India are getting many benefits from using smartphones. However, it is not known with concrete evidence if these smartphones are producing any harmful impacts on the users.

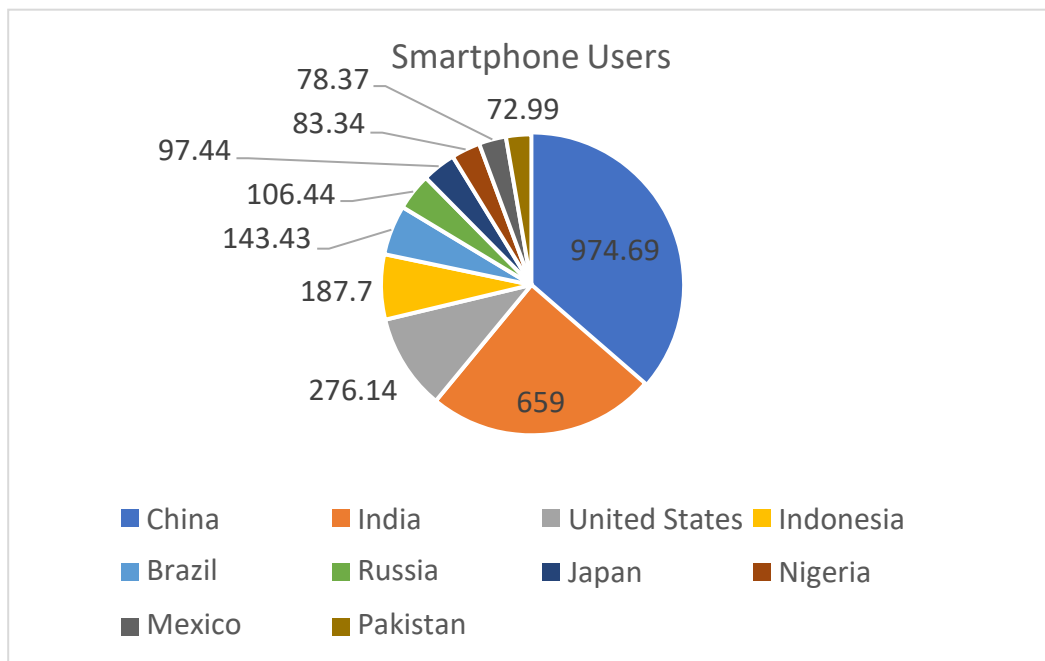


Figure 2: Number of smartphone users by the top 10 countries in 2022 (in millions)

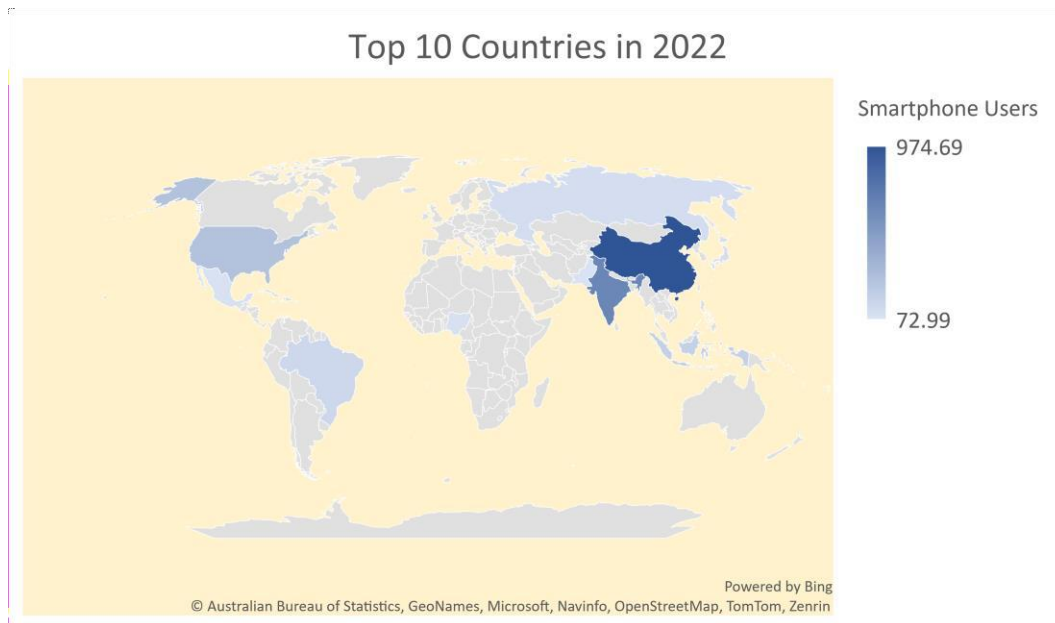


Figure 3: A map comparing smartphone users across geographical regions

6.4.3 How do mobile phones work?

All mobile phones (= cell phones) communicate with each other using radio waves. The latter transports digitized voice or data in the form of oscillating electric and magnetic fields. Thus, the electromagnetic field (EMF) consists of oscillating electric and magnetic fields. The rate of oscillation is called frequency. Radio waves carry the information and travel in the air at the speed of light. Let us know a little more about the EMF. The following paragraph is excerpted from our article by Singh and Pati published in 2016.

“The electromagnetic fields (EMF) are ubiquitous in the environment that we live in. We are exposed to both natural and man-made EMF almost continuously in our day-to-day lives. The EMF is a combination of both electric and magnetic fields. According to the WHO Regional Office for Europe in 1999, ‘*Electric fields are created by differences in voltage: the higher the voltage, the stronger will be the resultant field. Magnetic fields are created when electric current flows: the greater the current, the stronger the magnetic field. An electric field will exist even when there is no current flowing. If current does flow, the strength of the magnetic field will vary with power consumption but the electric field strength will be constant*’ (Excerpted from EMF published by the WHO Regional Office for Europe in 1999; Local authorities, health, and environment briefing pamphlet series; 32). The electromagnetic spectrum (Figure-1, but in this chapter, it is renamed as Figure-4) includes electromagnetic waves of varied frequencies, i.e., from

zero frequency (static electromagnetic field) to very high frequency (Gamma cosmic rays). Of these, ultraviolet, X-ray, and Gamma Cosmic rays are potentially harmful and invariably lead to fatal health consequences in humans and other living organisms. Radiofrequency radiation and microwaves may also produce biological effects of immense concern, although it is debatable. Nonetheless, there has been a global hue and cry concerning the effects of BTS and mobile phones (MP) on human health and safety. The use of mobile phones has increased phenomenally in recent years so also the skepticism regarding its effects.”

