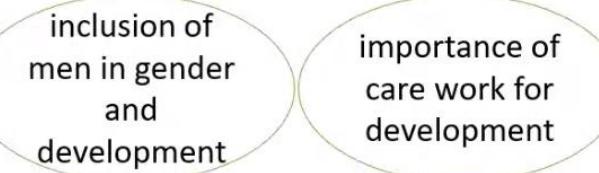


 ADITYA RAJ is presenting

## Gender and Development (GAD)

There are **two important issues** in terms of the future of the gender and development agenda.



### Importance of care work for development

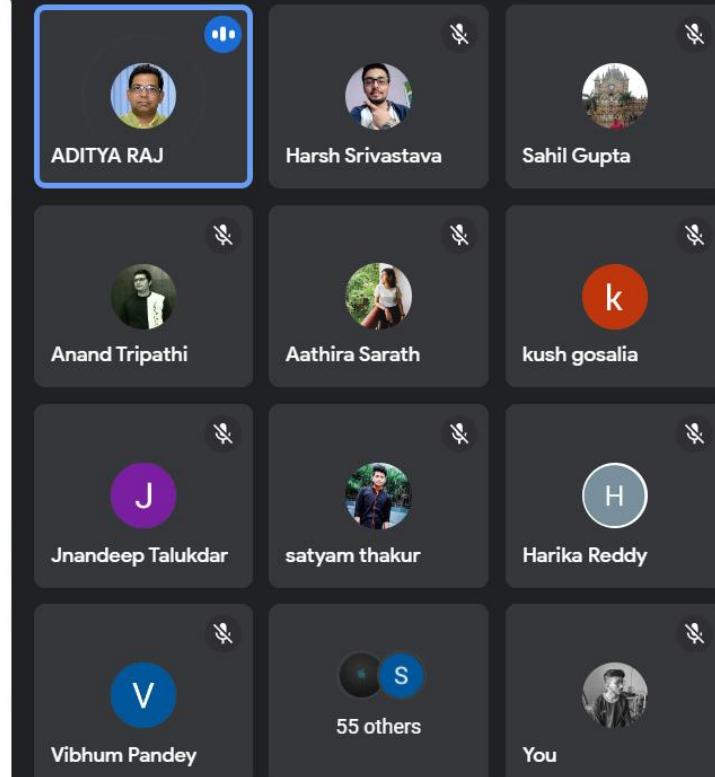
In most societies care work is denigrated and undervalued.

The burden of unpaid (and paid) care work is disproportionately borne by women and girls.

Unequal distribution of care work undermines women's ability to seek employment and income, often resulting in women taking up low-paid, part-time or less secure forms of work.

Therefore, gender equality requires the transformation of gender norms and it is essential to keep economies and societies functioning.

Continued..



 ADITYA RAJ is presenting

## Gender and Development (GAD)

**Gender mainstreaming: Inclusion Men in GAD**

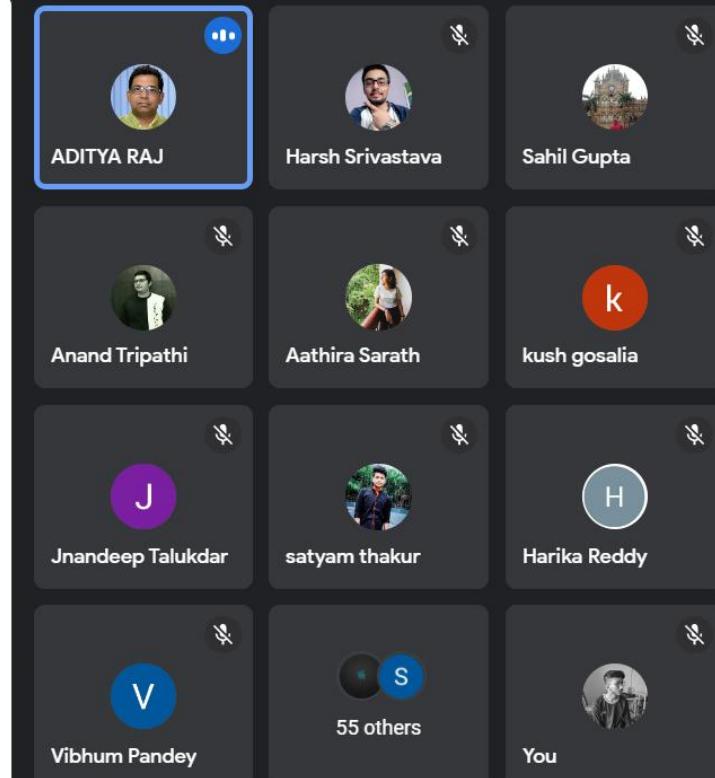
**Masculinities and mainstreaming**

A growing interest in 'men' and 'masculinity' in the social sciences has filtered into development policy.

Gender-sensitive men can help to address some of the problems in terms of institutional resistance to gender and may help to change institutional cultures (Chant & Gutmann).

There has been a significant increase in the number of development projects working with men.

Continued..



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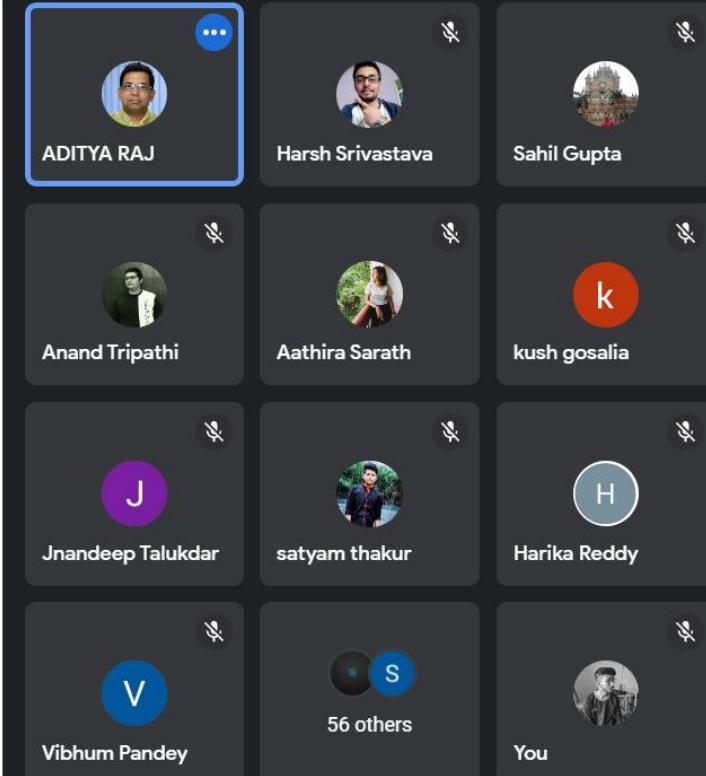
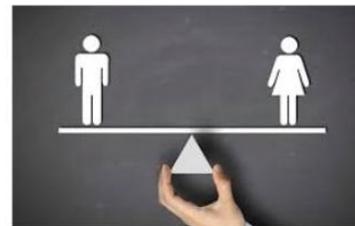
## Gender and Development (GAD)

