'Ya Kriyawan Sa Pandita' (learned person is one who is ceaselessly active) is the motto of the University of Pune, which was established in 1949. Since its inception, the University of Pune has placed the objective of 'Social Commitment' on the top of its agenda for attaining excellence in higher education. The Centre for Continuing Education established in 1972 was upgraded as the Department of Adult, Continuing Education, as a result of University Grants Commission's Policy (1977). Following the University Grants Commission's Policy (1977), Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. The responsibility and the vital role given to the Universities in the NAEP was very much instrumental in upgrading the Centres for Continuing Education in various Universities. This trend was accepted by the authorities at University of Pune. Other programmes such as Population Education, Planning Form and Jan Shikshan Nilayams were started and implanted through the university and colleges with the assistance of the University of Pune and University Grants Commission. Lifelong Learning as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers, professionals and other disadvantaged groups of the society to continue the education of their choice at the pace suited to them is one of the main objectives of the University. The Department recognised the need for providing quality education by up gradation of skills of the learners in tune with the developmental needs of the individual and the society. An indispensable endeavour toward enhancing the human resource is to develop strategies for creating an effective learning environment for a Knowledge society. The department has resolved itself to work on some socially important areas viz. National Integration, Women Empowerment, Senior Citizens, Unorganized Workers, Non-Government Organizations, Tribal Development, youth Education, Entrepreneurship & Employment, Counselling, Literacy, Adolescence Education and Lifelong Learning.

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Educational Backwardness and Livelihood of Mang Garudi Community in Pune District: A descriptive analysis

Dr. Raju Adagale
Mrs. Pramodini Naik

Education is the most powerful weapon. Education provides jobs which leads to the economic growth of vulnerable communities. The Becker's human capital theory indicates that investment in education and training improves productivity and earning. However, "No poverty" is the first Sustainable Development Goal set by the United Nations, focuses on economic growth through sustainable jobs.

During India's pre-independence, Mang Garudi community was considered as a nomadic tribe. Currently, it is independently enlisted as the Scheduled Caste in Maharashtra. The aim of the present paper is to focus on the educational status of the Mang Garudi community and their livelihood conditions. Primary and secondary sources of data have been utilized. Survey method has been used to reach the Mang Garudi families from the rural and urban area of Pune district. Primary data has also been collected through executing field visits, organizing workshops and Focused Group Discussions with the representatives of the Mang Garudi community. A quantitative approach has been the major while analyzing the data. Economic growth of all strata of the society is most crucial to promote equality. The basic argument of the paper is the backwardness in the education of the Mang Garudi community leads to fewer livelihood opportunities which also affect the low income and poor economic condition. The paper, however, shows that the Mang Garudi Community has the poor status of education and they are more engaged in daily wages for their livelihood. It is also seen that they are still

engaged in their traditional occupation that is the "removing hair of buffaloes". Their proportion of education is significantly less. Even, their drop-out rate in education gives shocking reality.

Introduction

Education is considered the most important instrument to empower the status of Scheduled Castes (SCs) in social hierarchy. Therefore, general and technical education has allocated 8.7 percent of the total budget allocation during plan the year 2013-14. The decadal literacy rate of SCs has gradually increased from 1961 (10.3%) to 2011 (66.1%) in India. Still, there are some communities among SCs who are the most educationally backward. Lack of education means a lack of employment and livelihood opportunities. In so far as economic development indicators are concerned, 45.9% of the SC population reported to be agricultural labourers, 14.8% cultivators and 36.1% other workers, according to NSSO survey 2004-05 in India. the percentage of landlessness amongst SCs living in India's rural areas were 78% as against 57% for non-SCs/STs (GoI 2013-14). According to census 2011, 20.13 core population is belonging to Scheduled Caste in India. It is 16.66 percent of the total population. Mang Garudi is one of the backward castes in all 59 SCs enlisted in Maharashtra. The total population of Mang Garudi in Maharashtra is 39,993 persons (Census of India 2011.) It is located on the 47th number in the list of Scheduled caste passed by president ordinance as per the Article 341 of the constitution. The list of backward classes in the old Bombay, 1958 by Government of Bombay shows the Mang Garudi is scheduled caste. The resolution no. 9330 of Government of Bombay, general department mentioned the Mang Garudi community in the list of depressed classes on basis of untouchability (Bombay Castle 29 the May 1933). However, the Antrolikar committee focused their nomadic nature and

insisted to remove the stigma of ex-criminal. This community is Nomadic tribes and depended on small types of crimes for livelihood (Thade no date). They were engaged in activities like small kinds of theft, alcohol making, animal theft etc (Atre 1915). The traditional occupation of Mang Garudi community was buffalo shaving (Sing 1993 and Thade). The proportion of performing magic shows was also some extent. As per census 2011, Maharashtra has three major districts having large numbers of Mang Garudi population i.e Nagpur (6428), Pune (6006) and Nashik (5863).

Education and Employment

Education is a crucial human capital. Education facilitates the masses to participate in the growth process. As per Becker's Human Capital theory, education is an investment in human resources which leads to improved productivity. An individual can acquire the skills and knowledge through formal schooling. These skills improve productivity and value as employers. Consequences of education are employability, productivity, and earnings. Better educated workers can earn higher wages, they have greater earnings growth and probably also experience less unemployment. Also, higher education connected with better health and reduced participation in the crime (Riddell, 2006). However, Mang Garudi community seems to be illiterate and have a lower education status which leads them to be more engaged in traditional occupation. Illiteracy and lower education reduced the employment and livelihood opportunity for this community. In addition, they remain the deprived of information on social welfare schemes, which are an important instrument for the development as weaker section.

The proportion of illiterate families in the rural area is 10 percent of Mang Garudi communityAs this community has nomadic nature they faced difficulties in taking education. They were not able to provide necessary documents like birth

certificate, caste certificate, ration cards etc. to take admission in school. Only 24 percent of families have these types of documents in rural area of Pune district. It hampered their educational progress. On the other hand, as the poor socio-economic condition, the priority of Mang Garudi people was fulfilling the livelihood needs rather than pursuing education. Thus due to criminal nature of the occupation, lack of livelihood resources and engagement in traditional occupation, Mang Garudi community remained backward in the mainstream society. The basic objective of this study is to analyze the education status and livelihood scenario of Mang Garudi community. To accomplish this objective, the following methodology is adopted.

Methodology

The present study has been focused on the Mang Garudi community of Maharashtra. Initially, 3 workshops had been conducted in Gondiya, Nashik and Pune districts with the aim of approaching people from the community and establishing direct interactions. During this period a pilot survey had been carried out in which there was attempt to understand the major characteristics of Mang Garudi people for instance major focus was given to know their occupation and education. Out of highly populated districts of Mang Garudi Community, Pune has been selected. The census survey method was adopted in which all families belong to Mang Garudi community has been covered through interviews. Focused group discussions were also carried out to get indepth understating of the issues facing by the community. In addition, discussions with key persons and leaders of the Mang Garudi community helped to understand the actual status of this community. The primary data collection has been completed from 15 September 2015 to 29th October 2015. Total 9 Focus Group Discussions from different 11 geographical the zones of Pune districts have been conducted aiming to collect the qualitative data.

The present study fundamentally has two analytical variables. The first variable is a geographical location (urban area and rural area) of Pune district. Family heads were the respondents who were interviewed. The sample size was 1273 households in which 711 household from urban area and 562 households from rural area have been covered under this study. Education level is another analytical variable which affects the livelihoods of deprived classes. Income is a most essential indicator while attending the goal of sustainable development. Therefore, the households were categorized into the high-income group, medium income group and low-income group with the aim to analyse the impact of education and their livelihood. The analysis has been done by using SPSS. The comparative analysis with Urban and Rural area gives a more clear picture of higher backwardness of rural area for the backward community which is already deprived from basic access of developmental indicators.

Study area profile

The present study is carried out in Pune district including both urban and rural area. Pune has total 14 tahasils including Haveli, Pune city, Maval, Mulshi, Shirur, Baramati, Indapur, Daund, Bhor, Velha, Purandar, Khed, Junnar, and Ambegaon. According to 2011 census, 94.29 lakhs is the total population of Pune district including 49.29 lakhs Male and 45.05 lakhs Female. Whereas 39.01 percent population is in Rural area and 60.99 percent population is in an Urban area. The total population of scheduled caste in the district is 11,80,703. While it seems in Rural area 30.58 percent and in an Urban area 69.42 percent of total Scheduled Caste population. The district has 86.2 percent literacy rate, which is higher than that of state literacy rate 82.3 percent (District Census handbook 2011).

Educational status of Mang Garudi Community

"No poverty by 2030" as well as "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all" are most crucial goals of sustainable development. There is a close relationship between poverty and learning opportunities. Many children around the world are out of school due to poverty (UNDP no dated). Article 46 of constitution of India specify the State responsibility of promoting the special care, the education and economic interests of the weaker sections of the people i.e Scheduled Castes aiming towards protecting them from social injustice. Still, the Mang Garudi people are most backward in education. Following tables are focusing the educational scenario of Mang Garudi community in Pune district.

Table1: Areawise Educational level of Respondent

Area	Education of the respondent						Total
	Illiterate	Primary	Secondary	Higher Secondary	Graduate	Post Graduate	
Urban	255	155	104	36	10	2	562
	45.4%	27.6%	18.5%	6.4%	1.8%	.4%	100.0%
Rural	376	185	114	30	3	3	711
	52.9%	26.0%	16.0%	4.2%	.4%	.4%	100.0%
Total	631	340	218	66	13	5	1273
	49.6%	26.7%	17.1%	5.2%	1.0%	.4%	100.0%

Table 1 shows that Educational level of the respondent who was family head and given the information about Mang Garudi community. Table 1 reveals that the total proportion of illiteracy is higher which is count as 49.6 percent, whereas the proportion of higher education is very small. Only 0.4 percent respondent has taken post-graduate education. The proportion of illiteracy is larger in a rural area (52.9 percent) than the urban area (45.4

percent). It clearly shows the overall education status of Mang Garudi people is poor in a rural area compared to an urban area.

Table 2: Areawise Proportion of literate persons in the family

Area	The proportion of literate persons in the family				
	Illiterate	1 to 2 persons literate	3 to 4 persons literate	more than 5 persons literate	Total
Urban	70	222	176	94	562
	12.50%	39.50%	31.30%	16.70%	100%
Rural	70	259	256	126	711
	9.80%	36.40%	36%	17.70%	100
Total	140	481	432	220	1273
	11%	37.8	33.9	17.3	100

Table 2 indicates that the proportion of all illiterate persons in the family is 12.50 percent in urban area and 10 percent in rural area. However, the proportion of 1 to 2 literate persons are more in an urban area (39.50 percent) compare to a rural area (36.40 percent). The proportion of more than 5 persons who are literate is quite higher in a rural area.

Table 3: Area wise proportion of children in education

Area	The proportion of children in education						
	Primary		Secondary		Higher Secondary		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Urban	210	178	73	64	46	19	590
	36%	30%	12%	11%	8%	3%	100%
Rural	263	198	124	71	39	28	723
	36%	27%	17%	10%	5%	4%	100%
Total	473	376	197	135	85	47	1313
	36%	29%	15%	10%	6%	4%	100%

Table 3 reveals the proportion of children from the age group of 6 to 18 years who are ideally in the education process. It clearly indicates that the proportion of girls primary education is less than boys in primary education. Even, proportion of primary education decreases while shifting to from primary education to secondary education and consequently from secondary education to higher secondary education. In Rural area, out of total students only 27 percent girls in primary, 10 percent of girls in secondary and 4 percent of girls were in higher secondary education. This proportion is decreasing as the level of schooling is increasing. Though the proportion in higher education is less in both urban-rural area, it is worth worrying in rural area i.e. only 5 percent for boys and 4 percent for girls.

These numbers clearly show Mang Garudi people have less interest in the education.. Other reasons for decreasing the rate of education of Mang Garudi community are parent's illiteracy, poor socio-economic conditions and lack of necessary documents to avail the facilities for continuing the education.

Table 4: Areawise proportion of drop out children

Area	The proportion of drop out children						
	Primary		Secondary		Higher Secondary		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Urban	25	28	22	17	4	3	99
	25%	28%	22%	17%	4%	3%	100%
Rural	52	64	44	29	14	2	205
	25%	31%	21%	14%	7%	1%	100%
Total	77	92	66	46	18	5	304
	25%	30%	22%	15%	6%	2%	100%

The Right to Education act 2009 has been enacted to provide free and compulsory education to all children from the age of 6 to 14 years. Table 4 reveals that rural area has more proportion of drop out children compare to the urban area of Pune district. In urban area total 99 children out of 304 total children has been dropped out from primary to higher secondary education, whereas a total number of drop out children is 205 children out of 304 children in a rural area. The proportion of drop out from primary to higher secondary is decreasing as the proportion of children who are taking higher secondary education is low. Early marriages and leaving school for household chores are other reasons behind drop out expressed by Mang Garudi leaders during Focused Group Discussions. These factors are the crucial while faced exclusion in education.

Livelihoods of Mang Garudi community

According to Thade committee, the Mang Garudi community has engaged in poultry, agricultural laboure, baskets, and mattress making for livelihood. And small kinds of crimes like theft, liquor making. The traditional occupation of Mang Garudi community is removing hair of buffalo. They were also engaged in stealing crops and cattle (Atre 1916). Begging was another livelihood

based activity of Mang Garudi community (Antrolikar 1942). During the data collection, it has been observed that Mang Garudi people were mostly engaged as wage labourers because of their low status in education. While discussing with Mang Garudi community's representatives, it has been reported that there was the tremendous engagement of illiterate persons as menial labourers.

Table 5: Educationwise Proportion of Family occupation of Mang Garudi community

Education of the respondent	Proportion of Family Occupation								Total
	Agri-culture	Agri-culture allied occupa-tion	Agri-culture labourer	Busine-ssmen	Govern ment service	Other	Other Labour er	Private Service	
Primary	2	1	24	45	12	26	211	19	340
	.6%	.3%	7.1%	13.2%	3.5%	7.6%	62.1%	5.6%	100.0%
Secondary	4	5	19	26	10	16	107	31	218
	1.8%	2.3%	8.7%	11.9%	4.6%	7.3%	49.1%	14.2%	100.0%
Higher Secondary	1	1	2	15	12	5	20	10	66
	1.5%	1.5%	3.0%	22.7%	18.2%	7.6%	30.3%	15.2%	100.0%
Graduate	0	0	1	3	0	0	2	7	13
	0.0%	0.0%	7.7%	23.1%	0.0%	0.0%	15.4%	53.8%	100.0%
Post Graduate	0	0	1	1	2	0	1	0	5
	0.0%	0.0%	20.0%	20.0%	40.0%	0.0%	20.0%	0.0%	100.0%
Illiterate	4	4	43	53	8	77	414	28	631
	.6%	.6%	6.8%	8.4%	1.3%	12.2 %	65.6%	4.4%	100.0%
Total	11	11	90	143	44	124	755	95	1273
	.9%	.9%	7.1%	11.2%	3.5%	9.7%	59.3%	7.5%	100.0%

The traditional occupation of removing hair of Buffalo is now declined. But, it was observed in the Chandwadi area that some of people are still practicing their traditional occupation. Whereas daily wages, household chores, collection of scrap are

some livelihood activities of these people. In Loni kalbhor, Urali Kanchan and Bet wasti, Mang Garudi people are engaged in liquor making and selling activities. Sharpening or edging the Knife is another occupation in Phule Nagar wasti of Pune city.

Table 5 also indicates that the proportion of total illiterates are about 65.6 percent. Contrary, there is the negligible proportion of graduates and only 7 graduate respondents of 1273 household respondents' were engaged in private service. Whereas out of the total in government service only 3.5 percent respondents were engaged.