Excerpted from Singh and Pati (2016). Biological Rhythm Research, Vol. 47, No. 3,353–388, <http://dx.doi.org/10.1080/09291016.2015.1116741>

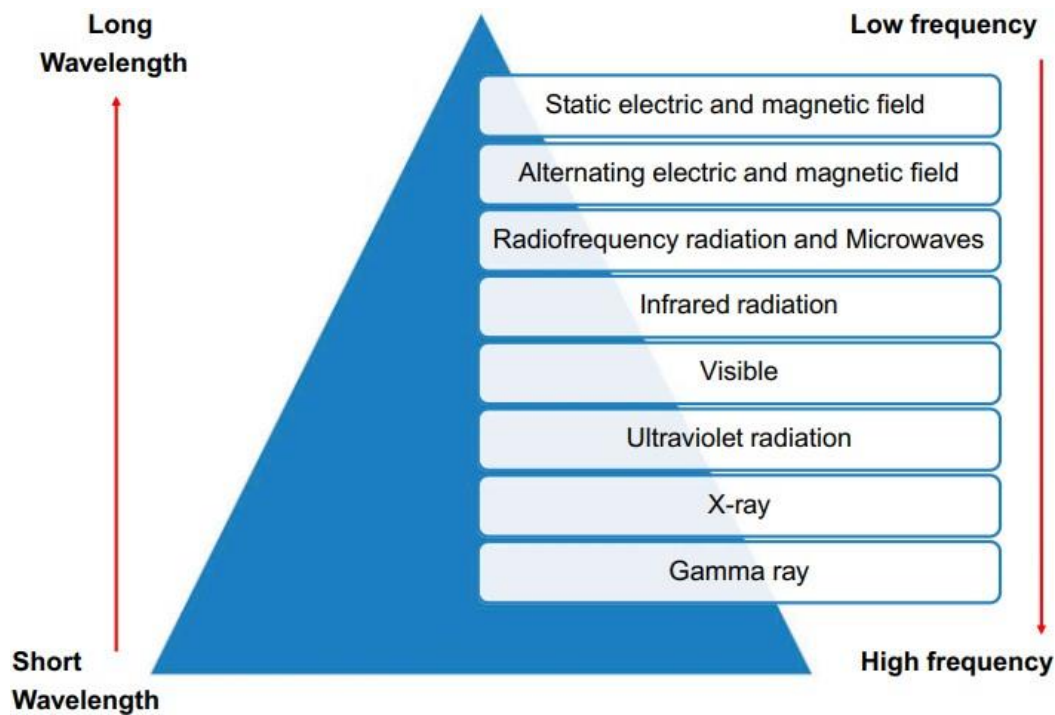


Figure 4: The electromagnetic spectrum – Excerpted from Singh and Pati (2016)

Wi-Fi technology is extensively used these days. We find Wi-Fi equipment almost everywhere – in our homes, campuses of schools, colleges, universities, and business

organizations. We also use Wi-Fi technology at railway stations and airports. We can say that this technology is omnipresent and helps us in connecting our smartphones, computers, and tablets to the Internet. However, all Wi-Fi equipment and other gadgets, like cordless phones, and Bluetooth devices emit radiofrequency electromagnetic fields (EMF). The EMF emitted by the Wi-Fi is in the category of non-ionizing radiations and therefore it should not have any harmful effects on humans provided radiofrequency EMF does not cross the recommended threshold limits. In contrast, many studies implicate mobile phones, and Wi-Fi equipment as producing harmful biological effects on human health.

6.4.4 Cell phones and cancer risks/health hazards in humans

On 31st May 2011, through a press release, the WHO/International Agency for Research on Cancer (IARC) classified radiofrequency electromagnetic fields as possibly carcinogenic to humans (Group 2B). There is some evidence in support of a link between increased risks of glioma and wireless phone use. However, many other studies refute the above findings. It appears that the duration of mobile phone use (less than equal to 15 years versus greater than 15 years) and intensity of use (light versus heavy) are some of the important determinants of brain tumor risks.

A review of the literature revealed many conflicting findings. While some reports indicated that EMF exposure might lead to impairment of sleep quality, cognition, and circadian rhythm, many other reports indicated that EMF exposure does not affect these variables. In summary, the effects of EMF exposure remain largely inconclusive. According to Singh and Pati (2016): “This could be attributed to inter-individual variability in tolerance, gender-, and age-dependent differences in response, latitudinal differences in efficacy, variability among employed methodologies and differences in specific absorption rate, frequency of the mobile phone usage, and interaction of EMF with other physiological and environmental factors, among others.” Therefore, we need to carry out in-depth research to resolve this controversy.

“What is Group 2B?

In the IARC Monographs, agents that have an association with the incidence of cancer were classified into four groups, namely Group 1, Group 2A, Group 2B, and Group 3. The first group includes 127 agents that are carcinogenic to humans. Group 2A includes 95 agents that are probable carcinogens to humans. Group 2B includes 323 agents that are possibly carcinogenic to humans. The last group includes 500 agents that are not

classifiable as to their carcinogenicity to humans. The classification of the agents is based on <https://monographs.iarc.who.int/agents-classified-by-the-iarc/>.

What is Glioma?

Glioma is a growth of cells that starts in the brain or spinal cord. The cells in a glioma look similar to healthy brain cells called glial cells. Glial cells surround nerve cells and help them function.

As a glioma grows it forms a mass of cells called a tumor. The tumor can grow to press on the brain or spinal cord tissue and cause symptoms. Symptoms depend on which part of the brain or spinal cord is affected.

There are many types of gliomas. Some grow slowly and aren't considered to be cancers. Others are considered cancerous. Another word for cancerous is malignant. Malignant gliomas grow quickly and can invade healthy brain tissue. Some types of gliomas happen mostly in adults. Others happen mostly in kids.