### Gender mainstreaming: Inclusion Men in GAD

#### Way Forward:

In order to put gender mainstreaming into practice, a wide range of analytical tools, frameworks and measures have been developed.

These can be: training manuals, awareness and gender sensitisation exercises, gender-specific studies, gender impact assessments and gender analyses of budgets.



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## Gender and Development (GAD)

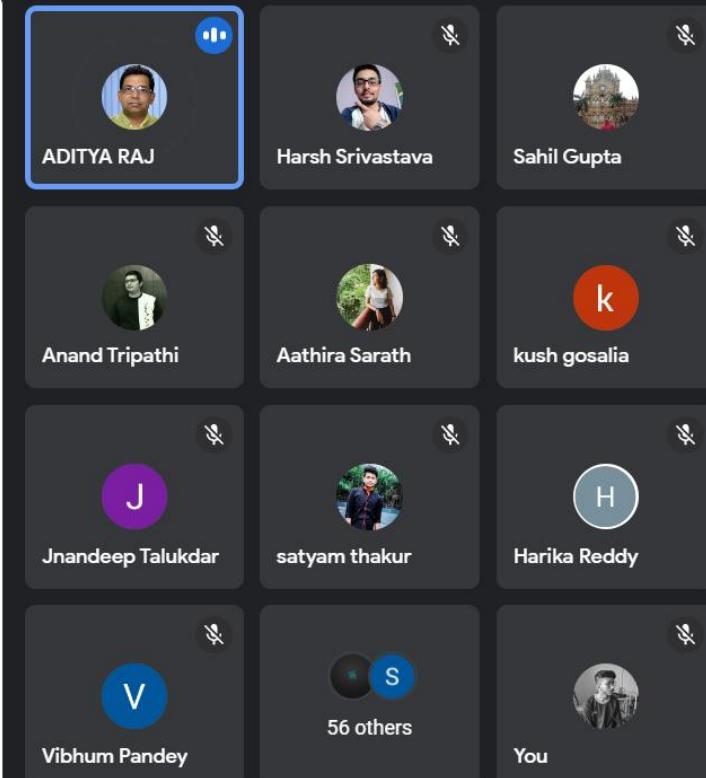
### Gender mainstreaming: Inclusion Men in GAD

#### Way Forward:

In order to put gender mainstreaming into practice, a wide range of analytical tools, frameworks and measures have been developed.

These can be: training manuals, awareness and gender sensitisation exercises, gender-specific studies, gender impact assessments and gender analyses of budgets.

After five decades of WID and GAD, the work of redressing gender inequalities has only just begun....



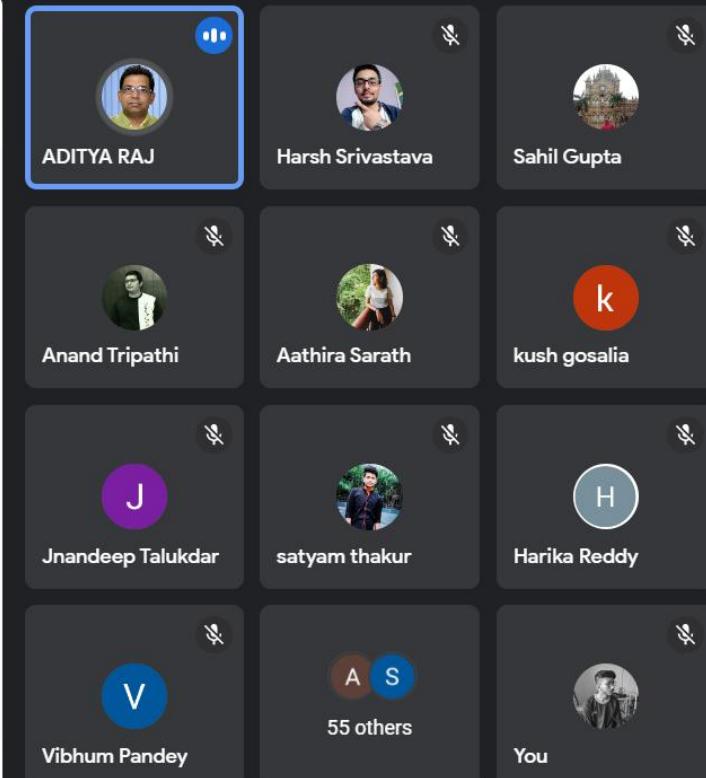
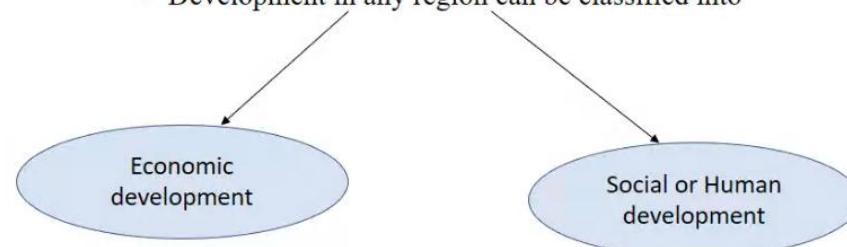


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## Interrelation between development and health

- A multitude of meanings is attached to the concept of development, the term is complex, ambiguous, and evasive. However, in the simplest terms, development can be defined as bringing about social change that allows people to achieve their human potential.
- Development is a process that creates growth, progress and positive change among individuals. The addition of physical, economic, environmental, social and demographic components makes the developmental process smooth.