Table 6: Education wise proportion of income

Education of the respondent	Proportion of Education wise income of Mang Garudi family				Total
	Low Income	Medium Income	High Income	No Response	
Primary	294	39	7	0	340
	86.5%	11.5%	2.1%	0.0%	100.0%
Secondary	186	24	6	2	218
	85.3%	11.0%	2.8%	.9%	100.0%
Higher Secondary	48	11	7	0	66
	72.7%	16.7%	10.6%	0.0%	100.0%
Graduate	7	6	0	0	13
	53.8%	46.2%	0.0%	0.0%	100.0%
Post Graduate	2	1	2	0	5
	40.0%	20.0%	40.0%	0.0%	100.0%
Illiterate	555	53	17	6	631
	88.0%	8.4%	2.7%	1.0%	100.0%
Total	1092	134	39	8	1273
	85.8%	10.5%	3.1%	.6%	100.0%

Table 6 shows the three types of income categories which include low-income group, medium income group and high-

income group. Low-income refers for below Rs.10,000/- per month income of the family, , medium income group refers for Rs. 10,000/- to 20,000/- per month income of the family and High-income group indicates for above Rs.20,000/- per month of family income. Table 6 indicates that large proportion (86 percent) of respondent came in the low-income category. Total 88 percent illiterate respondents are in the Low-income category. The proportion is quite high as 46 percent graduate respondents came into medium income group. Thus it seems that education affects the income level of the backward community as income is the most crucial indicator of development.

Table 7: Proportion of ancestral occupation

Area	Proportion of types of ancestral occupation								
	Hair removal of Buffalo	Gaongundi (cultural show)	Begging	Stealing	Snake show	Tailoring	Carpentering	Small-scale business	Ear cleaning
Urban	512	124	239	180	24	9	3	3	1
	91.1%	22.1%	42.5%	32.0%	4.3%	1.6%	.5%	.5%	.2%
Rural	700	43	472	403	15	2	3	1	2
	98.5%	6.0%	66.4%	56.7%	2.1%	.3%	.4%	.1%	.3%
Total	1212	167	711	583	39	11	6	4	3
	95.2%	13.1%	55.9%	45.8%	3.1%	.9%	.5%	.3%	.2%

As per the Antrolikar committee report, Mang Garudi from Mumbai were engaged in criminal activities. Due to lack of employment, they have chosen the occupation of begging to fulfill the need of hunger. Large proportions of Mang Garudi people are unemployed (Antrolikar Committee report 1949). Though buffalo shaving and buffalo trading is their traditional occupation, they also used to earn their lives by performing snake shows like Garudi community to some extent (Enthoven

1990). Table 7 indicates that 95 percent of Mang Garudi families were engaged in the occupation of removing hair of buffalo. The proportion is higher in a rural area with 98.5 percent. Similarly begging and stealing are other traditional occupations having 66 percent and 57 percent proportion in rural area of Pune district. This proportion is substantial in a rural area and indicates poor livelihood condition of this community. It leads to deteriorate their overall development. Poverty is predominantly a rural phenomenon. Poor educational and vocational skills along with lack of access for financial resources are leads to poverty (GoR 2010).

The proportion of illiterate Mang Garudi rural families is 10 percent in Pune district. High population of Mang Garudi people were seen in Haveli, Pune city, Baramati, and Shirur tahasil. Similarly, 53 percent head of the family are illiterate and 26 percent family heads completed primary education. Similarly, only 5 percent of boys and 4 percent of girls have been completed the higher secondary education. It clearly shows the educational backwardness of Mang Garudi community in rural Pune. On the other hand, the large proportion of illiterate and primary educated persons is engaged in other labourer work. the proportion is 62 percent and 65.6 percent. Since lack of education and vocational skills, this proportion is high. These livelihood options affect the economic condition of Mang Garudi people. Total 88 percent illiterate families came in a low income group.

Conclusion

There are various government and voluntary organization's schemes like financial assistance scheme, Distribution of milch animal and feed supply scheme, Mahatma Gandhi National Rural Employment Guarantee Scheme etc aiming at economic development of socially backward communities (GoM 2017-18). However, lack of education and poor knowledge of schemes are

major factors due to which, Mang Garudi community is excluded from getting its due share and benefits. Thus there is a need to encourage this community for their maximum participation in education, facilitating various livelihood options, providing vacation skills and access to a financial resource at government and voluntary level. The special provisions are required to bring them into mainstream and avail the social justice.

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Kudumbashree and Its Role in Promoting Sustainable Livelihoods For Women in Kerala

Sreenath U

Kudambashree is a unique developmental model pioneered by the state of Kerala in 1997 with twin objectives of poverty eradication and empowerment of women. The name itself in Malayalam is an amalgamation of two words- *kudumb* meaning 'family' and *shree* which means 'prosperity'. This programme was implemented by the State Poverty Eradication Mission (SPEM) of the Government of Kerala as on date it would be one of the largest women network formed with the central themes of poverty eradication and women empowerment.

The stated objectives of this programme are the following (Pat, 2005):

1. Facilitating self-identification of poor families through a transparent risk index comprising socially accepted indicators of poverty through participation surveys.
2. Empowering the women of the poor strata to improve their individual and collective capabilities by organising themselves into neighbourhood groups.
3. Encouraging thrift and investment through credit by developing community development societies to work as informal banks of the poor.
4. Improving incomes of the poor through upradation of vocational and managerial skills and creation of opportunities for self employment and wage employment.
5. Ensuring access to better health and nutrition for all poor families.
6. Ensuring access to basic amenities like safe drinking water, sanitary latrines, improved shelter and healthy living environment.

7. Promoting functional literacy among the poor and supporting continuing education

The objectives of this model focuses on identification of deprived households, inclusiveness, income and livelihood security, provision of basic amenities, literacy and skill along with health and nutrition.

Historical Background

The beginning of Kudumbashree can be traced to the successful implementation of poverty eradication programmes in two districts, namely Alappuzha and Malappuram, by involving community development societies along with the state government, municipalities and UNICEF. Malappuram at that time was one of the most backward districts of Kerala. The idea of Community Development Society (CDS) was first seen in a Central government programme supported by UNICEF called 'Urban Basic Services' which was implemented in Kerala by the state government and called 'Urban Basic Services for the Poor' (UBSP). There were further targeted programmes such as Integrated Rural Development Programme, popularly known as IRDP and also the National Rural Employment Programme (NREP) in the 80s. In 1999, the IRDP was relaunched as the Swarnajayanti Gram Swarozgar Yojana (SGSY) with emphasis on self-employment through self-help groups (SHGs). Along with this the late 90s also saw the state government implementing various decentralization programmes like the People's Plan, District Primary Education Programme (DPEP) etc. One of the most important initiatives was the implementation of targeted poverty reduction programmes in two districts of the state, which was discussed earlier.

This scheme involved identifying families which are at a high risk using various indicators such as temporary housing, no access to drinking water, lack of sanitary facilities, illiterate

adults in families, single earning households, families having access to just two meals a day or less, families having children below the age of five, presence of alcoholic or drug addicts and families from deprived sections. One adult woman was selected from families fulfilling the above criteria and a total of 88 Neighbourhood Groups (NHGs) were formed with membership numbers ranging from 15 to 40. Seven ward-wise Area Development Societies (ADSs) were formed and a district-wise body or Community Development Society (CDS) was formed which united all the NHGs and ADSs named Alappuzha Community Development Society. The task of the community development societies formed from the above mentioned groups' main objective was to reduce the incidence of risk factors which caused poverty. One adult woman was selected from families fulfilling the above criteria and a total of 88 NHGs were formed with membership numbers ranging from 15 to 40. Seven ward-wise ADSs were formed and a district-wise body was formed which united all the NHGs and ADSs named Alappuzha Community Development Society. This model proved to be very effective in poverty eradication measures and even got refinance facilities from NABARD.

These societies mainly provided employment opportunities for women from these high risk families mainly through micro and household enterprises, provision of medical care with the help of trained community health workers, forming credit societies to encourage saving habits and for meeting credit requirements of the members and providing quality products and services at affordable rates. The initiative was implemented in the district of Alappuzha in 1992 covering seven wards of the urban areas of the district. Nearly, 2003 families were identified using the above non-economic criteria and the programme was a runaway success.

The success of this participatory approach of poverty alleviation led to the implementation of a community based nutrition and poverty alleviation programme in Malappuram district in 1994. The non-economic criteria used in Alappuzha was slightly modified to suit the cultural and economic differences like families having more than six members, families having alcoholics and drug addicts were expanded to include widows and divorcees as well.

Buoyed by the success of these models of participatory approach, the Kerala government extended this initiative to the entire state under the nomenclature 'Kudumbashree'. It was based on the master plan prepared jointly by the State Urban Poverty Alleviation Cell, Kerala State Planning Board and NABARD.

Organisational Structure

This community based programme follows a three-tier federal structure with well-defined roles and responsibilities to each level. At the grass-root level is the neighbourhood groups (NHGs) with Area Development Societies (ADSs) at the ward level and finally the Community Development Centre (CDCs) at the Panchayat level.

NHGs: It is a group of ten to twenty women from a neighbourhood. Only one adult women from a single household is permitted to be the member and the membership is transferrable within the household in case the women leaves the NHG. The non-member women are permitted to join the activities and discussions of NHG. Also, special NHGs are formed with the permission of the State Mission like for ST communities, mothers of special kids etc. The Executive Committees of the NHGs are elected democratically by the members and this includes President, Secretary, Volunteer (income generation), Volunteer (health and education) and Volunteer (infrastructure).

There is a clause that either the president or the secretary should be from a BPL family. The local government and the CDS have the right to examine the fund utilization by the NHGs. NHGs hold weekly meetings in the houses of its members in rotation. The members deposit the pre-fixed savings amount with the secretary and get this entered in the passbook with the signature. The deposits mobilized are also given as loans to its members after consensus among the members. The rate of interest charged is also decided by its members. After six months of functioning, the NHGs qualify for grading to be linked with any bank. The advantage of bank linkage is that the NHGs can avail funds from the bank but the repayment terms of such loans would be decided by the bank. The NHGs also have their own working fund generated from entry fee, membership fee, monthly subscription, interest from loans, grants, fines on late repayments etc, which are kept in the bank account.

ADSs: This is the middle level set-up in the organizational structure formed by networking NHGs functioning at the ward level of a Panchayat or municipality. It has two different bodies, i.e. general and governing body. The general body includes all the five members of the executive committee of all NHGs. The elected president, secretary and five members to the committee from the general body constitute the governing body. The Anganwadi worker is an ex-officio member of ADS and the ward member the patron. The meeting of ADS would be monthly and it regularly evaluates the functioning of all NHGs and also issues necessary guidelines for the smooth functioning. ADS also organize training, leadership development, run micro-enterprises and most importantly link NHGs with the local government.

CDSs: This is the federation of all ADSs in the given local body and is a registered non-government organization (NGO). All grama panchayats and urban local bodies would have a single

CDS in their area. The main objective of CDS is removing the risk factors which lead to poverty. The CDS also has similar governing structure like the ADS with a general and governing body. The general body includes all members of the respective ADSs in the local body as well as officers of the local government. The governing body consist of chairperson, vice-chairperson and seven members who are elected from the general body while the secretary would be a government official nominated by the local government. The CDS conduct meetings once in three months as far as the general body is concerned and monthly in case of governing body. It monitors the entire Kudambashree activities in that local body along with the conduct of training programmes, issuing guidelines for poverty eradication programmes, planning and so on.

Conclusion

Today the Kudumbashree network has nearly 2,77,175 NHGs which are affiliated to 19,854 ADSs and 1073 CDSs covering over 43 lakh women in the state of Kerala. In 2011, the Ministry of Rural Development recognized it was the State Rural Livelihoods Mission (SRLM) under the National Rural Livelihoods Mission (NRLM). The Kudumbashree not only aims at women empowerment and poverty eradication but also the development of a democratic leadership. The programme has expanded with respect to the changing needs of the society and now covers the transgender. The success of Kudumbashree in providing affordable services like restaurants, railway waiting lounges, marketing etc are cases which can be replicated in other regions as well.

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Transforming rural livelihoods and landscapes

Shivaprakash K M.

Sustainable consumption is gaining in currency as a new environmental policy objective. This paper presents new research findings from a mixed-method empirical study of a local organic food network to interrogate the theories of both sustainable consumption and ecological citizenship. It describes a mainstream policy model of sustainable consumption, and contrasts this with an alternative model derived from green or 'new economics' theories. Then the role of localised, organic food networks is discussed to locate them within the alternative model. It then tests the hypothesis that ecological citizenship is a driving force for 'alternative' sustainable consumption, via expression through consumer behaviour such as purchasing local organic food. The empirical study found that both the organisation and their consumers were expressing ecological citizenship values in their activities in a number of clearly identifiable ways, and that the initiative was actively promoting the growth of ecological citizenship, as well as providing a meaningful social context for its expression. Furthermore, the initiative was able to overcome the structural limitations of mainstream sustainable consumption practices. The paper concludes with a discussion of how ecological citizenship may be a powerful motivating force for sustainable consumption behaviour, and the policy and research implications of this.

The framework argues that our analyses of rural livelihoods need to understand them in terms of: (a) people's access to five types of capital asset; (b) the ways in which they combine and transform those assets in the building of livelihoods that as far as possible meet their material and their experiential needs; (c) the ways in which people are able to expand their asset bases

through engaging with other actors through relationships governed by the logics of the state, market and civil society; (d) the ways in which they are able to deploy and enhance their capabilities both to make living more meaningful and to change the dominant rules and relationships governing the ways in which resources are controlled, distributed and transformed in society. Particular attention is paid to the importance of social capital as an asset through which people are able to widen their access to resources and other actors.

Key words: Sustainable livelihoods, Livelihood system, Social network analysis, Rural development, Rural extension

Introduction

Emerging recognition of two fundamental errors under-pinning past polices for natural resource issues heralds awareness of the need for a worldwide fundamental change in thinking and in practice of environmental management. The first error has been an implicit assumption that ecosystem responses to human use are linear, predictable and controllable. The second has been an assumption that human and natural systems can be treated independently. However, evidence that has been accumulating in diverse regions all over the world suggests that natural and social systems behave in nonlinear ways, exhibit marked thresholds in their dynamics, and that social-ecological systems act as strongly coupled, complex and evolving integrated systems. This article is a summary of a report prepared on behalf of the Environmental Advisory Council to the Swedish Government, as input to the process of the World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa in 26 August 4 September 2002. We use the concept of resilience—the capacity to buffer change, learn and develop—as a framework for understanding how to sustain and enhance adaptive capacity in a complex world of rapid transformations. Two useful tools for resilience-building in social-ecological

systems are structured scenarios and active adaptive management. These tools require and facilitate a social context with flexible and open institutions and multi-level governance systems that allow for learning and increase adaptive capacity without foreclosing future development options.

sustainable improvements to incomes, food security and the environment

Summary A growing world population, combined with economic and social development, will continue to lead to increased demand for the outputs of agriculture – food, fodder, fuel and fibre. Simply increasing the amount of land dedicated to agriculture to meet this demand is neither desirable nor feasible. Instead, it has become essential to grow more with the same, or fewer, inputs of water, energy and chemicals; lose less of what is produced; maintain the long-term health of the land, ecosystems, people, plants and animals involved in agricultural production; and deliver prosperity. These are the ingredients of sustainable agricultural intensification. Capturing the synergies and managing the trade-offs involved in sustainable intensification means tackling these challenges at the landscape level. Landscapes encompass a diversity of interactions between people and environment, and between agricultural and non-agricultural systems. Healthy landscapes not only exhibit healthy ecosystems, but also sustain productive agriculture and communities.

To achieve these aims and improve the health of humans, plants, animals and landscapes in an integrated manner, a broad range of core competencies are required. We encourage the creation of innovative funding mechanisms that will stimulate and facilitate the formation of integrated partnerships between research and development organizations, countries and regional networks in order to deliver practical solutions with impact at the necessary

scale, the capacity to sustain these interventions over time, and the development of sound policy to underpin .

There are powerful forces driving change in agricultural systems around the world. The demand for food is rapidly increasing, and meeting it requires more efficient and environmentally friendly food production. Central to this expanding demand is a population predicted to grow from seven billion to more than nine billion by 2050. Concurrent economic and social development will trigger disproportionate pressure on the agricultural sector to produce not only greater quantities of basic foodstuffs, but also more protein, animal feed, biofuels and fibres. Growth in population and in the incomes of a large portion of the expanding population will cause demand for agricultural production to increase at an even higher velocity than the rate of population growth.