There are four types of gliomas, such as Astrocytoma, Ependymoma, Glioblastoma, and Oligodendroglioma. You have to help your healthcare team understand how serious your condition is and what treatments might work best. In general, glioma treatment options include surgery, radiation therapy, chemotherapy, and others.

Symptoms of Glioma

Common signs and symptoms of gliomas include:

- Headache, particularly one that hurts the most in the morning.
- Nausea and vomiting.
- Confusion or a decline in brain function, such as problems with thinking and understanding information.
- Memory loss.
- Personality changes or irritability.
- Vision problems, such as blurred vision, double vision, or loss of peripheral vision.
- Speech difficulties.
- Seizures, especially in someone who hasn't had seizures before.

The information on glioma has been excerpted from <https://www.mayoclinic.org/diseases-conditions/glioma/symptoms-causes/syc-20350251>.”

6.4.5 Organizations monitoring mobile phone use and health hazards in humans

- “U.S. Food & Drug Administration (8): <https://www.fda.gov/radiation-emitting-products/cell-phones/do-cell-phones-pose-health-hazard>
- National Cancer Institute (NCI): Cell Phones and Cancer Risk Fact Sheet
- Federal Communications Commission (FCC): Wireless Devices and Health Concerns
- World Health Organization (WHO): Electromagnetic fields and public health: mobile phones
- International Commission on Non-ionizing Radiation Protection (ICNIRP): Mobile Phones
- Directorate-General for Health and Food Safety, European Commission: Conclusions on Radio Frequency (RF) Fields
- Scientific Committee on Emerging and Newly Identified Health Risks (SCENIHR), European Union: Final opinion on potential health effects of exposure to electromagnetic fields (EMF)
- International Agency for Research on Cancer (IARC): Non-ionizing Radiation, Part 2: Radiofrequency Electromagnetic Fields
- National Toxicology Program (NTP): Cell Phone Radio Frequency Radiation”

See also Scientific Evidence for Cell Phone Safety for more details:

<https://www.fda.gov/radiation-emitting-products/cell-phones/scientific-evidence-cell-phone-safety>

6.4.6 Is there any device that could shield your body?

There is a company called Shield Your Body (SYB). This company has many products, such as the SYB Phone Pouch, SYB Laptop Pad, SYB Baby Blanket, and SYB Boxer Brief that protect against EMF radiation from modern technology.

SYB Phone Pouch – This pouch shields one’s body from up to 99% harmful radiation and is tested for 5G, up to 20 GHz– and low-frequency EMF. It is claimed that it deflects up to 99.9% of wireless EMF radiation. This pouch can conveniently carry your cell phone on your belt or in your pocket.

SYB Laptop Pad – This is for the people who use laptops on their laps.

SYB Baby Blanket – This has been developed for babies as they are more vulnerable to EMF radiation.

SYB Boxer Brief – This has been developed for men to protect their reproductive organs against EMF radiation emitting from cell phones kept inside their trouser pockets.

For more details, visit the site: <https://shop.shieldyourbody.com/products>.

6.4.7 Television/Computer/Tablet/Electrical Machines

Television, computers, tablets, and all kinds of electrical machines have one thing in common. All these products of technology emit EMF by default. However, our exposure to EMF in our homes is very low. All the wires carrying electric current do emit EMF. Many devices in power-off mode also emit EMF while plugged into electricity or on battery power. All wireless devices also emit EMF. Devices, such as computers, smart speakers, Wi-Fi routers, gaming consoles, cordless phones, cordless mouse, cell phones, and wireless security systems emit wireless (Figure 5). It is indeed a matter of concern.



Figure 5: Excerpted from the website of the Environmental Health Trust: <https://ehtrust.org/> and depicts the sources that emit EMF in our day-to-day lives.

Television, computers, and tablets have also one thing in common. All of them emit blue light. However, blue light is not unusual. The maximum blue light comes from the sunlight. Further about 30% of all visible light is blue light. All artificial man-made devices using LEDs emit blue light. Should we be worried about our exposure to blue light? Is blue light harmful? It has been demonstrated that blue light elevates alertness and mood. It also ameliorates memory and brain function in humans. It regulates the biological clock in humans and maintains a normal pattern of sleep-wake cycle. However, too much exposure to blue light has been reported to be harmful. Exposure to blue light before the usual sleep onset time delays the actual sleep onset maximally by 96 minutes. Figure 6 explains the range of sleep delays depending upon the type of blue light-emitting devices.

Blue light inhibits the secretion of melatonin from the pineal gland thereby disturbing the normal pattern of the sleep-wake cycle. Constant exposure to blue light also damages retinal cells and creates problems associated with normal vision. Blue light vibrates within the 380 to 500-nanometer range and possesses the shortest wavelength with the highest energy. Bluelight exposure produces the maximum negative effects if your eyes are too close to the sources of emission of blue light. Two things are notably important, i.e., the exposure duration and the closeness of the exposure.

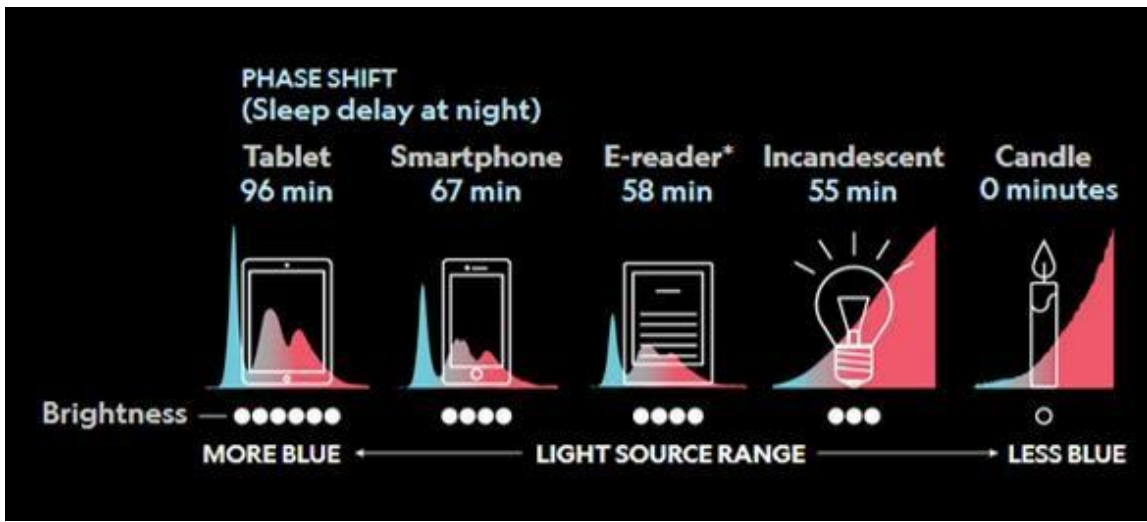


Figure 6: Source: While We Sleep, Our Mind Goes on an Amazing Journey; August 2018 issue of National Geographic magazine; author: Michael Finkel; Picture: Magnus Wennman