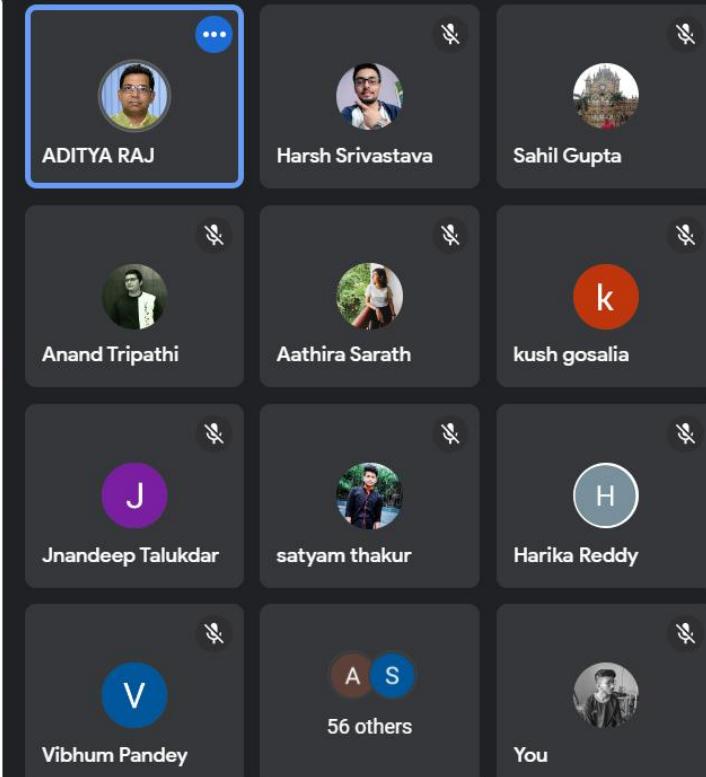
- Development in any region can be classified into





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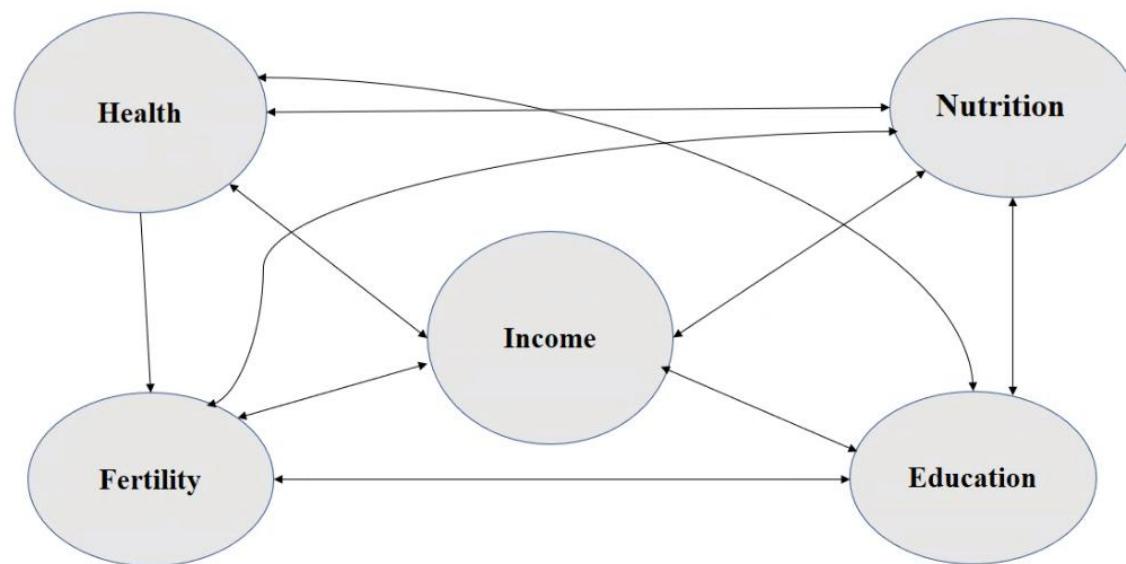
- Development indicators helps to rank countries and depicts a snapshot of developmental perspective.
- There is an interrelationship between each of the dimensions of health and each type of development.
- The ways in which people develop are often largely dependent on how healthy they are, just as how healthy people can have an impact on how they develop.
- There are three prominent composite indicators used to understand the inter-relation between health and development, human development index (HDI) and physical quality of life index (PQLI) and Gender Inequality Index (GII).



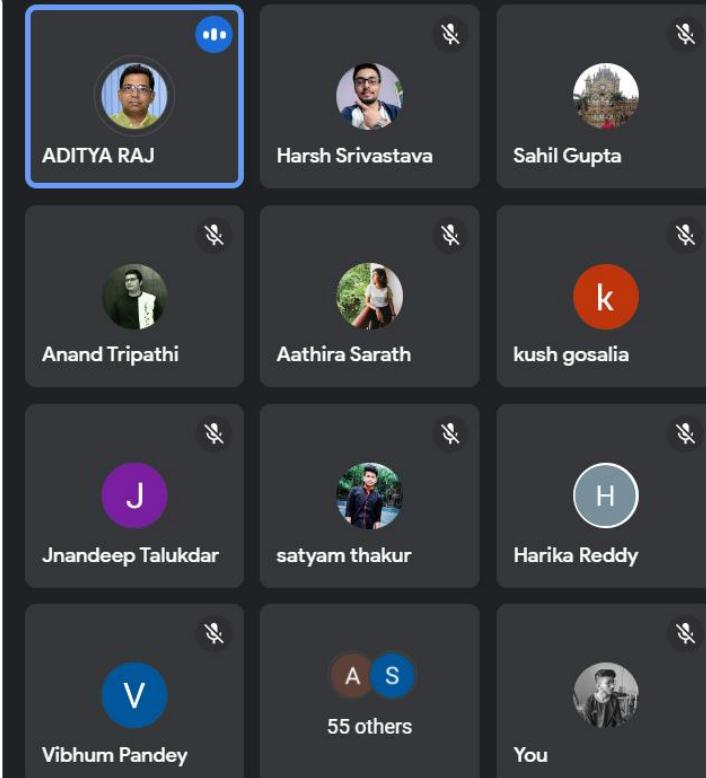


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## A general model of health and development



Source: Barlow R. Health and economic development: A theoretical and empirical review, p. 12. University of Michigan, 1977.