AIRCA's focus is on increasing global food security through the development of interdisciplinary solutions to the existing and emerging challenges of smallholder agriculture. Supported by more than 60 member countries comprising over 70% of the world's population, AIRCA members have activities in all major geographic regions and ecosystem types. AIRCA's approach emphasizes:

- direct interactions with farmers and their organizations, as well as public extension services, NGOs and the private sector, to promote the successful uptake of new or more sustainable technologies and management practices;
- scientific assessment of the effectiveness of existing management practices and technologies;
- research and development on staple and non-staple food crops for diversified and sustainable diets and production systems; and
- the need to integrate activities concerning the health of people, plants, animals and landscapes when working to intensify agricultural productivity

One of the key objectives in establishing AIRCA was to enable the founding members to speak with a collective voice and more effectively engage with regional and international networks and policymakers. AIRCA's concern with healthy landscapes resonates well with current thinking in the fields of agriculture and the environment, as seen during the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012. Growing interest encouraged us to move the debate forward by publishing this paper on the value of healthy landscapes for increasing agricultural sustainability and food security for smallholder farmers. The specific objectives of this paper are to:

- review ways of improving the productivity, livelihoods and food security of smallholder farmers while also sustaining ecosystems and natural resources;

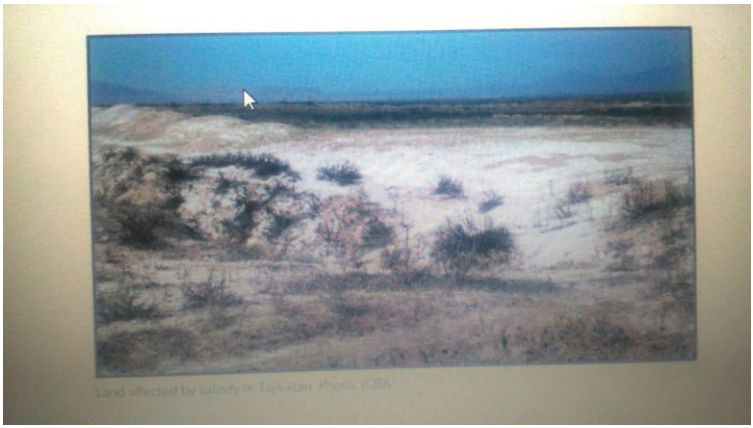
- consider the processes and mechanisms necessary to promote adoption of healthy landscape approaches among rural communities;
- show how decision-makers can support healthy landscapes through proper policies, institutions, management and research;
- identify key issues and challenges in moving forward; and
- set out AIRCA's approach and recommendations for the promulgation of healthy landscapes

In high-input industrial agriculture, and in rapidly developing countries such as India and China, yields can be maintained by using fertilizers more efficiently, through applying the right kind of fertilizer, at the right time and rate, in the right place (International Plant Nutrition Institute, 2013). However, smallholder farmers in developing countries often do not have access to state-of-the-art technologies, inputs and innovations that could help increase productivity. Appropriate strategies for these farmers to increase yields sustainably include:

- light tillage soil preparation;

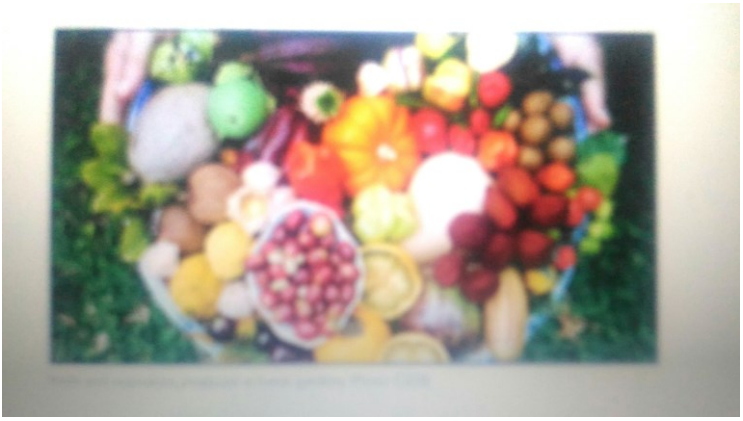
- integrated soil fertility management (ISFM), which balances mineral and organic nutrients in relation to crop-specific needs (see Box 2);
- intercropping and inter-annual crop rotations that take advantage of interactions between different crops, such as legumes and cereals, and the principles of pest management;
- use of improved seed varieties, often based on local landraces, using either conventional or transgenic breeding methods;
- appropriate fertilizer use, based on the specific nutrient requirements of a given crop, the availability of nutrients in the soil, and a balance of macro-, secondary and micro-nutrient applications;

Water utilization, prevention of and adaptation to salinization Globally, as demand for water from cities, industry and agriculture rises, irrigation makes up two thirds of total water withdrawals (Molden, 2007). In many areas, the limits of water use have already been reached. Climate change is likely to mean not only more droughts and floods, but also a shift in hydrological patterns. Sustainable utilization of water resources in an economically and environmentally sensitive way is critical to building climate-resilient and sustainable agriculture.



Linking farmers to markets for specialty crops In India and Viet Nam, CFF works with producer organizations, NGOs and national research institutes to provide resource-poor farmers with the tools and knowledge to improve production, post-harvest management and marketing of underused traditional crops. This supports income diversification, increasing the sustainability of household livelihoods.

The benefits of producing vegetables at home and in school AVRDC works to increase the consumption and production of vegetables in tropical developing countries. As a partner in the United States Agency for International Development funded Horticulture Project, it is promoting home gardens in Bangladesh and India. Training classes for farmers combine information about the nutritional value of eating vegetables daily with practical demonstrations of home gardening methods, and have succeeded in diversifying family diets and increasing supplies of local food.



In order to promote wider understanding and adoption of landscape approaches, AIRCA recommends that international development organizations, donors, investors and governments support the following three priority areas: 1. Scaling out
• Re-balance resources to support integrated approaches to plant health and nutrition as well as the development of new varieties. That is, we need to lose less as well as growing more.
• Develop and implement technologies to improve the use and efficiency of water and nutrients, reduce unwanted environmental impacts and increase the use of waste streams.
• Adopt and leverage the potential of modern communication

technologies, as well as embracing public-private partnerships, so as to increase the reach, impact and long-term sustainability of their interventions. 2. Capacity strengthening • Promote inclusive approaches, integrating traditional and indigenous knowledge, while also seeking to increase the involvement of women, young people and marginalized social groups. • Support rural communities in creating value from resources and activities in addition to, or as alternatives to, agriculture, and enable them to transition from subsistence to business approaches. • Develop the tools necessary to assess and capture the economic value of ecosystem services and healthy landscapes, alongside approaches to assess the effectiveness and lo ng-term impact of interventions at the landscape scale

Policy development • Education authorities and ministries should put the concepts of healthy landscapes and sustainable agriculture at the heart of appropriate higher education courses in forestry, agriculture and environmental sciences.

- National governments and international organizations should implement agricultural policies that favour health and nutrition – preserving and utilizing crop diversity, promoting horticulture, enhancing traditional production skills and improving food preparation techniques to stimulate greater nutrient variety, availability and intake.
- Governments must develop policies to support institutions and structures at local, national and regional levels which will deliver strategies for the long-term protection of the goods and services provided by healthy landscapes.
- International and regional bodies should encourage scientific and economic dialogue between countries to resolve transboundary issues and put in place frameworks for knowledge sharing which will support the development of healthy landscapes spanning country borders.

International development donors should create funding mechanisms that stimulate the formation of broad partnerships that bring together the range of capabilities needed to address challenges at the landscape scale. To enable change to take place, conditions need to favour economic as well as biological sustainability. A sustainable farming community is one in which farming is a respected rural profession and where farmers make a living that will motivate them to stay in the landscape to farm, rather than seeking higher income in the cities. Thus, any landscape strategy must also have a vision of how to help communities to make businesses out of their activities. Financial mechanisms, incentives and training are needed to connect them to markets and obtain a fair share of the value they create

Conclusions

Agriculture all over the world continues to transform forests, valleys, prairies and plains. In using – and frequently misusing – natural resources, agriculture can create either positive or negative environmental outcomes. Managing the connections between agriculture, health, natural resource conservation, and the environment must be an integral part of using agriculture for development. As climate change increases the pressure on agricultural lands, trade-offs among different land uses will intensify, as will competition for arable land, water, and minerals and natural resources.

The member organizations of AIRCA believe that the necessary trade-offs can best be identified and optimized through landscape approaches – including integrated strategies for management of crops, soil fertility, pests and diseases – together with land use planning that incorporates social, environmental and economic concerns. These approaches balance the imperative to increase yields and outputs against the need to secure the long-term sustainability of the environment within which that production takes place. By reducing smallholder risks

and increasing the sustainability of their farming practices, the creation of healthy landscapes can deliver improved livelihoods and increased food security, thereby helping to make farming an attractive alternative to migration into the cities. Effective strategies must be based on collective action involving researchers, development practitioners, grassroots organizations, decision-makers and the private sector. The proper management of agricultural activity in light of climate change is critical to creating, maintaining and restoring the healthy landscapes that are fundamental not only for feeding and nourishing the people of the world, but also for ensuring that the planet remains a thriving home to the complex web of microbial, plant and animal life it supports.

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Will Gandhi's dream come true by introducing a Vocational course from adolescence?

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IHGN. Prasad

Gandhi is a great philosopher. Truth is his main motto. As a true philosopher, he could not help but be an educator with the goal of realizing his ideal of spiritual society as a step towards understanding God or Truth. According to him, education means training not only the brain, but also the heart and arm.Which means that people must develop their existence along with morality. Education allows the people to become better human beings, that empower them to meet their basic needs of food, clothing, shelter, education, health, security and self-esteem. Gandhi is the first person to present modern educationin India, which is based on a practical method. Gandhi is extremely practical. He believes that a child needs freedom to learn. Gandhiji introduced basic education. Basic education means that education is job-oriented, learning based on skills and applications. In this system, education and knowledge are associated with activity and productivity. This encourages the child to engage in practical work and experimentation. Children are interested in conducting experiments, this is learning by doing.

The vocational course should start from the 8th grade, because it is at the beginning of adolescence and the child can easily choose his own interests. There are three types of children in class 1. Intellect 2. Skilled 3. Manual Laborers. Intellectual pupils want to have the goal of becoming a certain profession, which they usually call outstanding children and are only interested in academics. Second type of children are skilled who are ordinary students in class interested in vocational courses such as electrical works, carpentry, plumbing, mansion work etc.

Children of the third category who are not interested in academic courses have turned to rural professional courses, such as Agriculture, horticulture, sericulture, diary, composting and water management, etc. We divide children according to their interests, there will not be any child whose education goes in vain.Here there are two problems the child never gets settled in his life by his own and thus the countryis losing 60% of youth energy in the nation development. when we make education hub means to bring technical and vocational means polytechnique and ITI courses merged with Education and establish high schools with academic and vocational courses then there is no intellectual and physical wastage of nation.

Introduction

Mahatma Gandhi prescribed the necessary education system for India. he uttered valuable words about education in Wagdha in 1937. He said that India should develop in all areas through education. According to him, education means training not only the brain, but also the heart and arm.Which means that people must develop their existence along with morality. Education allows the people to become better human beings, that empower them to meet their basic needs of food, clothing, shelter, education, health, security and self-esteem.Gandhi is the first person to present modern educationin India, which is based on a practical method. Gandhi is extremely practical. He believes that a child needs freedom to learn.

Gandhi is a great philosopher. Truth is his main motto. As a true philosopher, he could not help but be an educator with the goal of realizing his ideal of spiritual society as a step towards understanding God or Truth. What is Gandhi education. “Education is a means for comprehensively extracting the best from a child and a person - body, mind and spirit. Literacy is not the end or the beginning of education. According to him, literacy can never be the beginning and end of an entire education.

Education should focus on personality development. Personality means that the child develops physical, mental, spiritual, emotional and social behavior through education. Paramount importance is given to the personality, and not to tools and objects. Education is a tool for harmonizing the four aspects of the body, heart, mind and spirit. He prescribed a method that teaches a useful craft that gives the child an opportunity to engage in production from the very beginning and receives training for production.

He felt that the school is a factory for the production of students who are future generations playing a major role in the development of nations. Thus, children leave school with some kind of productive activity, like any craft work. Craft is not only education, but also has economic value. He also insisted that the craft should be placed on the curriculum. If a child comes out to school with any vocational skills, he does not need to depend on government provided job, he can live with his professional skills. A professional curriculum helps the child to live on self-employment.

Gandhi introduced basic education. Basic education means that education is job-oriented, learning based on skills and applications. In this system, education and knowledge are associated with activity and productivity. This encourages the child to engage in practical work and experimentation. Children are interested in conducting experiments, this is learning by doing.

He criticized English education in India, it only produces clerks than officials and intellectual producers. He felt that secondary education was also not at a satisfactory level. It stimulates rivalry and competition, and it does not encourage cooperation, it is narrow and one-sided and fail to train the whole personality of students. This does not develop a sense of citizenship among students who have become extremely selfish. It does not meet

the most urgent needs of the nation. It created a gap between the few educated and many unemployed.

He said that this system neglects mass education because it was believed that when one class of people are educated, they will transfer culture to the masses. This was one of the reasons for the creation of discrimination in the society. This system reduces practical skills and does not develop social effectiveness. Gandhiji said with regret that modern education is completely based on knowledge and subject but no place for character. He is fed up with this education system. He announced a modern education system that introduced vocational training at the school level, which helps the student to achieve financial foot with minimum school education.

Present vocational education courses are introduced after 10th class. If the child is interested in taking a vocational course, he should complete the 10th standard. But this age is not convenient to learn the craft. At this age, they feel that craft courses are lower level courses. Therefore, they choose general academic courses. But everyone cannot succeed in academic courses. In adolescence, the child should choose a course that he can easily reach, based on his interest, without the status of the course. So vocational education should begin at grade 8. Up to the 7th grade, all children should have common curriculum and learn to read and write. Later, children can choose their area of interest either professional or academic. Usually students are with different levels of intelligence and different interests. Hence, choosing according to their interest will help out for their career. But present curriculum forces the child towards academics. There is no other way for a child. In the classroom we find children with different IQs and attitudes. Only a few of the children have a high level of IQ, they are very interested in academics. But they do not have the chance to move quickly in the academic environment due to some children in the

classroom who are uninterested in academics. But all the children are taught same curriculum with same methods. Children who are outstanding lose their quicker progress due to slow learning students and the same curriculum.

Students who are not interested in studies turn into Manual Labourer, where in their intellect which society needs is being lost. If we provide this courses from the secondary level there is no intelligence wastage and no wastage of youth physical and mental resource. India took first place with the highest youth in the world. But this huge human power is wasted, in order to use this human power, they should be properly educated, proper skills are to be provided and requisite training should be given to the youth to improve the standard of living of citizens, instead of focusing on increasing subsidies. For this we need another curriculum from 8th class.

The vocational course should start from the 8th grade, because it is at the beginning of adolescence and the child can easily choose his own interests. There are three types of children in class 1. Intellect 2. Skilled 3. Manual Labourer. Intellectual pupils want to have the goal of becoming a certain profession, which they usually call outstanding children and are only interested in academics. Second type of children are skilled who are ordinary students in class interested in vocational courses such as electrical works, carpentry, plumbing, mansion work etc. Children of the third category who are not interested in academic courses have turned to rural professional courses, such as Agriculture, horticulture, sericulture, diary, composting and water management, etc. We divide children according to their interests, there will not be any child whose education goes in vain. Out 40 students in class 9th, only 10 students are interested in education remaining are forcibly attending the academic learning classes. These students are actually interested in different field. when we introduce this course at adolescent

age the child can easily mould, and they come up with wish to learn.They don't face learning difficulties and get mastery over this course. After 10th class the child attitudes definitely gets changed they feel skilled and Manual Labourer courses are low graded courses so they join in normal academic stream and finished graduation and expect white collar job. Here there are two problems the child never gets settled in his life by his own and thus the countryis losing 60% of youth energy in the nation development. when we make education hub means to bring technical and vocational means polytechnique and ITI courses merged with Education and establish high schools with academic and vocational courses then there is no intellectual and physical wastage of nation. There is no problem of employment. When the government provide campus selections from the intermediate level then we reach the dream of Gandhi 'the father of Nation' his dream is to make complete employment to strengthen the nation. when we introduce vocational courses from the 8th class the three category children get professional mastery according to their intellectual abilities.

Vocational courses must be started at 8th class and continued for three years that is till 10th class, later two years Intermediate and Degree level so that they become good professionals with technical knowledge and skills and improve the country's production and service potential and agriculture also improve the quality of food grains needed for a country as well as export, for which there is a huge opportunity.