6.4.8 Light at night (LAN)

We experience the day/night cycle of nature every day. It implies that we experience natural daylight between the periods between sunrise and sunset. After sunset, we experience darkness till sunrise the next day. However, the advent of artificial light makes us exposed to light at nighttime.

In the past couple of decades, many studies assessed the effects of light at night on human health. People working in the service sectors, such as health care, security, transport, and others experience light at night routinely. The shift workers in industrial organizations and service sectors are regularly exposed to light at night while on the night shift.

Our study published in Current Science in 2007 revealed a longevity reduction of about four years in a sample of 312 shift workers. This finding was based on a large database of the employees of the South Eastern Central Railway (SECR), Nagpur, India, consisting of 3912

day workers (DW) and 4623 shift workers (SW). Data on all-cause mortality of 594 railway employees (282 DW and 312 SW) during a span of 25 years were analyzed to determine the longevity of the workers (Pati and Achari 2007).

We expose ourselves to LAN in two different ways, such as Indoor LAN and Outdoor LAN. It has been established that indoor light at night beyond threshold intensity could be detrimental to the sleep and physiology of humans.

Regarding outdoor LAN, a study conducted in Israel revealed that areas with high light intensity in the night had a strong positive association with breast cancer rates (Kloog et al. 2008). Interestingly they found no statistically significant correlation between LAN intensity and lung cancer rate (Kloog et al. 2008). Another study conducted by the same group of scientists revealed that population exposure to LAN led to a higher prevalence of prostate cancer among men. On the contrary, they did not notice any association with lung cancer or colon cancer (Kloog et al. 2009). It has been established that the LAN is interfering with the circulatory levels of a hormone called melatonin (see Figure 7 for Melatonin).

Melatonin is a hormone principally secreted by the endocrine gland - the Pineal. In humans, during the daytime melatonin in the circulation remains very low and it starts rising as soon as darkness sets in. Therefore, loosely melatonin is called a hormone of darkness. In both diurnal and nocturnal species, melatonin levels rise manyfold in the nighttime. Melatonin is a wonderful molecule that has been conserved among all living species. It is one of the best-known antioxidants. It promotes sleep. It is an anticancer and immune system booster.

Figure 7 explains how the light signal reaches the pineal gland through the retino-hypothalamic tract (RHT) and hypothalamic suprachiasmatic nucleus (SCN).

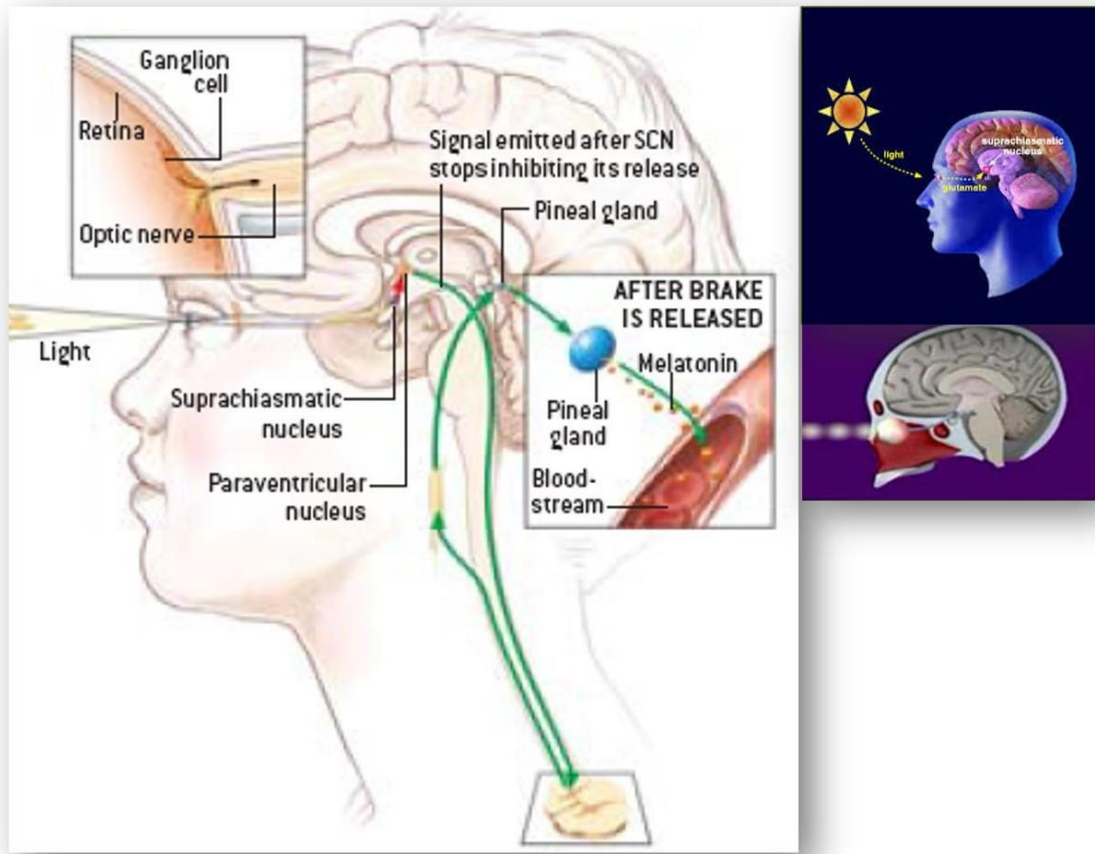


Figure 7: travels to the pineal gland through the eye and hypothalamic suprachiasmatic nucleus (SCN). Excerpted from Karen Wright (2006). Times of our lives. Scientific American - <https://www.scientificamerican.com/article/times-of-our-lives-2006-02/>

6.4.9 Plastics – from miracle to menace

Plastic, undoubtedly a miracle product of technology, is omnipresent. It helped us enormously in many useful domains. However, the miracle product became a menace. We find plastic in freshwater bodies, oceans, soil, air we breathe, and the food and drinks we consume daily. The plastic pollution that we face today is a real threat to human health and society. Let us examine how many different types of plastics exist and their recyclability (Table 1).