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## Indicators- health and development

**Death rate**

The number of deaths in a given period per 1000 of the population in that period of time.

**Adult literacy**

The number of adults who can read and write in every 1000 of the population

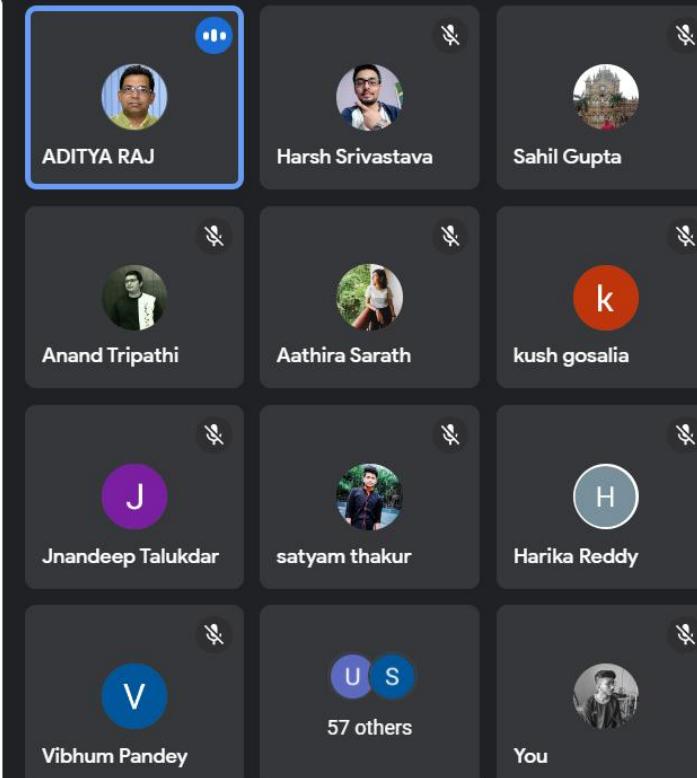
**Life expectancy**

An estimate of the average age that members of a particular population group will be when they die

**Infant Mortality Rate**

The number of children dying at less than 1 year of age per 1000 live births that year.

Other indicators includes:  
Calorie per person, protein per person, population per doctor





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# Composite Indicators

## Human Development Index (HDI)

- Wealth- GDP per capita
- Life expectancy
- Educational achievement

## Physical Quality Life Index (PQLI)

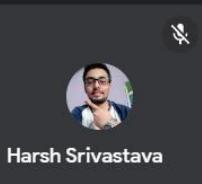
- Adult literacy
- Literacy rate
- Infant mortality

## Gender Inequality Index (GII)

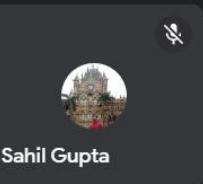
- Maternal mortality ratio and adolescent birth rate
- Empowerment Index
- Labour force participation rate



ADITYA RAJ



Harsh Srivastava



Sahil Gupta



Anand Tripathi



Aathira Sarath



kush gosalia



Jnandeep Talukdar



satyam thakur



Harika Reddy



Vibhum Pandey



57 others



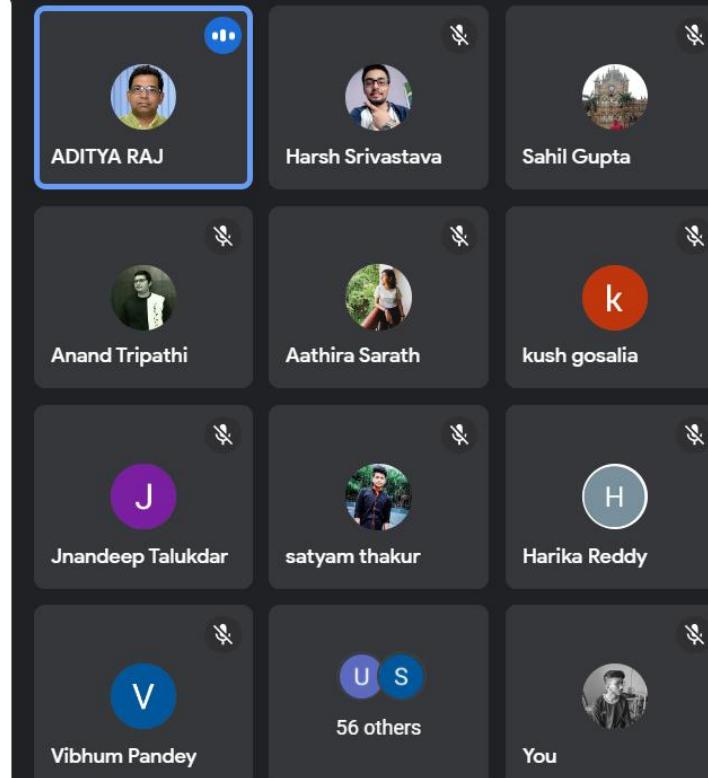
You



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## Physical Quality of Life Index (PQLI)

- PQLI measures the quality of life or well-being of a country.
- It was developed for Overseas Development Council in the mid-1970s by Morris David Morris. It was created due to dissatisfaction with the use of GNP as an indicator of development.
- PQLI measures the quality of life or well-being of a country based on three variables- basic literacy rate, infant mortality, and life expectancy at age one. All equally weighted on a 0 to 100 scale.
- It has also been criticized because there is considerable overlap between infant mortality and life expectancy. It is a limited measure of basic needs and does not study economic factor
- Later on, UN Human Development Index is more widely used means of measuring well-being than PQLI.