Admission process for Academic and Vocational Courses

Conduct an entrance exam after grade 8. Entrance exam for intelligence, skill and the unskilled. Suppose a child who gets good grades in intelligence, is given admission to the Academics. Again, conduct another exam for them to decide in which area they are interested in,a doctor, an engineer, the civil service, administration courses, teachers, technical courses, scientists.

Once we segregate them then it is easy to train them and expertise them in their fields of interest. Suppose the students are interested in skill training conduct a test on vocational interest inventory and provide options in their applications which field they are interested. Example electrical work, mansion work, mechanic work etc. After they got training the students should get opportunity to work in their field . Training certificate should be made mandatory for those posts, such type ofrules should be passed by the government. If any student wants to do mastery in their course the government should provide further enhancement courses to master the students in their fields. Then we can get skilled resources in all fields.

Employment system

Government should take care on providing priority of the profession. Every profession has its own weight. So provide designations of equal weightage for all category posts in the fields of academic as well as skilled and non-skilled vocational courses. Then we can reduce class discrimination in the society.

Jobs for all fields should not be permanent basis when we provide permanent jobs there is no professional enhancement. But government should provide retirement benefits to all employees in all fields and also provide pension to all according to their nature of work thus some sort of old age protection is guaranteed. when they enter into the field they should be provided induction training to raise professionalism. Certificate is mandatory to enter into the field. Provide mastery courses in these fields also. In-service trainings also are to be provided to enrich their professional skills.

If we introduce this type of curriculum in schools, it may fulfil the dream of Gandhiji to empower the youth and strengthening the Nation.

A study of teachers' opinions regarding using digital media as a life skill

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Digital media has been emerging in India since 2005. The digital cameras in the tunnel, the computer, then the digital presentation began to grow in all areas. Later, digital technology was being used in every field. At first, it seemed that it was limited to education and banking, but gradually the trend of using digital media increased from 3G to 4G and everyone got an Android phone. This was attributed to several factors. One of them is the affordable service available and the benefit of being connected around the world with the help of the Internet. In just a short time, the information that a person needs to get home with one click has increased the trend of ordinary citizens towards this technology. The social networking site of Gmail, Facebook, Google, Yahoo, Whatsapp, Twitter, Instagram, YouTube where the huge amount of information is available, but many people are not able to use the information properly so that they start to realize the disadvantages. Along with this, online banking and various applications have come to make financial transactions. Citizens' mental health is getting worse because they are not used. Thus, the type of fraud increased. For teachers, it was time for teachers to fill in the online attendance of students, take the exam online, create the score sheet online, keep all records online. Because all these digital technologies are not properly taught to teachers, so some teachers find it difficult to come forward. The use of digital media has increased in urban areas as well as in rural areas. In the early stages, the youths responded strongly to these media. As a result, adults and senior citizens also started using these digital media. But citizens who have passed the age of 40 years are experiencing many difficulties in dealing with digital media.

Therefore, digital media literacy classes were started by the government and some NGOs. Universities also started training classes for teachers and students. From this, the training of these adult and senior citizens started in the digital media context. As a result, media literacy began to emerge. Even today, many school teachers cannot handle various applications on computers and mobiles. Therefore, traditional methods are used to complete many educational, financial, banking and daily tasks. These traditional methods are time consuming. As a result, students are being harmed in the field of education. And with this technology some teachers are experiencing psychological distress.

In view of all these points, the researcher has done a qualitative study. The purpose of this research is to qualitatively study the opinions of selected teachers of secondary school in Pune district in the context of using digital media. In this research, a researcher has studied the problems, advantages and disadvantages of using digital media for teachers who have passed the age of 40 years. At the same time, what is the impact on the mental state of the teacher is also discussed. Qualitative research method is used in which in-depth interviews of selected samples are conducted. Some observations, newspaper articles, magazine articles and books have been used.

Key Words: digital, media, teachers, literacy, applications, lifelong learning etc.

Introduction

Maharashtra has always been at the forefront of innovation in the history of India. This is actually realized in the case of digital technology. Digital technology has come late in India compared to the western country. Which came from 2005 in India but it was limited to digital cameras and computers. After few years, it started to increase in European countries and India also started

to get digital. The then Congress government introduced some schemes but could not reach the masses. On 7th July 2015, Digital India campaign was launched by Prime Minister Narendra Modi. The purpose was to connect rural India high-speed data to the Internet. Therefore, many digital schemes have been launched which have three main components in Digital India: development of secure and stable digital infrastructure, digital service delivery, government services delivery and universal digital literacy. To launch these schemes - BharatNet, Make in India, Startup India and Standup India, Industrial Corridor, Bharatmala, Sagarmala. Like the changes at the level of the government, the private sector also changed. Digital technology has also started to be used in economic, social, political, cultural and educational fields. It was then that students, workers, businessmen, teachers, and all other citizens began to embrace digital technology. Some started to accumulate it quickly, while others found it difficult.

There is no exception of education field. As a result, teachers in the field of education started to develop digital skills in their own right. But some of the most advanced technical aspects did not seem to be noticed by the teachers who had passed 40 years. Students quickly learn or quickly understand the techniques and young teachers in the age group of 20 to 40 years, but adult and senior teachers do not want this technical digitization. After conducting in-depth interviews of 10 teachers of secondary school in Pune district, this topic is discussed. From this it is learned that when dealing with digital technology, these teachers experience stress. Also, they do not quickly realize the technicalities. So it is too late to complete the given task by the teachers. Some teachers have adopted this technique through training. Therefore, it has its advantages and disadvantages. Detailed information is given below.

Research Questionnaire

1) What are the problems with using digital media?
2) What benefits students and teachers using digital media?
3) What are the disadvantages of teachers using digital media?
4) What has affected the mentality of the teachers due to the lack of digital media?

Aim

To qualitatively study the opinions of selected teachers of secondary school in Pune district in the context of using digital media as a life skill.

Objectives

1) To find out the problems that teachers face when using digital media technology.
2) To track the benefits to teachers due to the use of digital media technology.
3) To conduct a comparative study of the disadvantages caused by the use of digital media by teachers.

Research Methodology

The methodology adopted to find out the answers of above mentioned questions are qualitative – in -depth- interview. Secondary data will be collected from various reliable sources like journals, websites, articles, play reviews of different newspapers etc.

Background and Synopsis

India is a continental country with a large rural area. Each state in India has a separate official language and many people are not yet fluent in English. Understands English But there are also

many that cannot be used. This also limits transactions like e-payments. According to experts, the new means of digital banking are extremely secure. Therefore, there is almost no chance of fraud if practiced quietly using a tactic. Yet net banking hacking, credit card fraud, cash loss, money laundering from ATMs are constantly occurring. Therefore, it is easy to do this transaction, it is easy to misbehave and the common man does not have that much technology skills and it becomes very interactive. Then, in the field of education, those teachers who have crossed 40 years, very difficult situations for teachers who use digital technology. Based on this information, it has been found that these teachers experience mental stress if they have to teach using PowerPoint while teaching their children. Therefore, in order to adopt digital technology, one must continue to learn its lifelong skills. Because new technology is coming in every day, so everyone needs to stay updated. As an example, Researchers found different schemes of Maharashtra and Central Government like Maharashtra State Skill Development Society, Pramod Mahajan Skill and Entrepreneurship Development Campaign, Maharashtra Entrepreneurship Development Center technical and entrepreneurial training, Deendayal Upadhyay Grameen Kaushal Yojana, Pradhan Mantri Kaushal Vikas Yojana of the Central Government, Pradhan Mantri Gram Digital Literacy Campaign. Successful programs of technical skill development training, video production and editing for state and secondary teachers, state-level workshops, computer hardware, Mudra Yojana, micro-business production workshops are organized by many different institutes, universities, schools and colleges. However, not all the teachers could master the skills. This information was mentioned in the ePaper Maharashtra Times.

The digital world is growing rapidly in the domain of education and skills. Technology is slowly being used to deliver education, knowledge and skills in new and innovative ways. This access

has led to changes in the methods and practices of the future work, which itself is affected by the current economic uncertainty environment as well as political changes. With the increasing use of rapidly changing digital technologies in the workplace, the need for new skills has emerged. The use of this technology has helped to transform the lifelong process of education and skill development. Indeed, people now need to develop their skills and knowledge in order to be constantly innovating in the digital world. It is estimated that technology skills need to be updated every three years.

Digital skills and digital navigation skills are two distinct types of skills. Digital skills are the technical skills needed to use digital technology, while digital navigation skills are a broad set of skills needed to succeed in the digital world. These include searching for information, prioritizing information, and evaluating the quality and reliability of the information. These digital navigation skills are not fundamentally different from the non-digital skills needed in the past, and they are still needed today, though they have to be 'translated' to be used in a digital context. Not just about knowing the information, but also how to find it and the ability to evaluate its quality and reliability. Digital technology is more than just a workplace, but it is essential to have digital skills in day-to-day activities like booking a doctor's appointment or personal banking. While it is natural for some members of the community to use technology such as 'digital natives', it may not be for everyone. How can we ensure that every citizen develops the skills necessary to stay active and incorporate into a growing digital society? This advice considers how digital technology can best support people in developing the skills needed to maximize benefits in work and social situations. As far as Secondary teachers are concerned they all are not aware of digital skills. Even in the classroom they can't handle PowerPoint Presentation properly, they need help of someone else. Sometimes while filling online exam form of

student's adult and senior teachers always takes the assistance of computer expert. Therefore all teachers need to be trained and involved in such program so they can be confident.

Discussion

Interviews with teachers included agreements on the skills needed to use digital technology. The first question was asked is what exactly is the difference between digital skills and sustainable skills? It lacks technical knowledge on programming, coding and analysis. Secondly, discusses many skills that are not new, but which need to be taught. The researcher categorized these digital navigation skills as part of the 'eternal skills'. These less technical or less tangible skills need to be understood through such skills, including how to better one's life in the digital world and how to develop a new mindset for digital skills.

Teachers of any age also need skills such as knowledge management, validation, information, quality assurance, change management, responsive management (Eg. responsiveness, repetitive processes), self-learning and lifelong learning. Need to know the limitations and constraints of self? That being said, there are many benefits to being techno savvy. If you do not know the technology, then you have a limit. In this digital age, 'basic skills' like communication and writing are being forgotten. Some people commented on the idea that forms of communication were summarized (e.g. tweeting, blog posts, symbols, and emoji). Such skills, however, are important and should not be overlooked.

Communication (both written and spoken,

E.g. Public discussion & Typing)

• Literacy (e.g., media literacy, digital literacy, Reading)

Barriers and Solutions while handling Digital Media Technology

What should be the role of teachers and learners next? Answering this question, they said that the role and responsibility of teachers and learners are changing due to digital technology. Who is the teacher? In the digital age, teacher status is more fluid and less clear cut. Who is teaching whom? Participants discussed how they would not be limited to the traditional role of the teacher as a teacher. It was held that in the digital context, the emphasis is on what one gets rather than what is given. It is important to be a learner rather than a teacher. In the field of formal education, participants focused on the importance of distinguishing between methods of using technology rather than teaching how to use technology. Individuals mentioned that education can be achieved in different ways, and they argue that technology can effectively support teaching and learning, but it cannot replace a teacher. Some point out that the role of the teacher in this new context is to guide the teacher and show where the teacher can access and evaluate information rather than being a source of knowledge. As an example, researcher found that all teachers have done MS-CIT course but they were not able to operate MS-Office, MS-Excel, and different android applications. Therefore adult and senior teachers who have crossed 40 years face always problems while handling digital media tools in the classroom.

This role was outlined below to facilitate students' access to digital technology and vice versa with their teachers. It was also noted that parents now have additional responsibilities due to the increased use of digital applications for school work. If parents and carers are involved in the educational process, the use of teaching technology provides them with indirect learning opportunities. Learning to go beyond potentially challenging ways of managing access to sensitive information or potentially

harmful content. Some of them also expressed concern that if parents and caregivers lack the necessary digital skills, digital technology could make it difficult for them to become so involved in the education of their former children, and could lead to further social exclusion in today's society. Many everyday activities, such as booking doctor appointments, filling out an application, or banking someone online, can now put people who are not familiar with or comfortable with digital technology from being involved in the community.

Digital learning can be a means of incorporation, but there are many barriers to moving beyond the use and access of technology. Some participants felt that a lack of digital skills prevented citizens from pursuing digital education. Others also noted that highly educated people use technology more efficiently and confidently than illiterate or limited literacy. Those who are excluded from education are also more likely to be excluded from digital education. At the same time, the lack of clarity around the value of digital tools arises from the lack of motivation for individuals to consider or access digital education. In adults, the motivation to engage in training and learning is usually a desire to change something - for example, a job change. Few teachers made it clear that adults need to challenge the notion that they are not interested in education, and many feel that some adults are interested in education and technology, but are rarely fully integrated.

Designers who develop digital technology are considered whether there is unconscious bias and whether such technology is suitable for all students. Most participants said that creating a common educational design for all is not constructive, as it leaves a learner-centered approach. Lack of proper user-centric design to increase accessibility can hinder inclusion.

Other barriers included by the participants include lack of necessary infrastructure, institutional barriers to access, where

the acceptance of digital education does not weigh as much as 'non-digital' accreditation; And the cost of digital education can cost people who can't afford technology or related education. Others felt that costs should be approached differently from a government perspective. They argued that the department or ministry responsible for education should spend most of its time in government and ministries to better reflect its education rather than bear the cost of education.

As a previous recommendation, on the one hand, there is a need to build better relationships between education and training providers and employers so that teachers are aware of the difficulties and challenge that confront employers and businesses. Calls were also made for greater clarity on the meaning of the term digital education and the need to embed technology to allow education providers to use it to its full potential. Some participants felt that there was a need for new types of pedagogical designs, and more should be done about the use of digital technology in teacher training, especially in the classroom.

Discussions about the role of individuals need to go beyond education and talk about education in a broad sense and involve all citizens at different stages of their lives. Although citizens are increasingly taking ownership of their education and learning peer-to-peer, there is still enough work to be done to include the student in the story and tell its benefits. Participants participated in a new discussion about the needs of learners, and how parents play an important role in the process; If they do not understand why education needs to change in the current digital context, they can be a big part of the motivation, or vice versa.

Advantages and Disadvantages of Digital Skills

It is clear that digital technologies are hindering the role of teachers. Are we doing enough to prepare teachers? What else

can we do? 'To answer these questions, we discussed ways that interfere with the role of technology teacher and how to better prepare and support teachers. There was a general agreement that teachers would need to be familiar and comfortable in order to effectively use the new learning tools and technologies in their teaching. Many participants saw the teacher's role as motivating, and necessary to build trust, but they noticed that this change was disruptive due to technology changes. How to get information? How to navigate the information? How to access pedagogy in different settings?

With the increasing use of technology in education, discussions on how teachers can increase their risk playing a more administrative role in the future have enabled students to gain self-knowledge. Knowledge can already be shared with the classroom, so teachers can increase their contact time with their students and focus on mentoring and mentoring them. It was thought that teachers did not follow the rapid changes in technology and did not run the 'barrier to learning'. This is especially so for teachers in the profession, who have underlined the following obstacles to change:

Lack of Skills Development

Technology skills are not part of teachers' continuing professional development and training upgrading skill teachers is not always compulsory. Above 40 years old teachers are not systematically ready to deal with the increasing use of technology. Teaching technology providers do not do enough to find pedagogy behind the use of technology. Instead, the use of technology education is not reimbursed to teachers. In terms of learning content and learning outcomes, skill development should be measured.

Motivation

Formal education is one of the major motivators of the group of how different types of learners can be more interactive, inclusive and 'safe'. While the technology can be used to help with learning, participants say it can be a great way for students to find what they don't have. This sentiment was also reflected in some teachers, where the use of technology helped young people to practice and revitalize. Higher quality digital education is also becoming an expectation. There was talk, as it relates to what everyday learners do. The digital quality of education technology should be used as a basis for improving the standards of schools or institutions.

Challenges

The group was critical of the government's current role in facilitating digital education. Discussions around the problem of reducing digital divide are due to policymakers' lack of awareness of what is happening in the digital world and the high pace of development of digital learning, both of which affect the development of a holistic strategy. It takes time to implement policies and evaluate them. Participants participated to find a good balance between what needs to be done quickly and the time needed to develop properly.