Table 1: Different types of plastic, their usage, and recyclability		
Types of plastic	Usage	Recyclability
Polyethylene terephthalate (or PET)	Used for packaging of food and drink.	Widely recycled

High-density polyethylene (HDPE)	Used for grocery bags, milk jugs, recycling bins, agricultural pipes, but also playground equipment, lids, and shampoo bottles.	Easily recyclable
Polyvinyl chloride (PVC) comes in two basic forms: rigid and flexible	In its rigid form, PVC is used in the building and construction industry to produce door and window profiles and pipes (drinking and wastewater). In softer and more flexible form, it is used in plumbing, wiring, electrical cable insulation and flooring.	Hardly recyclable
Low-density polyethylene (LDPE)	Used in plastic bags, six-pack rings, various containers, dispensing bottles, and plastic wraps.	Is not often recycled
Polypropylene (PP)	It can withstand high temperatures and is found in Tupperware products, car parts, thermal vests, yogurt containers, and even disposable diapers.	Recyclable
Polystyrene (PS)	Used in beverage cups, insulation, packing materials for egg cartons, and disposable dinnerware. It is inflammable and can leach harmful chemicals, especially when heated.	Not recycled
Plastics other than the above six types are included	Commonly used for eye protection in the creation of lenses for sunglasses, sports, and	Rarely recycled

<p>in this group, for example, polycarbonates (PC).</p>	<p>safety goggles. But they can also be found on mobile phones.</p>	
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Many different types of plastics are not recyclable. This poses a threat to the humans. Apart from the classifications of plastics outlined in Table 1, we can also classify plastics into two major categories, i.e., macroplastics and microplastics. This is based on size and all plastics <5.0 mm are called microplastics. Microplastics are further divided into two types, such as primary and secondary microplastics.

Microplastics are present everywhere from cosmetics to synthetic clothing to plastic bags and bottles. In a study conducted in 2018, microplastics were found in 114 aquatic species. Microplastics are found in the digestive tracts and tissues of many freshwater and marine organisms. Fish and birds also ingest microplastics floating on the water surface. Microplastics are also present in the plastic-coated cups that we use for drinking water and warm beverages.

Microplastics also occur as a consequence of plastic pollution. In many developing countries plastics are not disposed of using recommended procedures. The plastics are found in dumping sites on the sides of the roads that attract street cattle and dogs. Figure 8 illustrates the extent of plastic misuse that we experience every day. Cows wandering on the streets of urban areas eat plastic bags. These plastics get stuck in their stomach; for this reason, urban street cattle have oversized stomachs (Sahu et al. 2020). These cattle are called plastic cows and they secrete green-colored materials from their noses. The exact cause and consequences of these green-colored materials are not known. There is enormous scope to carry out research to determine the mechanisms of production of these green-colored materials.



Figure 8 (top and bottom): Roadside garbage dumping sites with huge quantity of plastics that give rise to the generation of microplastics. Source – Sahu, B.K. unpublished data

6.4.10 Ethics and Use of Digital Technology

6.4.10.1 Cyber Ethics

What is cyber? According to the Oxford Dictionary, it relates to or is characteristic of the culture of computers, information technology, and virtual reality. The current century could be called “the cyber age”. The latter is an epoch related to the extensive use of computers, virtual reality, or information technology. The term cyber is either used as an adjective or a prefix to several terms. As an adjective, we can have the following, for example, cyber space, cyber-attack, cyber-crime, cyber-sex, cyber bullying, etc. As a prefix, we can have the following: cyberspace, cyberattack, cybercrime, cybersex, and cyberbullying.

6.4.10.2 Types of Cyber Crimes

Cyber-attack involves deliberate actions to interfere with the computer system or computer network. Cyber attackers are called hackers who gain unauthorized access to the computer network of an organization or an individual. In summary, cyber crimes are unlawful activities using computers and the Internet. The hackers gain entry into organizations' and individuals' computer systems, networks, PCs, laptops, and tablets.

The most common cyber-crimes include (1) Phishing; (2) Identity theft; (3) Ransomware attacks; (4) Hacking computer networks; (5) Internet fraud; (6) Cyberbullying; (7) Cyberstalking; (8) Software piracy; (9) Social media frauds; (10) Online drug trafficking; (11) Electronic money laundering; (12) Cyber extortion; (13) Intellectual-property infringements; (14) Online Recruitment Fraud.

Phishing

The user is tricked through online messages and emails to obtain sensitive information about the user. Malicious software is sent to the computer systems of the users to extract information about the user.

Identity theft

Cybercriminals use another person's identity, pictures, and credentials without the permission of the user and commit crimes.

Ransomware attacks

Cybercriminals use a specific type of malware that can encrypt the personal data of a user and prevent the user from accessing their data on the system. Thereafter, the criminals ask for a ransom to give access to their encrypted personal data.

Hacking computer networks

Cybercriminals get unauthorized access to the private computer networks of an organization or an individual and vandalize the target computer systems or networks. Very often the target computer system or network is shut down or data are tampered with, altered, or modified.

Internet fraud

Internet fraud is a general terminology and it includes all different types of cyber-crimes that happen over the internet, such as spam, and banking fraud.

These are the most common types of cyber-crimes. For details about the other cyber-crimes please refer to the article by Tsakalidis and Vergidis (2019).

6.4.10.3 Ethical Hacking

Ethical hacking is nothing but an authorized attempt to obtain unauthorized access to a computer system or data. It is aimed at improving the security environment of the systems and networks by plugging the vulnerability holes discovered while testing the systems or networks. Ethical hacking is called ‘White Hat Hacking’ or ‘Penetration Testing’.