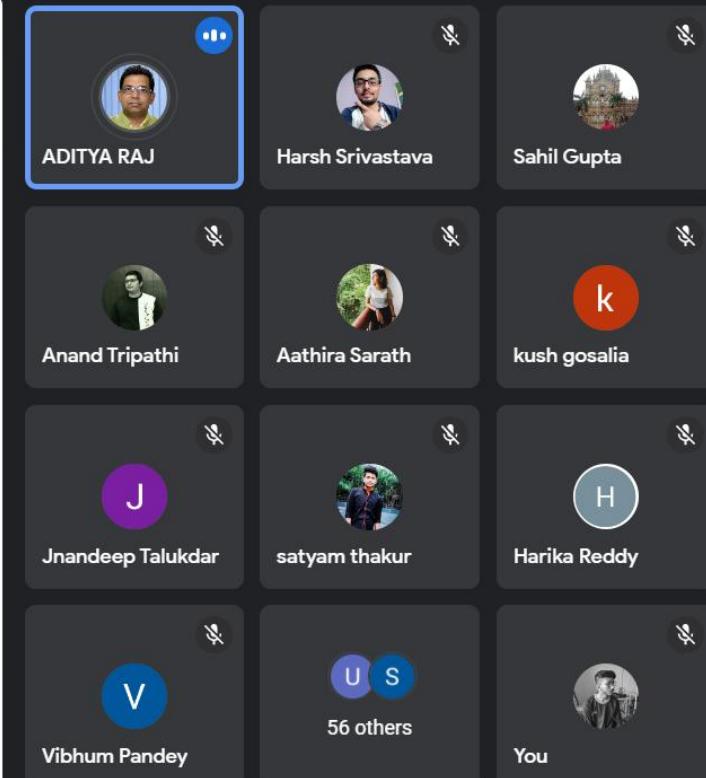


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## Indicators and calculation of PQLI

- Indicators of PQLI:
  - i. Infant Mortality Rate
  - ii. Life Expectancy at Age One
  - iii. Basic Literacy Rate
- The PQLI shows improvement in the quality of life when people enjoy the fruits of economic progress with increase in life expectancy (LE), fall in infant mortality rate (IMR) and rise in basic literacy rate (BLR).
- $PQLI = (\text{Literacy rate} + \text{Indexed IMR} + \text{Indexed Life expectancy})$

3





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## Ranking of countries according to HDI 2021

Globally countries are ranked in the flowing four classes according to their score in HDI.

Level of Human Development	Score in development index
Very high	Above 0.808
High	Between 0.700 up to 0.807
Medium	Between 0.556 up to 0.699
Low	Below 0.555

The participant grid displays 12 individuals, including the host ADITYA RAJ, arranged in a 4x3 grid. Each participant has a video thumbnail, a microphone icon, and a name below it. Some participants have initials in colored circles instead of full names. The names listed are: Harsh Srivastava, Sahil Gupta, Anand Tripathi, kush gosalia, Jnandeep Talukdar, satyam thakur, Harika Reddy, Vibhum Pandey, Aathira Sarath, 56 others, and You.



ADITYA RAJ is presenting

## Ranking of countries according to HDI 2019

Rank	Higher performing countries	Score	Rank	Lower performing countries	Score
1	Norway	0.957	189	Niger	0.394
2	Ireland	0.955	188	Central African Republic	0.397
2	Switzerland	0.955	187	Chad	0.398
4	Hong Kong, China (SAR)	0.949	185	South Sudan	0.433
4	Iceland	0.949	185	Burundi	0.433
6	Germany	0.947	184	Mali	0.434
7	Sweden	0.945	182	Sierra Leone	0.452
8	Australia	0.944	182	Burkina Faso	0.452
10	Netherlands	0.944	181	Mozambique	0.456
11	Finland	0.938	180	Eritrea	0.459
11	Singapore	0.938	179	Yemen	0.470

Source, HDI, UNDP

India's  
rank: 131  
Score: 0.645

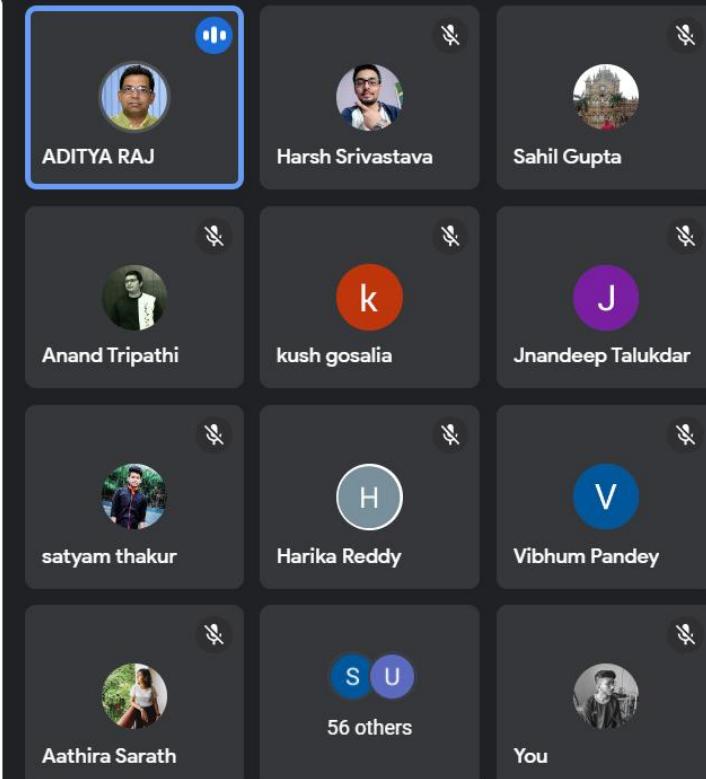
The participant grid displays 13 individuals in a 4x3 grid. ADITYA RAJ is highlighted with a blue border. Other participants include Harsh Srivastava, Sahil Gupta, Anand Tripathi, kush gosalia, Jnandeep Talukdar, satyam thakur, Harika Reddy, Vibhum Pandey, Aathira Sarath, 56 others, and You. Each participant has a small profile picture and a microphone icon.



ADITYA RAJ is presenting

## Gender Inequality Index (GII)

- Gender inequality remains a major barrier to human development.
- The gender inequality index (GII) provides insights into gender disparities in health, empowerment and the labour market. Higher values in the GII indicate worse achievements (Human Development Report, UNDP).
  1. The health dimension is measured by the maternal mortality ratio and the adolescent fertility rate.
  2. The empowerment dimension is measured by the share of parliamentary seats held by each gender, and by secondary and higher education attainment levels..
  3. The labour dimension is measured by women's participation in the workforce.
- The GII varies between 0 (when women and men fare equally) and 1 (when men or women fare poorly compared to the other in all dimensions).