Factors related to skill level, purchase and exclusion were raised. Not everyone in the community has digital skills, the motivation to develop these skills, or the understanding of what they can gain through digital education. Young people can also be eliminated by the Low well technology used in schools compared to the high-quality digital content used in schools. More needs to be done to provide evidence about digital learning and its benefits. The final challenge addressed by the participants was related to the affordability of technology, where it was not excluded.

Conclusion

Overall, the discussions in this in-depth interview influenced many aspects of education in the digital age. Skills needed now and in the future; Improving formal teaching methods for schooling and lifelong learning; and government, business and education providers for individuals in the community. Digital skills are required to be well integrated into formal education and lifelong learning opportunities to provide citizens with the tools they need to succeed in daily life and future career prospects. Our discussion concludes that younger generations are more digitally literate than adult and senior teachers above 40 years. And as more and more information is now available online, the role of teachers is changing and enabling teachers. In particular, our discussion concludes that there is need of digital media knowledge and data to everyone in the future.

Scope for Further study

To effect the change in the age of digital education, governments, businesses and industries must work together to ensure that digital education, in a broad sense, facilitates accessibility and wider social inclusion, so that every individual learner, regardless of age and background, has access to digital education. And there are benefits that digital technology can offer in this area. Further research is needed to identify the skills needed today and to identify where skills gaps and deficiencies can develop among all learners.

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E-paper- Maharashtra times Article

Understanding the importance of HR & Financial Services in India and its impact for "Make in India" Campaign a Success

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*The employment generation, boosting trade and economic growth, safe guard and sustain the overall development of INDIA and its citizen; the 15th and current Prime Minister of INDIA "**Mr. Narendra Damodardas MODI**" on September 25th 2014 launched the **"MAKE IN INDIA"** which is a new national program designed to facilitate investment (both domestic and foreign) in INDIA, fostering innovation, intensify skill development, generate employment opportunities, preventing brain drain and making the use of internationally standardized technology affordable for INDIAN citizens. In order to make INDIA a manufacturing hub its human resource and financial assistance will play a major role. Men and Money being the two most vital organ of a business demands careful capitalization and continuous innovation. An effectively motivated and competitive human resource and availability of finance in hand of the manufacturer determines the survival of a company. The main behind this paper is to highlight the importance of the role of HR and Financial Services in making "MAKE IN INDIA" campaign a success; making INDIA a manufacturing hub and a bench mark of development and prosperity.*

Keywords:

HR and Financial Services, INDIA a manufacturing hub, MAKE IN INDIA, Narendra Damodardas Modi, Prime Minister of India

Introduction

Indian industry a global recognition. Manufacturing industry requires heavy finance to facilitate the buying of latest modern technology, setting up and development of required infrastructure, developing skill set of its human resource to produce best quality products and survive in ever increasing global competition. And if INDIA wants to lure the investors and turn itself into a manufacturing hub, its human resource and financial services will play a vital part in making it's this dream come true. Finance and Human Resource are the most abundant, flexible and readily leveraged resources which demand precise attention and articulation.

According to World Bank Data, in 2013 the contribution of Indian Manufacturing sector to Indian Economy was merely 13%. The overall contribution of the manufacturing sector to its gross domestic product (GDP) is just 28%. India also stands at a very low in contributing in the world manufacturing, with its overall share standing at a meager 1.8%. These statistics are the clear indicators that India has not done very well in its manufacturing sector. Domestic manufacturers are also looking for markets to setup their manufacturing units outside the Indian borders. Reasons are many for such an attitude of domestic industrial houses. Fewer subsidies, over interference of government, less availability of financial services etc. are a few to mention among the reason why the attention of industrial houses is towards other countries when it comes to setting up an industry. When domestic industrialists are behaving in such a manner, what can be expected from the foreign players? Merely urging the domestic and foreign investors and industrialists is not going to make India a Manufacturing hub or revive its health. For this we need to understand the role and importance of its domestic work force which is immensely talented and will also have to provide the industrialists with the ample, easy and

readily available financial services which will help them generate and make the finance available as and when needed. Developing India as a manufacturing hub is not only required to earn a golden place in the eyes of foreign countries. But it is also important because the development of Manufacturing sector in India and its transformation into a hub of World Manufacturing Industry will create more jobs and employment opportunities for its people.

Indian brain is immensely intelligent and talented but due to lack of ample and relevant job opportunities, excellent Indian talent is going abroad and working for companies outside Indian borders. And if India is converted to a Manufacturing hub and most preferred investment destination for domestic as well as foreign investors and manufacturers, it will create job opportunities for the immensely talented Indian youth. Transformation of India into a Manufacturing hub will help develop, strengthen and modernize the Indian infrastructure. Such advancement will revive the health of other sectors such as service, agriculture, hospitality, medical, tourism, etc. In order to achieve this dream, India needs to analyze the importance of its human resource and financial services. Out of all the other resources, resource from where the finance is generated and the human resource of an organization are the two most important. Industry cannot be setup if the industrialist does not have the money or finance available with him as, when and in how much quantity needed. And at the same time if he has setup an industry, has best in class infrastructure and technology, material, etc. all these are of no use if he does not have the people competent and intelligent enough to utilize the available limited resources in the best manner these could be utilized. The country which does not understand the value and importance of its work force and financial services can never survive. Hence, the effective utilization of the financial services and the human capital of an organization is the secret of the success of a firm.

Both human capital and financial capital move in accordance with each other. Both have the impact no matter whether positive or negative, but both are directly proportional to each other. Human resource and the finance are two core competencies on which an organization relies. Human resource needs to be trained, developed and kept up to the mark with the technological advancement in the international environment and standards and finance has to be available as and when needed in order to train human resource, procure raw material, setting up infrastructure, making an organization operative. In order to develop India as a manufacturing hub, match expectations with the opportunities; the role of financial services and the human resource cannot be overlooked. And if these two major key factors are ignored, the MAKE IN INDIA will just become a slogan and nothing more.

Rationale of the study

With increasing globalization and rapidly changing dynamic trends, India too needs to develop its infrastructure in order to militate its presence in the global picture and to match the rising demands and the living standard of its citizens. The most easy and important way to keep pace with the environment for a country is to develop its manufacturing sector. When more global and local players will invest in a country, it will boost the trade and economic growth, develop its infrastructure, and generate more employment opportunities for its citizens. Mere launch of Prime Minister Mr.NarinderModi's "MAKE IN INDIA" campaign is not enough. The success of this campaign would depend upon potential, availability and skill set of its work force along with the availability of financial services required to propel the operations and growth of a manufacturing unit. The study focuses on the importance of various available modes of financial services along with the focus on how the potential of country's work force can be capitalized and enhanced in order to

bring the desired change and accelerate the desiderated growth of Manufacturing Sector in INDIA. The main aim behind this study is to bring forward the role of INDIA's human resource and financial services in order to build best in class manufacturing infrastructure in India.

Objectives of the study

The health of India's Manufacturing Sector cannot be revived only by announcing campaigns or focusing on fiscal policy.

The objective of the study is to

1. To identify the impact of HR and Financial Services on the development of Manufacturing sector in India and overall Indian economy.
2. To suggest different techniques and systems through which financial assistance can be provided which is required to propel the manufacturing industry.
3. To understand the importance of capitalizing human potential and put forward new ways of enriching human resources which is essential for the growth of Manufacturing Firms.
4. To emphasize the promotion of assistance of financial services and importance of taping of human potential required for face-lifting the Indian Manufacturing Sector; which is the main objective of "MAKE IN INDIA" campaign

Need and impact of HR and financial services on manufacturing sector in India and overall Indian economy

India's current ranking in the world in factory output is 10. Its overall contribution to Indian GDP is 28% and it engages nearly 17% of the total work force. The basis of any manufacturing organization is governed by the quantity of money it is willing to invest and the kind of people who are going to work in it. For

transforming the health of the manufacturing sector and in order to make it a most preferred destination for domestic as well as foreign investors and industrialists, it is very much important to promote both fund based and non-fund based financial services. Manufacturing firms to withstand the global competition, and to ensure their long term sustainability, have to invest in huge quantity in setting up and developing its infrastructure, raw material, skill development of its human resource, and R&D. Hence, the manufacturing houses need such sources which should make the finance available as and when needed. Such a continuous need of inflow of heavy finance can only be satisfied by the financial services. The attention of the domestic as well as foreign manufacturers can only be sought if the investment climate is made favorable. As the investment climate is directly proportional to manufacturers' way of thinking, hence, this climate needs to be favorable in every aspect. The current technological status, available mode of finance and human resource skill set and its availability needs to be identified along highlighting the development initiatives and future imperatives that are required to make India a manufacturing hub and most preferred investment destination for both local and international players.

Understanding the Financial Services and its types

Financial services in layman language, simply means the services with respect to money management provided by various organizations that are operating in finance industry of a country. These organizations include banks, consumer finance and insurance companies, investment funds, stock broker firms and government sponsored firms.

1. Asset/Fund Based Financial Services

The asset or fund based financial services help raising the finance against the assets including both movable and

immovable, bank deposits, etc. It also includes underwriting shares, debentures, binds, venture capital, factoring, housing finance, leasing, mutual funds etc.

2. Fee Based Financial Services

It involves higher expertise and less financial risk. It includes merchant banking, credit rating, capital restricting, bank guarantee, corporate advisory services, etc.

Different ways to promote financial services

1. The initiative of government is must in order to reform the investment climate in India which is essential to make India a manufacturing hub. It should encourage promotion of more and more technological, research and development parks on the pattern of special economic zones.
2. Foreign manufacturers as well as domestic manufacturers will only be encouraged to invest in India if they will be provided with an enabling environment. Ensuring timely availability of money, relaxing the norms and regulations governing the banks in order to make the easier and cheaper credit available to the manufacturing houses
3. Government should Facilitate and encourage merchant banking, factoring, invoice discounting facilities in order to make the finance readily available
4. Promoting and help flourishing the financial service advisors who provide end to end advise as from where will they finance come from, how much finance is required covering the whole life cycle and production scenario of the plant in manufacturing industry. These financial advisors also keep track of the inflow and outflow of the money and the manufacturer does not have to worry about his time management worrying about tracking the movement of

money. They have wide range of funding solutions available in hand which a potential taker can choose from.

5. Encouraging commercial banks to make finance readily available for manufacturing enterprises. Government should frame such policies which are a bit lenient and relaxed, and thus have an insight to performance and financial constraints of the manufacturing units.
6. Regulatory environment should be improved in order to pave a way for the development and growth of the manufacturing industry in India.
7. Government of India should facilitate the promotion of more and more credit card companies and angel investors which will benefit both the manufacturer and the consumer.

Understanding the importance of human resource in manufacturing sector in India and its impact

Besides promoting the various types of financial services, it is also essential to tap, exploit and enhance the immense talent and potential of the work force available in India. Rightfully once said by the **Walt Disney, "You can create, design and build the most wonderful place in the world but it requires people to make that dream a reality."** Indian work force is immensely talented and adaptable. In order to develop an organization and ensure its sustained growth, it is very much important to develop its human resource working in it. Continuous investment in up gradation of their skills, knowledge and competencies is essential for an organization if it wants a guaranteed survival in the immensely competitive environment. The organization which does not understand the importance and talent of its human resource cannot withstand the competition. A motivated, up to date human work force will help an organization achieve its mission and vision. Various modern HR policies include performance and career management,

development of various continuous improvement and learning programs.

Focused on the up gradation of employee's knowledge, skill and abilities, programs such as employee development should be promoted. Employee development is a joint, on-going effort on the part of both the employee and the organization for which he or she works. A highly skilled work force can accomplish higher goals than an under skilled human resource. Employees' performance needs to be enriched by developing training and development programs if 100% potential of the human resource needs to be tapped. The human potential is immense and if it is left untapped, it will go waste. Human resource is the most valuable asset of an organization and it needs to be continuously monitored and injected with performance development programs, programs that increase the job satisfaction of employees, employee welfare programs etc. The human performance can be appraised with the use of various performance appraisal models. Organizational excellence can only be achieved by investing continuously in the work force of the organization

Benefits of enhancing and capitalizing human potential

1. Growth in Sales: When good quality products will go into the hands of the consumer, the satisfaction of consumer will result in increase in demand of the goods. Hence, the sales will be boosted which in turn will boost the production and hence the manufacturing unit will flourish.
2. Cost Reduction: Up to date trained and knowledgeable work force will decrease and automatically omit the defects for the production system which will in turn bring the cost of production down.
3. Focus on Organizational Goal

4. Reduction of time taken in creating strategic or operational changes by communicating the changes through a new set of goals
5. Organizational development

Conclusion

There is need of reforms in industrial strategies to make India a manufacturing hub. Favorable industrial framework need to be established that should attract more and more domestic as well as foreign industrialists towards Indian Territory. There is a need for financial service providers and advisors who could work for these industrialists right from the beginning i.e. right from clearance of the project. Improved quality and better performance management system needs to be in place to guide, monitor and enhance the skill set of its work force. Mind set of Industrialists both foreign and domestic towards India needs to be changed. On the basis of the study it can rightfully concluded that People and money, both are the organization's greatest competitive edge. It is essential to unlock the human talent for the success and sustainability of any organization.

The development, prosperity and sustainability of India as a Manufacturing hub clearly depend upon the immense potential of its human resources and the financial services that are available for the domestic and foreign players. Employees possessing high value and unique intellectual skills significantly contribute to generate intellectual products. If India successfully provides the industrial houses all this then it will certainly become a world manufacturing hub. This study both empirically and rationally explained the patterns through which India can become a manufacturing hub. Favorable investment climate, assistance of financial services, relax and industry favorable government policies are the essential ingredients of "MAKE IN INDIA"

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Role of Lifelong Learning in 'Digital India' Programme

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The Digital India program has been propelled with an aim of changing the nation into a digitally enabled society and learning economy. The Digital India program would guarantee that Government administrations are easily accessible to citizens electronically reducing the paperwork. It would as well bring responsibility and transparency through the mandated delivery of services electronically; a Unique ID and e-Pramaan in view of credible and standard based interoperable and incorporated government applications and information basis. This paper endeavors to feature the effect of Digital India by 2019. It also expounds on the diverse possibilities of the program for the general population of the nation.

India, formally the Republic of India, the seventh-biggest nation by land, the second-most packed nation (with more than 1.3 billion individuals) after China, and the most populous democracy on the planet is a nation in South Asia. It has shown remarkable advancement in the field of science and innovation and is rising as one of the robust economies on the international platforms. Information and technology advancements have brought huge changes the improvement of the Indian society through information dissemination. Digital Technologies which incorporate Cloud Computing and Mobile Applications have developed as impetuses for fast financial development and citizen empowerment worldwide. Advanced innovations are in effect progressively utilized like never before now on an everyday basis from retail locations to government workplaces. They enable us to interface with each other and furthermore to share data on issues and worries at first glance.

Introduction

Digital India is a campaign launched by the Government of India in order to ensure the Government's services are made available to citizens electronically by improved online infrastructure and by increasing Internet connectivity or making the country digitally empowered in the field of technology. The initiative includes plans to connect rural areas with high speed internet networks. Digital India consists of three core components: the development of secure and stable digital infrastructure, delivering government services digitally, and universal digital literacy.

Launched on 1 July 2015 by Indian Prime Minister Narendra Modi, it is both enabler and beneficiary of other key Government of India schemes, such as BharatNet, Make in India,Startup India and Standup India, industial corridors, Bharatmala, Sagarmala As of 31 December 2018, India had a population of 130 crore people (1.3 billion), 123 crore (1.23 billion) Aadhaar digital biometric identity cards, 121 crore (1.21 billion) mobile phones, 44.6 crore (446 million) smartphones, 56 crore (560 million) internet users up from 481 million people (35% of the country's total population) in December 2017, and 51 per cent growth in e-commerce.

Digital India initiative

The Government of India's entity Bharat Broadband Network Limited (BBNL) which executes the BharatNet project is the custodian of Digital India (DI) project.

New digital services

Some of the facilities which will be provided through this initiative are Bharat net, digital locker, e-education, e-health, e-sign, e-shopping and national scholarship portal. As part of

Digital India, Indian Government planned to launch Botnet cleaning centers.

National e-Governance Plan aimed at bringing all the front-end government services online.