Certified ethical hackers improve the security environment of the systems and networks of an organization or country. They often use the identical techniques and tools that malicious hackers use. However, ethical hackers have the permission of the authorized persons of an organization.

There are different kinds of hacking, such as Network Hacking, Website Hacking, Computer Hacking, Password Hacking, and e-Mail Hacking. All these hackings are illegal and are considered crimes. However, ethical hackers also do the same thing, but with authorization from the authorities of the target organizations.

These days, organizations appoint ethical hackers to examine and fix security vulnerabilities in their systems, databases, and networks. There are many ethical hacking institutes in India. The EC-Council offers Certified Ethical Hacker (CEH) qualifications to those who demonstrate their knowledge and abilities to assess the security environment of computer systems and networks and to elucidate weaknesses and vulnerabilities in the target systems. The malicious hackers also do the same thing. However, certified Ethical Hackers do it within the framework of law using techniques but lawfully and legitimately to assess the security posture of a target system.

6.4.11 Ethics of social media

6.4.11.1 Facebook, YouTube, WhatsApp, Instagram, and Twitter (X)

As of April 2023, we have around 4.8 billion users worldwide (Figure 9). The average daily time spent on various types of social media is 2 hours 24 minutes. The prominent social

media platforms are Facebook, YouTube, WhatsApp, and Instagram. Each of these platforms has more than equal to 2.0 billion users worldwide (Figure 10). In summary, more than half of the world's population uses social media.

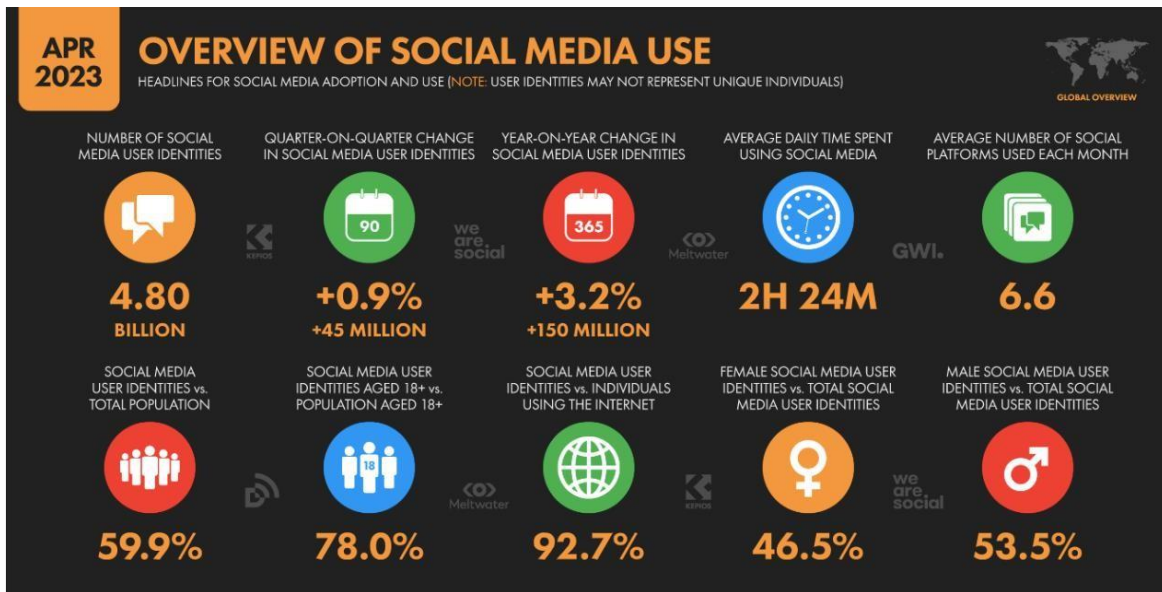


Figure 9: Summary statistics of social media use worldwide.

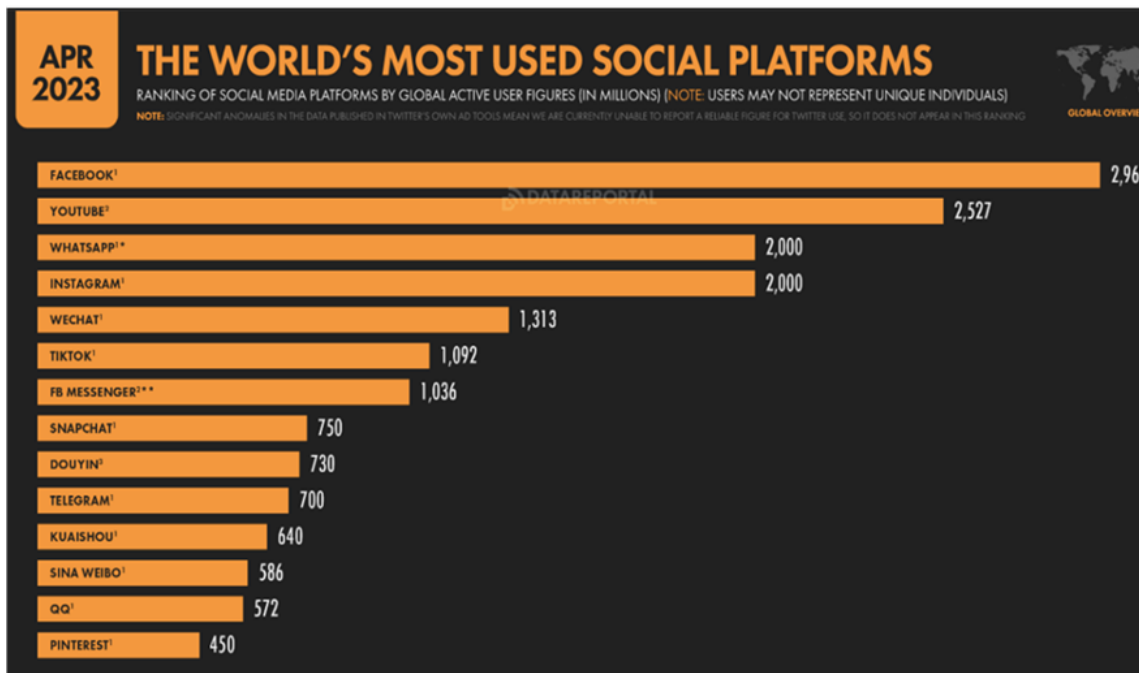


Figure 10: Worldwide users' statistics of top social media platforms.