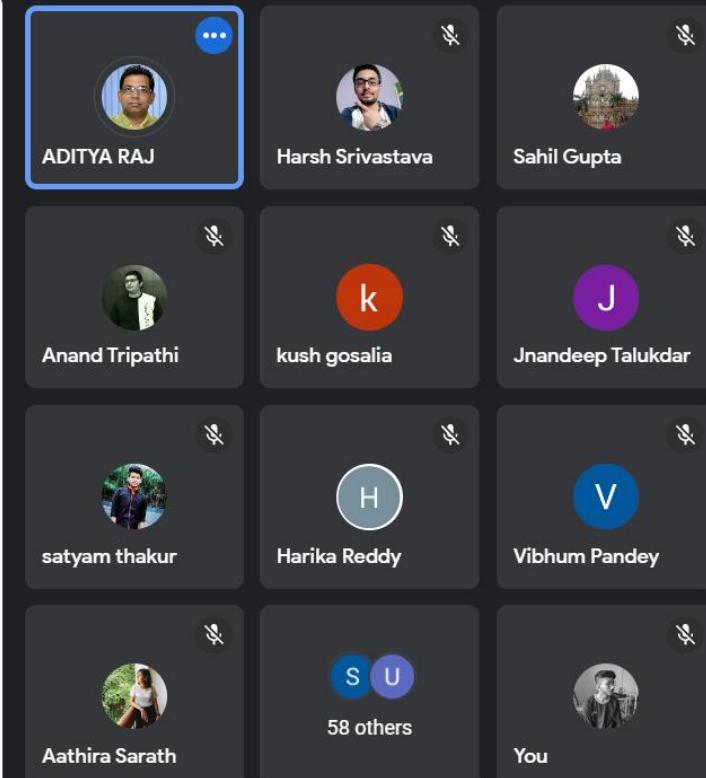




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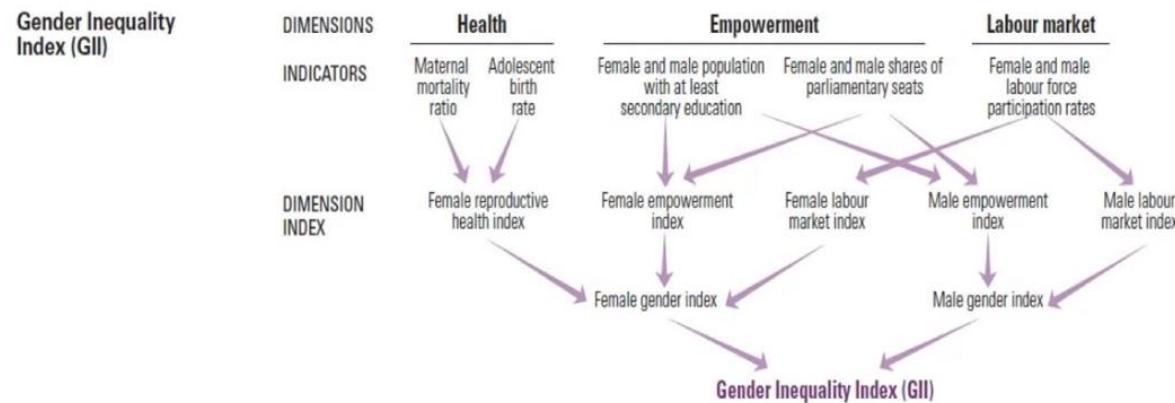
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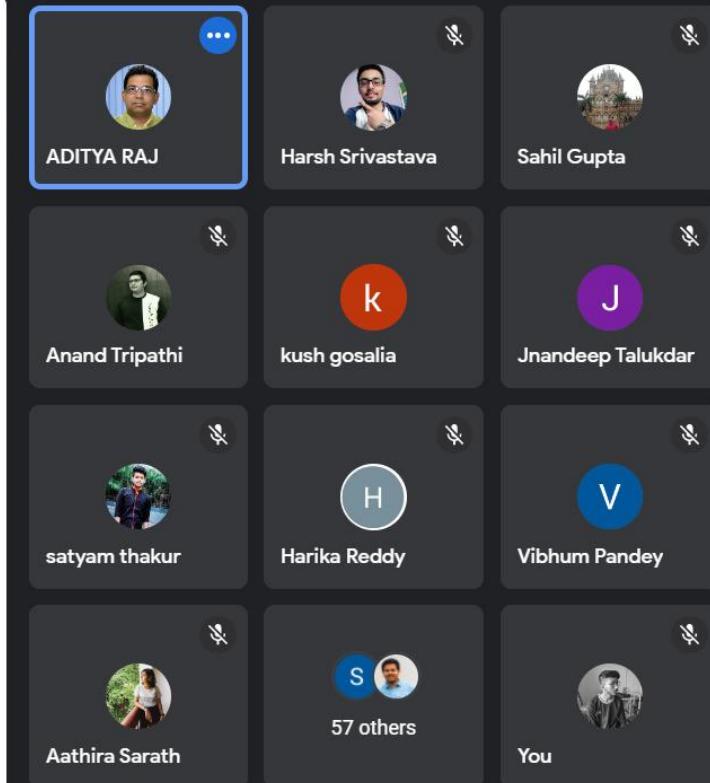


ADITYA RAJ is presenting

## Indicators of GII



Source: Human Development Report, UNDP





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## Ranking of countries according to GII 2019

Rank	Higher performing countries	Score
1	Switzerland	0.025
2	Norway	0.038
2	Finland	0.039
4	Netherlands	0.043
4	Denmark	0.043
6	Sweden	0.045
6	Belgium	0.045
7	South Korea	0.047
8	France	0.049
9	Iceland	0.058
10	Slovenia	0.063

Source: GII, UNDP

Rank	Lower performing countries	Score
162	Yemen	0.795
161	Papua New Guinea	0.725
160	Chad	0.710
159	Central African Republic	0.680
158	Mali	0.671
157	Afghanistan	0.655
156	Liberia	0.650
155	Sierra Leone	0.644
154	Niger	0.642
153	Côte d'Ivoire	0.638
152	Haiti	0.636

Source: GII, UNDP

India's  
rank: 123  
Score: 0.488

The participant grid displays 12 individuals in a 4x3 grid. The first row contains ADITYA RAJ (highlighted with a blue border), Harsh Srivastava, and Sahil Gupta. The second row contains Anand Tripathi, kush gosalia, and Jnandeep Talukdar. The third row contains satyam thakur, Harika Reddy, and Vibhum Pandey. The fourth row contains Aathira Sarath, 57 others, and You.