- MyGov.in is a platform to share inputs and ideas on matters of policy and governance. It is a platform for citizen engagement in governance, through a "Discuss", "Do" and "Disseminate" approach.
- UMANG(Unified Mobile Application For New-age Governance) is Government of India all-in-one single unified secure multi-channel multi-platform multi-lingual multi-service freeware mobile app for accessing over 1,200 central and state government services in multiple Indian language over Android, iOS, Window and USSD (feature phone) devices, including services such as AADHAAR,DigiLocker,Bharat Bill Payment System, PAN, EPFO services, PMKVY services, AICTE, CBSE, tax and fee or utilities bills payments, education, job search, tax, business, health, agriculture, travel, Indian railway tickets bookings, birth certificates, e-District, e-Panchayat, police clearance, passport, other utility services from private companies and much more.
- eSign framework allows citizens to digitally sign a document online using Aadhaar authentication.
- Swachh Bharat Mission (SBM) Mobile app is being used by people and Government organisations for achieving the goals of Swachh Bharat Mission.
- eHospital application provides important services such as online registration, payment of fees and appointment, online diagnostic reports, enquiring availability of blood online, etc.

- Digital attendance: attendance.gov.in was launched by PM Narendra Modion 1 July 2015 to keep a record of the attendance of government employees on a real-time basis. This initiative started with implementation of a common Biometric Attendance System (BAS) in the central government offices located in Delhi.

Back-end digitization

- Black money eradication: The 2016 Union budget of India announced 11 technology initiatives including the use of data analytics to nab tax evaders, creating a substantial opportunity for IT companies to build out the systems that will be required. Digital Literacy mission will cover six crore rural households. It is planned to connect 550 farmer markets in the country through the use of technology.

Facilities to digitally empower citizens

- Digital Locker facility will help citizens to digitally store their important documents like PAN card, passport, mark sheets and degree certificates. Digital Locker will provide secure access to Government-issued documents. It uses authenticity services provided by Aadhaar. It is aimed at eliminating the use of physical documents and enables the sharing of verified electronic documents across government agencies. Three key stakeholders of DigiLocker are Citizen, Issuer and requester.
- BPO and job growth: The government is planning to create 28,000 seats of BPOs in various states and set up at least one Common Service Centre in each of the gram panchayats in the state.
- e-sampark Vernacular email service: Out of 10% English speaking Indians, only 2% reside in rural areas. Rest everyone depends on their vernacular language for all living

their lives. However, as of now, email addresses can only be created in the English language. To connect rural India with Digital India, the Government of India impelled email services provider giants including Gmail, office, and Rediff to provide the email address in regional languages. The email provider companies have shown positive sign and is working in the same process. An Indian-based company, Data Xgen Technologies Pvt Ltd, has launched world's first free linguistic email address under the name 'DATAMAIL' which allows creating email ids in 8 Indian languages, English; and three foreign languages – Arabic, Russian and Chinese. Over the period of time, the email service in 22 languages will be offered by Data XGen Technologies.

6 WAYS TO BUILD LIFELONG LEARNING SKILLS IN YOUR LEARNERS

Many great educators have said many great things about the importance of lifelong learning skills. John Dewey, however, probably said it best: "*Education is not preparation for life; education is life itself.*"

Educators want their learners to succeed both in and out of the classroom. **The idea is to make sure that once our children leave school, they no longer need us.** In essence, our learners must become the teachers and the leaders. The point is that they never stop being learners.

This is what it means to be a lifelong learner. Below are a few ways that you can help them achieve this priceless mindset.

1. ENCOURAGE LEARNING OWNERSHIP

Ultimately, we are responsible for our own learning. Outside of school, students will be expected to learn on their own. Giving them this freedom early on will serve them well in the

future. **When students own their learning, it sticks with them.**

It's also important to show them the rewards of taking such responsibility. This includes higher self-esteem, pride in achievement, and the independence they want. It also adds to their ability to help others.

2. TURN MISTAKES INTO OPPORTUNITIES

The practice of learning from mistakes is one of the best lifelong learning skills anyone can master. There is so much we can learn from making mistakes. They remind us that we're human, and that we tried. They show us better ways to think and work, and also provide insights into hidden knowledge and awareness.

Ultimately we are responsible for our own learning ... when students own their learning, it sticks with them.

Trying new things and stretching ourselves helps us grow mentally and emotionally, as do the mistakes that will inevitably come with this. Our learners are both tough and fragile at the same time. **We must always treat mistakes as opportunities, and never as crimes.**

3. STASH A FEW GO-TO LEARNING TOOLS

Everyone has tricks that help them learn. For some it's mental repetition, while others create a spur-of-the-moment song about what they want to learn. Ultimately there are dozens of things you can do to help you learn better.

Do your learners regularly read blogs or listen to podcasts? Are they news buffs? Maybe they're avid readers, or they enjoy debates and discussions for sharing knowledge and ideas. No matter the case, try to give them opportunities to do these things when you can. If they give them a thirst for learning and growing, that's a good thing.

4. LET THEM TAKE THE TEACHING REINS

Edgar Dale's Cone Of Experience was developed in the 1960s. Since then, it has been represented in numerous graphical adaptations. They are diverse in content, but they all seem to agree on one thing: **learning retention is maximized when we teach our knowledge to someone else.**

Who are your mentors in class? Who are the ones who are assisting others and guiding their peers? These students can impart valuable lessons of learning ownership and knowledge sharing to others. Such pupils can be an inspiration for many.

5. FIND TIME TO PLAY

Any theatre actor will tell you why a play is called a play. It's because onstage, playing is exactly what you do. In doing so, you learn about yourself and others. You learn communication, comprehension, and unique social skills as you bring stories alive to teach others. The experience is enjoyable to both you and to those watching.

As teachers, we must always treat mistakes as opportunities, and never as crimes.

Play is an important part of learning. It's essential that learning is fun and enjoyable. Otherwise, the learner will resist it. They will associate it with unpleasant intellectual and emotional feelings, instead of the joys of discovery and personal growth. We must ensure our kids never see learning as a chore, but rather as the bold adventure it was meant to be.

6. SET LEARNING GOALS

Since learning should have a purpose, this means having the end clearly in mind. There must be a valid and worthwhile reason for learning. To have any value, it must be a meaningful and useful experience we can move forward with in our lives. This is

especially true for our learners. Goal setting is one of those lifelong learning skills that strengthens the *desire* to learn.

LIFELONG LEARNING SKILLS: OUR GIFT TO STUDENTS

No matter where they are in life, we must make sure our learners continue learning and growing. We do this by making sure they *want* to. That is the gift we give them when we release them into the waiting world.

The Wabisabi Learning team has developed the Critical thinking Companion exactly for that purpose. Inside are the kinds of games and activities that create a lifelong learning mindset by making the journey both challenging and enjoyable. Explore dozens of activities for all grade levels, and bring both critical thinking and lifelong learning together in learning adventures students will never forget.

Various initiatives have been taken to promote digital learning under 'National Mission on Education through Information and Communication Technology' (NMEICT)

Department of Higher Education, Ministry of Human Resource Development is administering a programme 'National Mission on Education through Information and Communication Technology' (NMEICT) to leverage the potential of ICT to make the best quality content accessible to all learners in the country, free of cost. The various initiatives under this programme are as under:

SWAYAM: The 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is an integrated platform for offering online courses and covering school (9^{th} to 12^{th}) to Post Graduate Level. Till now, 2769 MOOCs (Massive Open Online Courses) have been offered on SWAYAM, wherein about 1.02 crore students have enrolled to various courses till date. The online

courses are being used not only by the students but also by the teachers and non-student learners, in the form of lifelong learning. It may be accessed on swayam.gov.in NCERT (National Council of Educational Research and Training) has been developing course modules for MOOCs for school education system in 12 subject areas (Accountancy, business studies, biology, chemistry, economic, history, geography, mathematics, physics, political science, psychology and sociology) for classes IX-XII. Twelve (12) courses were launched in the first cycle. Nearly 22,000 students were registered on various courses. Twenty (20) courses were launched in the second cycle. Nearly 33,000 students were registered.

SWAYAM Prabha: SWAYAM Prabha is an initiative to provide 32 High Quality Educational Channels through DTH (Direct to Home) across the length and breadth of the country on 24X7 basis. It has curriculum-based course content covering diverse disciplines. This is primarily aimed at making quality learning resources accessible to remote areas where internet availability is still a challenge.

National Digital Library (NDL): The National Digital Library of India (NDL) is a project to develop a framework of virtual repository of learning resources with a single-window search facility. There are more than 3 crore digital resources available through the NDL. The contents cover almost all major domains of education and all major levels of learners including life-long learners. More than 50 lakh students have registered themselves in the NDL, with about 20 lakhs active users. The NDL is available through a mobile app too. It may be accessed on ndl.gov.in.

Spoken Tutorial: They are 10-minute long, audio-video tutorial, on open source software, to improve employment potential of students. It is created for self learning, audio dubbed into all 22 languages and with the availability of online version.

The languages are C, C++, Java, PHP, Python, PERL, Scilab, OpenFOAM, OpenModelica,DWSIM, LibreO and many more. The Spoken Tutorial courses are effectively designed to train a novice user, without the support of a physical teacher.

Free and Open Source Software for Education (FOSSEE): FOSSEE is a project promoting the use of open source software in educational institutions (http://fossee.in). It does through instructional material, such as spoken tutorials, documentation, such as textbook companions, awareness programmes, such as conferences, training workshops, and Internships. Textbook Companion (TBC) is a collection of code for solved examples of standard textbooks. About 2,000 college students and teachers have participated in this activity & close to 1,000 TBCs have been created in Scilab and made them available for free download.

Virtual Lab: The Virtual Labs Project is to develop a fully interactive simulation environment to perform experiments, collect data, and answer questions to assess the understanding of the knowledge acquired. In order to achieve the objectives of such an ambitious project, it is essential to develop virtual laboratories with state-of-the-art computer simulation technology to create real world environments and problem handling capabilities. There are about 225 such labs operational, with more than 1800 experiments and benefitted more than 15 lakhs students.

E-Yantra: e-Yantra is a project for enabling effective education across engineering colleges in India on embedded systems and Robotics. The training for teachers and students is imparted through workshops where participants are taught basics of embedded systems and programming. More than 275 colleges across India have benefited with this initiative. All the projects and code are available on the e-Yantra web-site www.e-yantra.org as open source content.

Study materials developed by NCERT in the form of **eResources** (audio, video interactive etc.) has been shared with stake holders through web portals (Study Webs of Active-Learning for Young Minds-SWAYAM, ePathshala, National Repository of Open Educational Resources **(**NROER) and mobile applications (ePathshala).

A web portal (http://epathshala.nic.in/ , http://epathshala.gov.in) and mobile apps (Android, iOS and Windows) has been designed and deployed. The portal has 1886 audios, 1999 videos, 698 e-books(e-pubs)and504flipbook.

Quick Response (QR) -To enable students, teachers, parents and educators access digital resources, **QR** codes have been created and integrated with printed textbooks of NCERT duly mapping eResources with each chapter of the books.

- **National Repository of Open Educational Resources (NROER)** portal (http://nroer.gov.in/welcome) has been designed by NCERT. Till date a total of 14145 files including 401 collections, 2779 documents, 976 interactive, 1664 audios, 2586 images and 6140 videos are uploaded.

  Several initiatives in the field of ICT in education has been taken, such as development and dissemination of ICT curriculum for students and teachers, ICT textbook for class IX, Cyber safety and security guidelines, SWAYAM prabha DTH TV channel 'Kishore Manch, All India Audio Video festival and ICT Mela, National ICT awards to school teachers.

- **ICT in Education Curricula** for students, teachers and teacher educators has been developed at the national level and being implemented across the country.

- **Digital learning Initiatives by CBSE.** SARANSH is a tool for comprehensive self review and analysis for CBSE affiliated schools and parents. It enables them to analyse students' performance in order to take remedial measures. SARANSH brings schools, teachers and parents closer, so that they can monitor the progress of students and help them improve their performance. It is currently available for Standards IX – XII and provides a comprehensive overview of Standard X performance since 2007 and Standard XII performance since 2009, till the current academic session.

- **Classroom Centric digital intervention:**

  A scheme Operation Digital Board (ODB) for establishing Smart Classrooms in classes IX to XII of Government and Government aided schools is under consideration.

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Personal Well Being of Maram and Lodha Tribes (PTG'S) of Manipur and Odisha

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The study examines the Personal Wellbeing of Maram and Lodha Tribes (PTG's) of Manipur and Odisha. The Data was collected from 400 respondents (200 each from Lodha and Maram Naga PTGs). The average mean scores on five dimensions of Personal Well-being (Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety) show that both Maram Naga Female and Maram Naga Male have better Personal Well- being than the Lodha Male and Lodha Female. On the basis of age groups, for 41-50 years of Lodha Tribe and 51-60 years Maram Naga Tribe, feeling of better Personal Well-being was substantiated by Satisfaction with friends and Satisfaction with life achievements. It was also found that the Maram Naga belonging to 51-60 years of age had better Personal Well-being than other age groups. The correlation matrix for Lodha Tribe revealed that there is a high positive correlation between Satisfaction with friends and Self-esteem, on the other hand there is a high positive correlation between Satisfaction with personal safety and satisfaction with friends for Maram Naga Tribe. Further research is necessary to replicate the present findings and investigate the relationship between Personal Well being and various demographic variables. Examining the processes that influence all close relationships is important, but there are also important differences among different types of close relationships. In addition, the patterns of behavior that determine quality of personal well being begin early in life and it is likely to influence future relationships such as family relationships and work relationships.

Key Words: Personal Well being, Tribe, PTGs, Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety

Introduction

India is a country with people of different cultures, religions, traditions, languages, castes and creed. Every state of India has its own culture and traditions. Among them, tribal people are one such unique group . The tribal peoples of India are also known as "Adivasis", which literally means 'Indigenous People' or 'Original inhabitants of a given region'. Major population of the tribes is found in Chhattisgarh, Orissa, Jharkhand, Madhya Pradesh, North Eastern States and the Andaman and Nicobar Islands. The tribes always face difficulties in their socio-economic development due to various factors like geographical and cultural isolation, lack of proper health facilities, inability to satisfy basic needs, lack of control over resources , lack of education, skills, & malnutrition, lack of shelter, poor access to water and sanitation, violence & crime, lack of access to proper infrastructure facilities and technologies and lack of political freedom and voice. Social sector comprising of sub-sectors like access to education, health and medical care, housing and water supply are the hindrances for their economic development.

The tribal communities in India are extremely diverse and assorted. There are wide range diversity among them in respect of languages spoken, size of population and livelihood pattern. The number of communities that find their place in the list of the Schedule of the Indian Constitution is reflective of this diversity. The Indian Census of 2011 enumerates the total population of Scheduled Tribes (ST) at 10, 42, 81,034 persons, which constitute about 8.6 per cent of the population of the country. As per the Census of India 2011, the number of entity groups notified as Scheduled Tribes was 705. Scheduled Tribes consist of 11.3 per cent of the Indian rural population and 2.8 per cent of

the Indian urban population. In 2001, the proportion was 10.4 per cent in rural areas and 2.4 per cent in urban areas. The total male ST population according to the 2011 census was 5, 24, 09,823 of which 4, 71, 26,341 are residing in rural areas and 52, 83,482 are in urban areas. The total female Schedule Tribe population was 5, 18, 71, 211 with 4, 66, 92,821 in rural areas and 51, 78,390 in urban areas. The decadal population growth of the tribal's from Census 2001 to 2011 was 23.66% against the 17.69% of the whole population. The sex ratio for the overall population was 940 females per 1000 males for all population and that of Scheduled Tribes was 990 females per thousand males.

In terms of the total tribal populations found in each State of the country, Odisha has the largest number of notified STs (62) followed by Karnataka (50), Maharashtra (45), Madhya Pradesh (43) and Chhattisgarh (42). Sikkim has the least with four tribes followed by Nagaland, Daman and Diu and Uttarakhand with five each. Among the South Indian States (without any Scheduled Areas), Karnataka has the largest number of Scheduled Tribes (50) followed by Tamil Nadu (36) and Kerala (36).