The social networking apps are of immense utility to their users. The users of social media networks exchange information and share images, videos, ideas, and greetings almost instantly. Through many social networking sites, users can make voice and video calls. These calls can be held between two individuals or among a group of individuals. The users also create groups consisting of friends and/or family members. When a message is transmitted through these social networking sites it is received by other members of the group instantly and simultaneously.

Social media groups can be created either formally or informally. Many governments and private organizations create formal groups and transmit important official communications instantly to all members of the group. For example, the authorities can post a meeting notice in the morning and hold the meeting in the afternoon on the same day. Commercial organizations post product information on their official certified social media platforms. The users can make business queries on their social media platforms.

These days adolescents and young adults remain active most of the time on their social media pages. All social media platforms are extremely secure and many of them are end-to-end encrypted so that others cannot know about the exchanges taking place between two individuals or groups of individuals. Parents' surveillance of their ward's activity is almost impossible unless they know the passcodes. Young adults are highly skilled and they can learn and use any type of social media platform without much difficulties.

The social networking sites offer a multitude of benefits to individuals and human society. Humans are very sociable and they seldom want to live in isolation. They try to remain in contact with their friends, family members, and colleagues. They make new friends with identical ethos and temperaments. However, one has to be very careful while making new friends. Many profiles on social networking sites may be fake with impersonated profile pictures. A profile with a female picture may not be owned by a female individual. There is a likelihood that a fake female individual might collect vital information from you and misuse that information to get some benefits. There are chances of being blackmailed too. There are many other darker sides of social networking sites.

In the health sector, the use of social networking sites is common. You can instantly consult a doctor and get advice. Information about health and health-related issues is communicated easily through these social media platforms. A surgeon at a remote location

can observe and supervise a surgical procedure. Remote surgery or telesurgery has become common these days. A doctor can perform surgery from a remote location using both robotic technology and wireless networking. China became the first country to conduct 5G remote surgery in an animal model. Watch out for the following YouTube video: <https://www.youtube.com/watch?v=hAO8BUof9IM>

There are innumerable applications of networking sites in various other service sectors. It would be difficult to discuss all of them here in this chapter.

Excessive use of social media platforms has many negative repercussions. Social media addiction is one of the most problematic issues seen among teens and adolescents. They become victims of procrastination. They often get distracted from their responsibilities at work and the societal level. However, moderate engagement with social networking sites has a positive impact on the users. It alleviates stress, loneliness, and depression. In contrast, excessive social media use induces aggression, personality disorder, eating disorder, and tobacco/alcohol abuse among the young population of society.

Although the use of social networking sites has numerous benefits, overindulgence gives rise to many negative impacts on the users. Excessive indulgence in social media platforms compromises sleep quality, psychosocial behavior, academic performance, and circadian clock of young users (Figure 11). For more details, the review article by Swain and Pati (2021) may please be referred to. As of 15th September 2023, this article has been read 2607 times and has been cited 29 times on the ResearchGate platform.

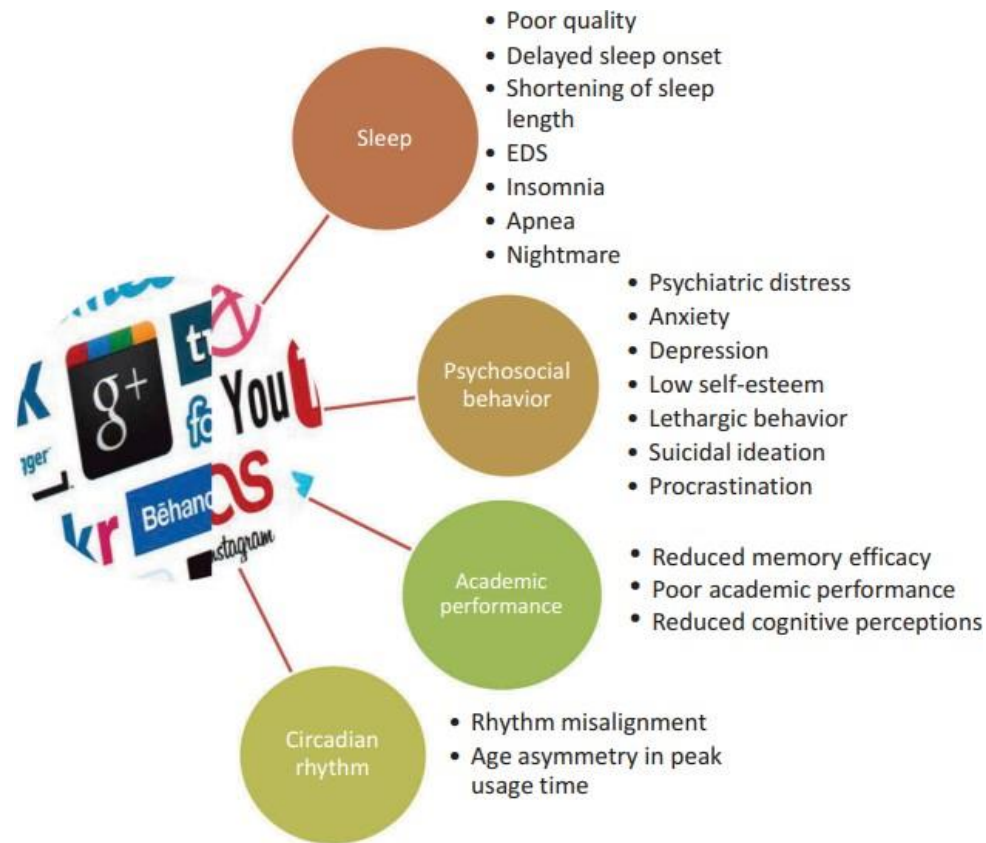


Figure 11: Excerpted from Swain and Pati (2021) and illustrates negative effects of social networking sites on various components of sleep, psychosocial behavior, academic performance and circadian rhythm.