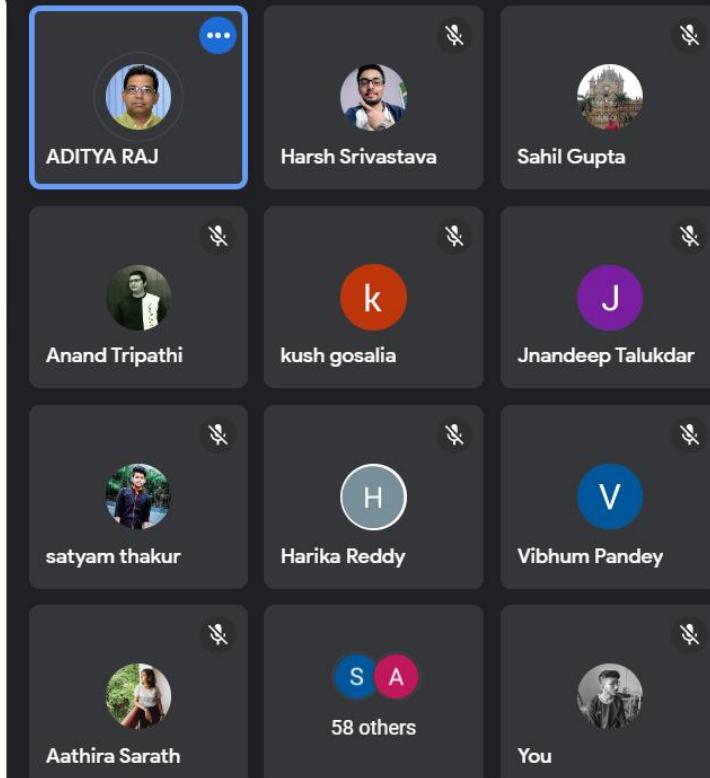


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## Importance of health in understanding development

- Interrelationship between health and development is studied with the help of composite indexes like PQLI, GII and HDI.
- Over the years, PQLI is not frequently used for local examinations, particularly after the presentation of HDI.
- PQLI and HDI are similar, the main difference between the two being the inclusion of income in HDI and exclusion of the same from PQLI.
- GII on the other hand highlights the gender gap on the basis of three dimensions.
- Composite indexes rank countries based on their performances and are helpful in programme and policy purposes.

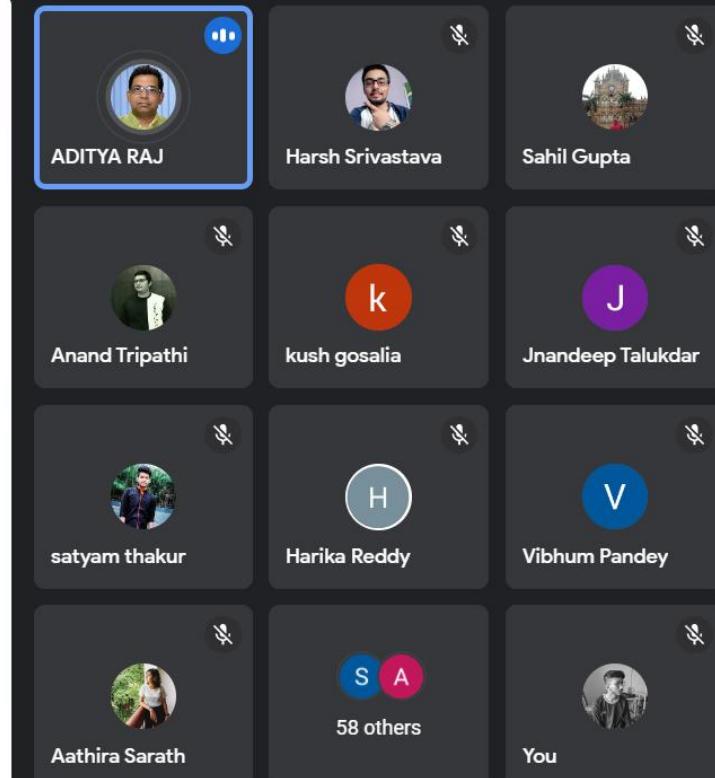
Himanshu Garg has left the meeting





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- Great wellbeing empowers people to be dynamic problem solvers in the development cycle.
- Health and demography can influence all round development especially economic development by effecting work usefulness, human capital interests and age structure. For example: improving health of adults, mothers, awareness about health and providing incentives to limit family size can in turn accentuates development (Ruger et al., 2001).
- According to Amartya Sen, development of institutions that aim to improve health and create economic opportunities should therefore be influenced by the exercise of people's freedoms, through the liberty to take an interest in friendly decision and in the creation of public choices that instigate the advancement of further developmental process (Sen, 1999).
- It is important that any discussion of health and development take note of the significance of participation for effective and sustainable reforms. All round health of an individual is critically important for both health and economic development as indeed they are important for each other.





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# What is Development?

- The word “develop” has been derived from an Italian word “voluper” meaning to unwrap or unfold.
- In general terms, “development” means an event constituting a new stage or a changing situation. To Prof. Yogendra Singh, **development is a strategy of planned social change which is considered desirable by the members of a society** (Singh, 1974).
- Development is a continuous process which has a definite pattern and direction. The direction is always forward and never backward.



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## Contd..

- The concept of development finds its root in August Comte's "Law of Three Stages", Herbert Spencer's proposition that the society moves from a simple to the complex one, Emile Durkheim's proposition that the society makes a shift from mechanical to organic solidarity and Karl Marx's idea that the society progresses from a class to a class less society.



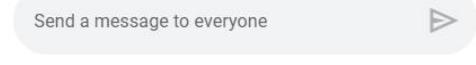
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## Concept of Education

- The term 'education' is derived from the Latin word *educare* which means, 'to bring up', 'to lead out', and 'to develop'.
- Education is one of the fundamental factors of development (Ozturk, 2001). It has a formative effect on the mind, character or physical ability of an individual.
- Through education, society consciously transmits its accumulated knowledge, skills and values from one generation to another.
- According to Amartya Sen, the solution to all problems related to the economy, development, or population lies in education. It is considered as an investment which brings development in the long run.





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## Contd..

- Structural functionalists perceive society as a human body, in which institutions such as education are like important organs that keep the society/body healthy and well.
- For Durkheim, education performs two major functions in industrial societies – transmit the shared values of society and simultaneously teach the specialized skills (literacy, numeracy and IT) for an economy based on a specialized division of labor.