The particularly vulnerable tribal groups (PVTGs) in general are socially as well as economically very backward in the sense that they have little access to the resources for their development, low rate of literacy, relatively small population size, dwindling in numbers and some of the groups are at the verge of extinction. They are distributed in various ecological zones beyond the state boundaries with immense variation in subsistence pattern, technological development, ways of living and contact with outside world as well as with different worldviews in respect with neighbourhood- so called mainstream population. The population size and number of particularly vulnerable tribal groups are varying in different states, for example, there are maximum 13 groups are in Odisha, which is followed by 12

groups in Andhra Pradesh, 9 groups in Jharkhand and Bihar and the lowest one each in the states of Manipur, Rajasthan and Tripura.

1.1: PERSONAL WELL-BEING

Personal well-being is a person's sense of self-worth which is closely associated with one's own well-being and a number of other adaptive outcomes.Personal well-being has been measured in a number of ways: subjective well-being, happiness, life satisfaction and general well-being. The psychological literature on well-being is consistent in concluding that there are a large number of different factors which contribute to personal well-being. Being employed, living with a partner, being healthy, and having social contact have all been shown to influence greater personal well-being. Income also has a positive influence on personal well-being; however its effects diminish as income increases. Standard of living is also a better predictor of personal well-being . Joo's (2008) model assumes that financial wellness is a component of personal well-being, which comprises of financial satisfaction, financial status, financial behavior, financial attitudes, and financial knowledge. The notion of Personal well-being as proposed by Casas (2010) in general refers to the fact that people, during their life course, usually feel well or not as the result of the influence of internal or psychological aspects on external or psycho-social linkages with others and the environment. The presents study takes into consideration the following dimensions of Personal well being: Self esteem, Interpersonal relationship,Satisfaction with friends, Life satisfaction, and Satisfaction with with personal safety.

1.1 (A) :SELF-ESTEEM

Self refers to the totality of an individual's thoughts and feelings having reference to himself or herself as an object (Mishra, 2003). Self-esteem is the self-evaluative part of the self-concept,

the judgment the people make about their overall growth. Self-esteem involves judgments about one's own growth and the feelings associated with those judgments. It positions among the most vital parts of self-development, since evaluations of our own competencies affect emotional experiences, future behavior, and long-term psychological adjustment (Berk, 2003). Researchers have found that self-esteem is closely linked to person's sense of self-worth. Despite the well-developed literature on self-esteem and its correlates, a key shortcoming is that majority of the studies have focused on self-esteem at the individual level (Personal Self-Esteem, PSE) and more recently at the collective level (Collective Self-Esteem, CSE). However, there is a lack of research on self-esteem at the relational level (Relational Self-Esteem, RSE). This is an important gap that needs to be filled given that individuals derive their sense of self-worth from multiple sources such as one's personal attributes, one's relationships with significant others, and one's membership in social groups. However studies have shown that these three types of self-esteem are empirically distinguishable from each other and have distinct effects on a wide range of psychological phenomena. Paralleling the three types of self-esteem, it has also been found that people can evaluate their self-worth at the personal, relational, and collective level. PSE is implicated when people derive their sense of self worth from their personal attributes such as their abilities and talents. RSE pertains to self-worth derived from one's relationships with significant others such as family and friends. CSE pertains to self-worth derived from membership in larger social groups.

1.1 (B) :INTERPERSONAL RELATIONSHIP

An interpersonal relationship is a relatively long-term association between two or more people. This association may be based on emotions like love and liking, regular business interactions, or some other type of social commitments.

Interpersonal relationships take place in a great variety of contexts such as family, friends, marriage acquaintances, work, and neighborhoods. They may be regulated by law, custom, or mutual agreement and are the basis of social groups and society as a whole. Further interpersonal relationship can be described as the interaction of individuals with respect to the patterns of emotions, thought and behaviour. Interpersonal Relationship is supposed to be an association between individuals interacting in formal and informal situations that develop over time. It usually involves some level of interdependence. People in relationship tend to influence each other, exchange their thoughts and feelings, and involve in activities together.

1.1 (C):SATISFACTION WITH FRIENDS

Friendship is often related to positive interpersonal relationships which are important and meaningful to an individual to satisfy various provisions like intimacy, support, loyalty, and self-validation. Support from friends is usually voluntary, sustained only by feelings of affection, mutuality, and love (Yeung and Fung 2007), but not motivated by moral obligations (Merz et al. 2009). Friendship relationships can recall both quantitative and qualitative dimensions. Asking about having or not having friendship ties is often related to the count of the number of friends. Similarly, evaluating the degree of mutual concern and interest calls for a quantitative measure, such as the duration of friendship or the frequency of interaction. Distinguishing between best friends and friends, real or close friends, “really true” or “not true” friends (Boman IV et al. 2012) is qualitative measures of friendship relationships. The qualitative aspects are determined by the fact that friendship relations might be close, intense, and supportive at different levels. In general, the closer the friendship, the more evident the various qualitative attributes of friendship (Demir and Özdemir 2010). The attributes of friendship emphasize both the

qualitative dimension and the interactive sphere of friendship. Hays (1988) based on review of theoretical and empirical literature, noted that there exists "a voluntary interdependence between two persons over time, that is intended to facilitate socio-emotional goals of the participants, and may involve varying types and degrees of companionship, intimacy, affection, and mutual assistance" . Further friendship is recognized as a dyadic relationship by both members of the relationship and is characterized by a bond or tie of reciprocated affection. It is not obligatory, carrying with it no formal duties or legal obligations to one another, and is typically egalitarian in nature and almost always characterized by companionship and shared activities (Berger et al. 2017). Maintaining satisfying relationships with friends is an important part of living a full and contented life. A growing body of empirical evidence supports the intuitive notion that friendship satisfaction is an important determinant of life satisfaction and adjustment (Buote et al., 2007; Demir & Weitekamp, 2007; Heller, Watson, & Ilies, 2004). However, friendships are not immune to the difficulties inherent in any social relationship, and many people struggle to find and sustain satisfying friendships. Recent initiatives (e.g. United Nations Happiness Report and Gross National Happiness Index) have investigated various facets influencing life satisfaction (e.g. job satisfaction, marital satisfaction, security and health; Helliwell, Layard, & Sachs, 2013; Kramer, 2010). Surprisingly, friendship satisfaction has received little attention despite its apparent importance as a determinant of life satisfaction (Heller et al., 2004; Ozer & Benet-Martinez, 2006).

1.1 (D) : LIFE SATISFACTION

Life satisfaction is a bit more complex than it seems. The term is sometimes used interchangeably with happiness, but they are two separate concepts. Life satisfaction is the evaluation of one's life as a whole, not simply one's current level of happiness. It can

be expressed in terms of own overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive" (Buetell, 2006). Veenhoven (1996) opines that life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. It is how much the person likes the life he/she leads. There are many factors that contribute to life satisfaction from a number of domains, including work, romantic relationships, relationships with family & friends, personal development, health and wellness. Research studies consistently show that individuals with high life satisfaction tend to have more positive social relationships, receive more social support, and experience greater marital satisfaction as compared to those with lower life satisfaction (Barger, Donoho, & Wayment, 2009; Diener & Seligman, 2002; Pavot & Diener, 2008). Furthermore, individuals with high life satisfaction are at an advantage in terms of occupational success. High life satisfaction is associated with better job performance, greater career satisfaction, increased organizational commitment, and decreased turnover intentions (Erdogan, Bauer, Truxillo, & Mansfield, 2012). Life satisfaction is very much related to health and longevity. Higher levels of life satisfaction are associated with better overall physical health and fewer long-term health conditions (Siahpush, Spittal, & Singh, 2008). Moreover, individuals with high life satisfaction have significantly lower risk of mortality than individuals with low life satisfaction (Lyyra, Törmäkangas, Read, Rantanen & Berg, 2006; Xu & Roberts, 2010).

1.1 (E): SATISFACTION WITH PERSONAL SAFETY

Safety is a prerequisite for living a fulfilling and happy life. It is also an integral component of positive and negative peace and a basic foundation of social justice. However, personal safety has been understudied in psychological literature, as has its role as an antecedent of well-being and social justice. Feeling safe in

our day to day life is a fundamental aspect of our existence. Understanding how different aspects of our life, such as how much we trust others, how free we perceive our lives to be, and how engaged and happy we are in our lives relates to this fundamental need could shape our comprehension of what it means to feel safe.

1.2: THE STUDY AREA

For the purpose of the study, Manipur and Odisha were chosen as these two states have lowest and highest number of primitive tribal groups respectively. Manipur is one of the eight states of Northeast India, and one of the eight sister states. Physically the state is divided into two distinct regions. These are: plain central valley and the surrounding hill areas. About 10 percent of the land is flat plain. The plain central valley is almost oval in shape covering an area of 1,920 sq.km and situated at about 750 meters above the sea level. The hill ranges have a general north to south trend, connecting spurs and ridges run from west to east between them. Manipur is a home of 29 different communities. The Maram's (or Maram Nagas) are a people known for their rich cultural heritage. There are more than thirty Maram villages scattered in the geographical expanse generally known as the Maram Area. As per Census 2001, the Maram Nagas number about 37,340 in total (Manorama Yearbook 2012, p. 576). According to UNESCO database on endangered languages, the number of people who speak Maram is 37,000 (based on India Census 2001). Maram has been put in the category of 'vulnerable'. Women bear the major burden of household chores including taking care of children. Women will collect water and firewood. Men are responsible for cutting down of trees from which firewood are prepared. Both men and women are involved in rice cultivation: while digging of fields, sowing of seeds, transplantation of saplings, and harvesting are common activities, men are responsible for ploughing the fields.

The two major festivals of the Maram Nagas are Punghi (celebrated in July) and Kanghi (in December). **Odisha,** formerly Orissa is one of the 29 states of India, located in eastern India. It is the 9th largest state by area, and the 11th largest by population. It is also the 3rd most populous state of India in terms of tribal population. Some of the important tribes are Ho, Santhal, Bonda, Munda, Oraon, Kandha, Mahali and Kora. There are 62 tribal communities residing in Odisha today. The major tribes of the state are Kondhs, Koyas, Gadabas, Oraon, Juangs, and Santals. Economically, the Lodhas are very poor. They have as yet, in the pre-agricultural economy but some of them have recently taken to agricultural practices. Primarily they depend on forest and NTFP collection. They collect *sal* leaf from the forest and stitch it for commercial purpose. They also earn their livelihood by *sabai* rope which is available abundantly in this area. Some of the families collect fuel wood & tooth brush steaks and sell it in the local market. In most cases they are cheated and exploited by the traders. Since the Lodhas are mostly forest dwellers, their economic activities centre in and around the forest. Their primary occupation was rearing the *tussar* silk worm in the host trees of Sal and Asan. Besides *tussar* cultivation they pursue hunting, food gathering, collecting forest products in the forest. Apart from collection of fruits and roots for their own consumption, they collect *Kendu* leaves to make *Bidi*. They used to collect Sal and *Siali* leaves to make leaf cups and plates and *Sabai* grass to make ropes. They also collect forest products like honey, Lax, *Sal*, Seeds, *Mahua* flowers and firewood which they sell in the market to earn a livelihood.

1.3: Objective

To study the quality of personal well-being of Lodha and Maram Naga Primitive Tribal Groups.

1.4: Hypotheses

There exist no significant differences in personal well-being of both the tribal groups.

1.5: Design of the study

Research methodology

The study is exploratory in nature. It is a both quantitative and qualitative study.

(a) Universe

Sl. no	District	Name of the block	No of Villages	Total population
1.	Senapati	Tadubi	70	37,340
		Saikul	229	
		Kangpokpi	139	
		Paomata	20	
2.	Mayurbhanj	Morada	70	8905
		Suliapada	70	
	Total	**6**	**598**	**46,245**

Source: Census 2011

The universe of the study comprises of respondents from two districts, one from Manipur and one from Odisha. In Manipur, the Maram Naga's reside in Senapati District and in Odisha, the Lodha's reside in Mayurbhanj District. Senapati District has four blocks and Mayurbhanj District has two blocks. Maram Naga tribes are spread over 458 villages having a total population of 37, 340 whereas Lodha tribes are spread over 140 villages having a total population of 8905 as per 2011 census.

(b) Sample

Sl. No	District	Name of the block	No of Villages	Sample village	No of households	No of respondents
1.	Senapati	Tadubi	70	8	160	160
		Paomata	20	2	40	40
2.	Mayurbhanj	Morada	70	10	200	200
	Total		**160**	**20**	**400**	**400**

Multi stage random sampling procedure was adopted for the purpose of the study.

At the first stage, from across 4 blocks of Senapati district two blocks and from across two blocks of Mayurbhanj district one block was selected using convenient sampling procedure. At the second stage from each block, a minimum of 10 percent of the villages was chosen using random sampling procedure. At the third stage, from each village 20 households was chosen using random sampling procedure. One adult respondent (male/female) at random was chosen from each household. Thus the total sample was 400, 200 each from Maram Naga and Lodha PTGs.

1.6: Tool

Interview schedule was used for the purpose of the study. The interview schedule was developed by the investigators using standard procedure.

1.7: Method and Procedure

For the purpose of the present study field survey method was adopted by the researchers. The data was collected through standardised interview schedule through door to door visit.

1.8: Analysis and interpretation of data

Table 1.1: Gender difference in Quality of Personal Wellbeing of Lodha and Maram Naga PTGs

Sl. No	Items	Male (Lodha) (N=116)	Female (Lodha) (N=84)	t	Male (Maram Naga) (N=120)	Female (Maram Naga) (N=80)	t
		M±SD	M±SD		M±SD	M±SD	
1	Self-Esteem	22.76±4.02	22.17±3.69	1.063**	28.51±4.99	28.58±4.77	0.094**
2	Interpersonal Relationship	18.76±3.29	18.57±3.20	0.401**	21.11±2.81	20.96±2.78	0.360**
3	Satisfaction with Friends	28.86±6.78	27.60±4.64	1.479**	34.74±3.86	35.12±4.10	0.671**
4	Satisfaction with Life Achievements	27.72±4.67	27.20±4.32	0.790**	34.66±4.46	34.99±5.01	0.486**
5	Satisfaction with Personal Safety	18.83±2.81	17.81±2.67	2.580**	19.39±2.60	19.92±2.34	1.475**
** Not Significant at 0.01 level of Significance * Significant at 0.01 level of Significance							

Table 1.1 shows the gender difference in quality of personal well-being of Lodha and Maram Naga Tribes on the basis of their self perception on self-esteem, interpersonal relationship, satisfaction with friends, satisfaction with life achievements and satisfaction with personal safety. It was found that there was no significance difference between Lodha (male) and Lodha (female) on their self perception on their self-esteem, interpersonal relationship, satisfaction with friends and satisfaction with life achievements. However significance difference was observed between Lodha (male) and Lodha (female) on satisfaction with personal safety. The mean and standard deviation of Lodha male on Self-esteem (M =22.74, SD= 4.01), Interpersonal relationship (M=18.76, SD=3.28), Satisfaction with friends (M=28.86, SD=6.75), Satisfaction with life achievements (M=27.68, SD=4.67) and Satisfaction with personal safety (M=18.79, SD=2.82) was found to be higher than

that of Lodha (female). The post hoc results showed that the Lodha (female) had significant lower scores than the Lodha (male) (MD= -0.95, P<0.05) on satisfaction with personal safety.

Again for the Maram Naga (male) and Maram Naga (female), no significant difference was observed on the variables of quality of personal well-being on their self-esteem, interpersonal relationship, satisfaction with friends, satisfaction with life achievements and satisfaction with personal safety. The data also revealed that the mean and standard deviation scores of the Maram Naga (male) was higher than that of Maram Naga (female) only on interpersonal relationship. The mean scores and standard deviation of the Maram Naga (female) was higher with reference to their self-esteem (M=28.58, SD=4.77), satisfaction with friends (M=35.12, SD=4.10), satisfaction with life achievements (M=34.99, SD=5.01) and satisfaction with personal safety (M=19.93, SD=2.35).