6.4.12 Digital Detox

This is the period when an individual intentionally refrains from using digital devices. In other words, it is equal to taking a break from using digital technology or minimizing one's usage in the realm of the digital world for a specified period. This period may vary from a couple of days to a couple of months.

During digital detox, an individual remains away from checking email, playing video games, scrolling social media, text messaging, using smartphones/tablets, and watching news or other TV programs. Many studies have highlighted the positive effects of digital detox interventions on health and well-being, social relationships, self-control, and performance (Mohamed et al. 2023; Wood and Muñoz 2021; Schmuck 2020). Several studies did not find any positive effects of digital detox interventions on the above-mentioned variables.

Therefore, there is an urgent need to carry out more intensive research to resolve the controversy on the effective role of digital detox on human health and wellbeing.

6.4.13 Safe Mobile Phone Use Advisory

- We should lower our exposure to radio waves.
- Use mobile phones sparingly and make short calls only.
- Choose headsets or speakerphone options.
- Children should be advised to use smartphones only when it is necessary.
- Before buying a mobile phone, we should find out if the specific absorption rate (SAR) of the phone is below the recommended threshold SAR level.
- When not in use, keep your mobile phone away from your body.
- Avoid using mobile phones when the signal is weak.
- While driving, keep your mobile phone switched off. Even avoid hands-free devices while driving.
- Never keep your mobile phone beside your pillow while sleeping in your bedroom at night.

6.4.14 Take Home Messages

- In the 21st century, it is almost impossible to live without using modern technology prominently including digital technology.
- Mobile and smartphones are indispensable but use them parsimoniously.
- All mobile phones (= cell phones) communicate with each other using radio waves that transport digitized voice or data in the form of oscillating electric and magnetic fields, called the electromagnetic field (EMF).
- Although the negative effects of mobile phones on human health are debatable, The WHO/International Agency for Research on Cancer (IARC) in a press release (May 31, 2011) classified radiofrequency electromagnetic fields as possibly carcinogenic to humans (Group 2B).

- There is some evidence in support of a link between increased risks of glioma and wireless phone use.
- Refer to section 6.4.13 of this chapter to know more about the Safe Mobile Phone Use Advisory.
- Possibly use commercially available ‘shield-your-body’ devices against EMF radiations.
- Minimize your exposure to blue light.
- Stay away from television, smartphones, and tablets at least an hour before your habitual sleep onset time.
- Never keep your smartphones in switch-on mode beside your pillow while sleeping at night. It is always better to keep it on flight mode and is best if you could switch it off before going to bed.
- Do not install a television or other electrical machines in your bedroom. If it is unavoidable then unplug the TV and other electrical appliances during the period of your sleep. Unplug the mobile phone chargers too.
- Switch off the light in your bedroom before going to bed. If you want some light while sleeping, ensure that the light intensity is below 200 lux.
- Stop using plastic bags of any kind, instead use paper bags. Don’t drink tea in a plastic-coated tumbler, rather insist on a metallic or glass tumbler. Plastics are polluting our land, water bodies, and air. Microplastics emerging from plastic pollution are omnipresent. Microplastic menace has become a big threat to human health and well-being.
- Maintain cyber ethics. Don’t become abusive on social media platforms. Don’t forward fake pictures, messages, and stories. Don’t use someone else’s picture on the profile picture holder of your social media accounts.

- Respect the confidentiality of others on the social media platform. Don't attempt to indulge in hacking others' accounts.
- Excessive indulgence in social media activities leads to stress, anxiety, and poor-quality sleep. Practice digital detoxification (Refer to Section 6.4.12 of this chapter).

6.4.15 Further reading

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6.4.16 Abbreviations

BTS – Base Transceiver Station

CEH – Certified Ethical Hacker

DW – Day Workers

EDS – Excessive Daytime Sleepiness

EMF – Electromagnetic Field

FCC – Federal Communications Commission

FDA – U.S. Food & Drug Administration

HDPE – High-Density Polyethylene

IARC – International Agency for Research on Cancer

LAN – Light at Night

LDPE – Low-density Polyethylene

LED – Light-emitting Diode

MP – Mobile Phone

NCI – National Cancer Institute

NTP – National Toxicology Program

PC – Polycarbonates

PCs – Personal Computers

PET – Polyethylene Terephthalate

PP – Polypropylene

PS – Polystyrene

PVC – Polyvinyl Chloride

RF – Radio Frequency

RHT – Retino-hypothalamic Tract

SCENIHR – Scientific Committee on Emerging and Newly Identified Health Risks

SCN – Suprachiasmatic Nucleus

SECR – South Eastern Central Railway

SW – Shift Worker

SYB – Shield Your Body

WHO – World Health Organization

6.4.17 Check your Learning

[A] Answer using two or three sentences

- a) Describe three positive aspects of technology.
- b) Describe three negative aspects of technology
- c) How do mobile phones communicate with each other?
- d) What is EMF?
- e) What is the electromagnetic spectrum?
- f) What is the full form of IARC?
- g) What is Glioma?
- h) What is ICNIRP?
- i) What is SYB?
- j) What is common among television, computers, and tablets?
- k) What is LAN?
- l) What is melatonin?
- m) What are microplastics?
- n) What type of plastic is widely recycled?
- o) What is cyberethics?
- p) Give three examples of cybercrimes.
- q) Which social media platform has the highest number of users as of April 2023?
- r) What are SNSs?
- s) Give three important negative effects of social networking sites.
- t) What are the different kinds of hacking?

[B] Answer using about 50 words

- a] What are the electromagnetic waves of varied frequencies?
- b] How does WiFi technology work?
- c] What are the common signs and symptoms of gliomas?
- d] What are the effects of exposure to blue light emitting from computers, mobile phones, and tablets?
- e] What is plastic pollution?
- f] What do you mean by the term, 'digital detox'?
- g] How does excessive indulgence in social networking sites influence psychosocial behaviors in humans?
- h] What is the impact of blue light on human health?
- i] What are the most common types of cybercrimes?
- j] What is white hat hacking?

[C] Answer using about 200-250 words

- a] Describe a few positive and negative aspects of modern technology.
- b] How does communication work in mobile phones?
- c] What are the organizations monitoring mobile phone use and health hazards in humans?
- d] Explain ethical hacking.
- e] Give your views on the following statement: 'use of modern technology is indispensable.'