Table 1.2: Age Group difference in Quality of Personal Wellbeing of Lodha PTGs

Sl. No	Items	18-30 Years (N=12)	31-40 Years (N=51)	41-50 Years (N=65)	51-60 Years (N=31)	Above 60 (N=41)	F
		M±SD	M±SD	M±SD	M±SD	M±SD	
1	Self-esteem	21.25±3.88	22.98±4.17	23.08±3.94	22.14±3.90	21.70±3.31	0.42**
2	Interpersonal relationship	19.75±1.71	18.68±3.42	19.46±2.58	18.50±2.79	17.39±4.05	0.02**
3	Satisfaction with Friends	28.17±3.81	29.60±6.66	29.90±5.56	29.82±4.09	23.64±4.91	12.48**
4	Satisfaction with Life Achievements	27.17±3.27	27.25±4.09	27.70±4.87	27.18±3.73	27.82±5.33	0.18**
5	Satisfaction with Personal Safety	17.00±2.29	18.34±2.74	18.71±3.12	18.00±2.01	18.66±2.84	0.20**
** Not Significant at 0.01 level of Significance * Significant at 0.01 level of Significance							

Table 1.2 shows the mean and standard deviation scores of different age groups (18-30 Years, 31-40 Years, 41-50 Years, 51-60 Years and above 60 years) on quality of personal well-being. The results show that the scores on self-esteem of 31-40 Years (M=23.08, SD=4.18) was higher than that of the other age groups but very close to 41-50 Years of age group (M=22.95, SD=3.97). However the difference was not significant (F=1.179).

On the other hand the scores on interpersonal relationship contributing for the personal well-being of Lodha PTGs, the mean score was found to be higher for 18-30 years (M=19.92, SD=1.93) and closely followed by the age group of 41-50 Years (M=19.43, SD=2.55). However the difference among all age groups on contribution of interpersonal relationship for personal well-being was statistically significant.

Again the scores on satisfaction with friends contributing to personal well-being of Lodha PTGs, it was found to be higher for 41-50 years (M=29.94, SD=5.48) closely followed by 18-30 Years of age group (M=29.54, SD=5.39). However significant difference was found between the various age groups on their scores on satisfaction with friends.

With respect to satisfaction with life achievements contributing for the personal well-being of Lodha PTGs was found to be higher for above 60 years (M=27.66, SD=5.48) and 41-50 years (M=27.66, SD=4.85) of age groups and closely followed by 51-60 Years (M=27.45, SD=3.68). However no significant difference was found between various age groups on their scores on satisfaction with life achievements.

As regards to satisfaction with personal safety contributing for the personal well-being of Lodha PTGs was found to be higher for 41-50 years (M=18.74, SD=3.09) which was closely followed by above 60 years age group (M=18.71, SD=2.93). However no

significant difference on satisfaction with personal safety was observed among the different age group of Lodha tribe.

Table 1.3: Age Group difference in Quality of Personal Wellbeing of Maram Naga PTGs

Sl. No	Items	18-30 Years (N=37)	31-40 Years (N=71)	41-50 Years (N=21)	51-60 Years (N=42)	Above 60 (N=29)	F
		M±SD	M±SD	M±SD	M±SD	M±SD	
1	Self-Esteem	27.28±5.69	28.85±4.56	28.50±5.53	29.18±4.09	28.36±5.33	0.09**
2	Interpersonal Relationship	21.03±2.24	21.15±2.81	21.15±2.92	20.91±3.26	20.96±2.71	0.01**
3	Satisfaction with Friends	35.11±3.84	34.75±3.98	34.75±4.96	34.37±3.76	35.36±3.74	0.14**
4	Satisfaction with Life Achievements	34.31±3.94	34.04±4.19	33.45±4.23	35.68±5.41	36.89±5.17	0 .50**
5	Satisfaction with Personal Safety	19.83±2.40	19.17±2.47	19.95±3.01	20.30±2.35	19.11±2.43	0.90**
** Not Significant at 0.01 level of Significance * Significant at 0.01 level of Significance							

Table 1.3 shows the mean and standard deviation scores of different age groups (18-30 Years, 31-40 Years, 41-50 Years, 51-60 Years and above 60 years) on quality of personal well-being. The results show that the scores on self-esteem of 51-60 Years (M=29.26, SD =4.18) was higher than that of the other age groups but very close to 31-40 Years (M=28.92, SD =4.10). However no significant difference was observed among the different age groups.

On the other hand the scores on interpersonal relationship contributing for the personal well-being of Maram PTGs was found to be higher for 41-50 Years (M=21.24, SD=3.02) and closely followed by the age group of 18-30 Years (M=21.19, SD=2.42). However the difference among all age groups on contribution of interpersonal relationship for personal well-being was not statistically significant.

Again the scores on satisfaction with friends contributing to personal well-being of Maram PTGs was found to be higher for above 60 years (M=35.24, SD=3.73) closely followed by 18-30 Years of age group (M=35.22, SD=3.85). However no significant difference was found between the various age groups on their scores on satisfaction with friends.

With respect to satisfaction with life achievements contributing for the personal well-being of Maram PTGs, the mean score was found to be higher for above 60 years (M=37.07, SD=5.17) of age groups and closely followed by 51-60 Years (M=35.64, SD=5.40). However significant difference was found between various age groups on their scores on satisfaction with life achievements.

As regards to satisfaction with personal safety contributing for the personal well-being of Maram PTGs, it was found to be higher for 51-60 years (M=20.36, SD=2.39) which was closely followed by 41-50 years (M=20.14, SD=2.76). However no significant difference on satisfaction with personal safety was observed among the different age group of Maram Naga Tribe.

Table 1.4: Correlation (2 Tailed) for Lodha (Personal Wellbeing)

Sl. No	Variables	Sex	Age group	3(SE)	4(IR)	5(SWF)	6(SWLA)	7(SWPS)
1	Sex	1						
2	Age group	0.123	1					
3	Self-esteem (SE)	-0.069	-0.073	1				
4	Interpersonal relationship (IR)	-0.03	-0.167	0.122	1			
5	Satisfaction with friends (SWF)	-0.106	-0.301	0.153	0.151	1		
6	Satisfaction with life Achievements (SWLA)	-0.046	0.031	0.106	0.051	0	1	
7	Satisfaction with personal safety (SWPS)	-0.168	0.06	0.067	-0.022	-0.05	0.103	1

SE: Self-Esteem IR: Interpersonal Relationship
SWF: Satisfaction with Friends

SWLA: Satisfaction with Life Achievements
SWPS: Satisfaction with Personal Safety

The personal well-being indicators taken for the study were self-esteem, interpersonal relationship, satisfaction with friends, satisfaction with life achievements and satisfaction with personal safety.

Table 1.4 shows the correlation between different variables, on Personal well-being of Lodha Tribe. It was found from the data that for Lodha Tribe different age groups have close relationship with Satisfaction with life achievements and Satisfaction with personal safety. Further it was found that there was positive association between Interpersonal relationship & Self-esteem, Satisfaction with friends & Self-esteem, Satisfaction with friends & Interpersonal relationship, Satisfaction with life achievements & Self-esteem, Satisfaction with personal safety & Self-esteem and Satisfaction with Personal safety & Satisfaction with life achievements.

Among all the variables Satisfaction with friends contributes more for Self-esteem and Interpersonal relationship. Further Satisfaction with life achievements contributes more for Self-esteem as well.

The personal well being indicators taken for the study were self esteem, interpersonal relationship, satisfaction with friends, satisfaction with life achievements and satisfaction with personal safety.

Table 1.5: Correlation (2 Tailed) for Maram Naga (Personal Wellbeing)

Sl. No	Variables	Sex	Age group	3(SE)	4(IR)	5(SWF)	6(SWLA)	7(SWPS)
1	Sex	1						
2	Age group	-0.128	1					
3	Self-esteem (SE)	0.007	0.059	1				
4	Interpersonal relationship (IR)	-0.026	-0.01	0.034	1			
5	Satisfaction with friends (SWF)	0.048	0.011	0.214	0.161	1		
6	Satisfaction with life achievements (SWLA)	0.035	0.214	-0.005	0.132	0.086	1	
7	Satisfaction with personal safety (SWPS)	0.115	0.087	0.221	0.366	0.434	0.406	1

SE: Self-Esteem IR: Interpersonal Relationship
SWF: Satisfaction with Friends

SWLA: Satisfaction with Life Achievements
SWPS: Satisfaction with Personal Safety

Table 1.5 shows the correlation between different variables on Personal well-being of Maram Naga Tribe. It was found from the data that for Maram Naga Tribe gender and different age groups have close relationship with self-esteem, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety. Further it was found that there was positive association between Interpersonal relationship & Self-esteem, satisfaction with friends & Self-esteem, Satisfaction with friends & Interpersonal relationship, satisfaction with life achievements & interpersonal relationship, satisfaction with life achievements & satisfaction with friends, satisfaction with personal safety & Self-esteem, Satisfaction with personal safety & interpersonal relationship, Satisfaction with personal safety & satisfaction with

friends and Satisfaction with personal safety & Satisfaction with life achievements.

Among all the variables Satisfaction with friends contributes more for Self-esteem and Interpersonal relationship. Further Satisfaction with life achievements contributes more for Self-esteem as well.

1.9:Main Findings

On the basis of gender, it was found that there was no significant difference between Lodha (Male) and Lodha (Female) on their self perception on: Self-esteem, Interpersonal relationship, Satisfaction with friends and Satisfaction with life achievements whereas significant difference was observed on their Satisfaction with personal safety. On the other hand, there was no significant difference on Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety in case of Maram Naga (Male) and Maram Naga (Female).

On scores of Self-esteem, Maram Naga (Female) scored higher than Maram Naga (Male), Lodha (Male) and Lodha (Female). On the other hand, on analyzing the scores of Interpersonal relationship, the Maram Naga (Male) was found to have better Interpersonal relationship than Maram Naga (Female), Lodha (Male) and Lodha (Female). With regard to Satisfaction with friends, the scores of Maram Naga (Male) was found to be more than Maram (Female), Lodha (Male) and Lodha (Female). With respect to Satisfaction with life achievements, Maram Naga (Female) were more satisfied than Maram Naga (Male), Lodha (Male) and Lodha (Female). On the scores of Satisfaction with personal safety, Maram Naga (Female) score was on the higher side than that of Maram Naga (Male), Lodha (Male) and Lodha (Female).

On the basis of classified age groups, there was no significant difference on Self-esteem, Satisfaction with life achievements and Satisfaction with personal safety contributing for the quality of Personal Well-being of Lodha PTGs. However with respect to Interpersonal relationship and Satisfaction with friends significant difference was found on the basis of different age groups contributing for the quality of Personal Well-being of Lodha PTGs.

Further the five categories of age groups have the same variance with respect to Self esteem, Satisfaction with life achievements and Satisfaction with personal safety contributing for the Personal Well-being of Lodha PTGs.

On the other hand there was no significant difference on Self esteem, Interpersonal relationship, Satisfaction with friends and Satisfaction with personal safety on the basis of different age groups contributing for the quality of Personal Well-being of Maram Naga PTGs. However with respect to Satisfaction with life achievements significant difference was found on the basis of different age groups contributing for the quality of Personal Well-being of Maram Naga PTGs.

The different age groups have the same variance with respect to Self esteem, Interpersonal relationship, Satisfaction with friends and Satisfaction with personal safety contributing for the personal well-being of Maram Naga PTGs.

1.10: Discussions of results

The average mean score on five dimensions of Personal Well-being (Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety) of Lodha Male (AM=23.36) was found to be higher than the Lodha Female (AM=22.68). The average mean score on the same five dimensions of Personal Well-being of Maram Female (AM=27.92) was found to be higher than the

Maram Male (AM=27.68). This shows that both Maram Naga Female and Maram Naga Male have better Personal Well- being than the Lodha Male and Lodha Female. This may attributed to better educational status of the Marams than the Lodhas which in turn has contributed to better Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety.

With respect to different classified age groups of Lodha Tribe, the average mean score on five dimensions of Personal Well-being (Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety) of 41-50 years (AM=23.74) was found to be higher than 18-30 years (AM=22.98), 31-40 years (AM=23.34), 51-60 years (AM=22.85) and above 60 years (AM=21.94). On the other hand, the average mean score on the same five dimensions of Personal Well-being on different classified age groups of Maram Naga shows that 51-60 years (AM=28.22) was found to be higher than 18-30 years (AM=27.57), 31-40 years (AM=27.49), 41-50 years (AM=27.67) and above 60 years (AM=28.16). For 41-50 years of Lodha Tribe and 51-60 years Maram Naga Tribe better Personal Well-being was contributed by Satisfaction with friends and Satisfaction with life achievements. Although the same dimensions have contributed for better Personal Well-being of 41-50 years of Lodha Tribe and 51-60 years Maram Naga Tribe. It was found that the Maram Naga belonging to 51-60 years of age had better Personal Well-being.

The correlation matrix for Lodha Tribe revealed that there is a high positive correlation between Satisfaction with friends and Self-esteem, on the other hand there is a high positive correlation between Satisfaction with personal safety and satisfaction with friends for Maram Naga Tribe. The analysis reveal that there are different parameters of Personal Well-

being for Maram Naga and Lodha Tribes. For both Lodha and Maram Naga Tribes, their Personal Well-being is contributed by Self-esteem, Interpersonal relationship, Satisfaction with friends, Satisfaction with life achievements and Satisfaction with personal safety.

1.11: Recommendations and Conclusion

Future studies should examine the level of participation of the individual and its effect on the individual's quality of life. To determine whether there are different effects of positive balance and negative balance on quality of life, it is necessary to distinguish individuals who exhibit a high total level of engagement across their combined work and individual roles from those who display a low total level of engagement.

Governments should use subjective social indicators as research data to guide them in the development of policy programs to enhance well-being of theses tribes. Further research is necessary to replicate the present findings and investigate the relationship between quality of life and various demographic variables. Research can also investigate if adaptation over time and the fulfillment of the need with existing quality of life and alternative resources mitigate the need and stress from social change. Conversely, further research can assess the detriment of the depletion of one's resources due to social change to one's quality of life.

It is possible that different personality traits predict personal well-being in middle or late adulthood, when people's environments are more stable. Alternatively, it is possible that the personality correlates remain the same, but the underlying processes change (e.g. perhaps extroverts are more satisfied with their personal life throughout the lifespan but for different reasons at different times). The same applies to other group differences, such as culture, social class or ethnicity. By

understanding the processes that account for individual differences in personal well being in different groups, we can better help people understand what may promote or impede the development of quality of personal well being. Finally, future studies should distinguish between life satisfaction and other personal relationships and their associated behavioral processes in order to understand the contribution each makes to overall life satisfaction. When the assessment of quality on personal well being is lumped together with other forms of social support such as satisfaction with co-workers, family and friends, it is difficult to discern the effects of specific processes unique to each of these relationships. Examining the processes that influence all close relationships is important, but there are also important differences among different types of close relationships. In addition, the patterns of behavior that determine quality of personal well-being begin early in life and likely influence future relationships such as romantic relationships and work relationships. Therefore, we hope that future work will continue to disentangle the individual differences and interpersonal processes that underlie life satisfaction. Self-reported life satisfaction is increasingly regarded by economists as well as scholars in many other disciplines as a useful measure of overall well-being (Helliwell 2006).

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Scope of the Journal

The Journal promotes original academic research in adult education, humanities, culture, comparative education, social sciences, rural development, science & technology for 'development, gender & development, security issues, domestic politics, governance & social movements, grassroots governance etc.

Objectives

The Millennium Development Goal the emphasis has shifted towards people centered approach that recognizes human and social capital leading to sustainable development. In other words, developments from efforts include economic strategies tied with resonance development inputs. It is an under pinning factor for many emerging programmes. The main goal of our development policy is to create sustainable improvement in the quality of life among common people. In area of development programmes much stress was given to stakeholders oriented programmes, to facilitate increase in per capita income of individual families. Attempts are being made to empower people in all aspects like health, economy, polity, education and so on. Objectives of IJLLAD, specifically, are to publish original empirical research and theoretical studies on adult education, lifelong learning, extension, and economic relations, gender and development studies, civil society movements and studies on democracy, problems of marginalized sections, cross border terrorism and violation of human rights, ecology and environment, issues i'n governance at the local, national and regional levels

Department of Lifelong Learning & Extension

Aims & Objectives

AIMS

The Department aims at conducting Lifelong Learning programmes to meet the demands of emerging knowledge society.

OBJECTIVES

- Impart education and training in Lifelong Learning in order to provide professional manpower for the development of human resource.
- Develop knowledge, skills, attitudes and values appropriate to the Lifelong Learning.
- Integrate theory and practice in the field of Lifelong Learning.
- Promote interdisciplinary collaboration for better understanding of human problems and reaching out to larger sections of community, specially deprived groups through Lifelong Learning programmes.
- Undertake research on social problems and issues particularly related to the formal and non-formal education.