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## Link between education and development

- Education is an investment that can contribute to individual and social development. Undertaking education helps in accumulating human capital.
- Harbinson (1973) remarks that a country which is unable to develop the skills and knowledge of its people to utilize them effectively in the national economy will be unable to develop anything else.
- The general conference of UNESCO held in 1964 recognized that illiteracy is a grave obstacle to social and economic development.
- The **Tenth Five Year Plan** of India has identified education as a critical factor in human resource development. **Literacy rate was recognized as the major determinant of other indicators of socioeconomic growth.**



You



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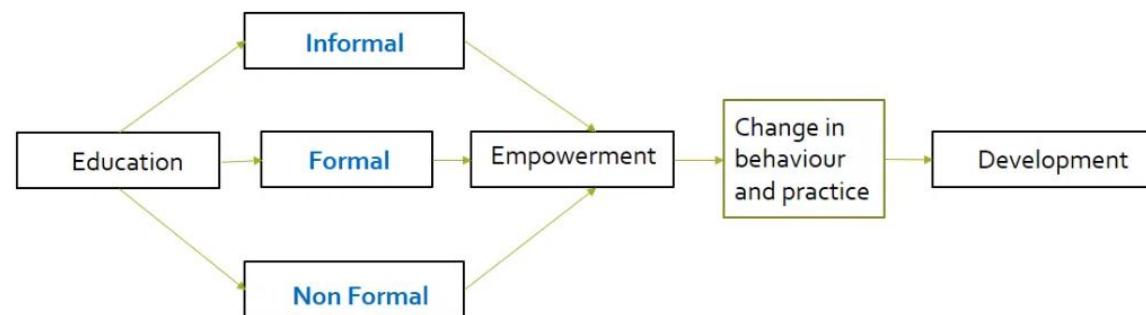
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**Education, whether formal, informal and/or non formal brings development through change in knowledge, behaviors and practices.**

*Informal education:* life long learning where knowledge is acquired from daily life experiences

*Formal education:* education received from the educational institutes chronologically graded

*Non formal education:* systematic educational activity taking place outside the formal system.



Model of Education & Development



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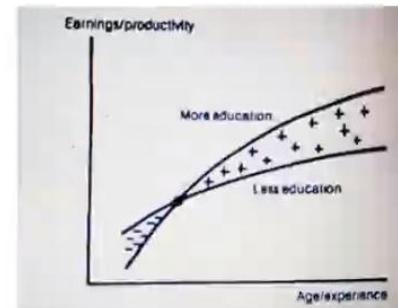
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## Importance of Education in Economic Development

Effects of education is directly related to economic development in two ways. One is efficiency in resource utilization, leading to higher income; another is more equitable distribution of such income (Psacharopoulos, 1988).

Evidence suggest that an individual's earnings increase with each extra year of schooling (Behrman 1990, Psacharopoulos 1994). This argument is based on **human capital theory** which states that education makes the individual more productive, not only in the market place but also in the household.

According to Schultz (1975), education has a beneficial allocative effect and helps the individual to deal with disequilibrium situations.



*Fig. showing the tradeoff between low level of education and earnings today versus more education and earnings tomorrow*



### In-call messages

Messages can be seen only by people in the call and are deleted when the call ends.

Mahima Rai 12:23  
yes sir

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Education and Development - PowerPoint (Product Activation Failed)

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do... Sign in Share

Cut Copy Paste Format Painter New Slide Section Clipboard Slides Font Paragraph Drawing Editing

8 9 10 11 12

## Education for Rural Development

*Mahatma Gandhi once said my 'Ideal Village' will contain intelligent human being!* Educated people are expected to bring faster agricultural, industrial, and social development in rural areas.

Rural entrepreneurship could be better promoted with the help of literate and skilled manpower. Evidence suggests positive effects of education on productivity among farmers using modern technologies.

In Thailand, farmers with four or more years of schooling were three times more likely to adopt fertilizer and other modern inputs than less educated farmers (Birdsall, 1993). Similarly, in Nepal, the completion of at least seven years of schooling increased productivity in wheat by over a quarter, and in rice by 13% (Jamison and Moock, 1994).

The introduction of [Green Revolution in Punjab and Haryana](#) was primarily because of extension education imparted to the farmers in their field.



Slide 11 of 21

Type here to search

## In-call messages

Messages can be seen only by people in the call and are deleted when the call ends.

ashritha nandini 12:45

norway

Mohammad Zeeshan 12:45

norway

satyam thakur 12:45

norway

Shubhajeet Dey 12:45

norway

Sephali 12:45

norway

Yash Agarwal 12:45

Norway

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## Education and Health Indicators

*Education helps in achieving developmental goals, such as increased life expectancy, improves health, and reduces fertility among educated mothers.*

The increase in the no. of women with more than 10 years of schooling by 5.5 percentage points in NFHS-5 in comparison to NFHS-4 data resulted in the improvement in the country's Total Fertility Rate (TFR) from 2.2 to 2.0.

STATES (women with above 10 yrs. of schooling)	NFHS-4 (2015-16)	NFHS-5 (2019-20)
BIHAR	22.8	28.8
HIMACHAL PRADESH	59.4	65.9
WEST BENGAL	26.5	32.9
MAHARASHTRA	42	50.4
ANDHRA PRADESH	34.6	39.3
MEGHALAYA	33.6	35.1
NAGALAND	33.3	44.4

Female Education and TFR of a few states of India  
Source: NFHS-4 and NFHS-5 fact sheets, IIPS Mumbai

STATES (Total Fertility Ratio)	NFHS-4 (2015-16)	NFHS-5 (2019-20)
BIHAR	3.4	3.0
HIMACHAL PRADESH	1.9	1.7
WEST BENGAL	1.8	1.6
MAHARASHTRA	1.9	1.7
ANDHRA PRADESH	1.8	1.7
MEGHALAYA	3.0	2.9
NAGALAND	2.7	1.7



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ashritha nandini 12:45  
norway

Mohammad Zeeshan 12:45  
norway

satyam thakur 12:45  
norway

Shubhajeet Dey 12:45  
norway

Sephali 12:45  
norway

Yash Agarwal 12:45  
Norway

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## Education and Social Equality

Illiteracy is one of the reasons for social discrimination. Hence, education acts as an instrument for social uplift. The Education Commission of India (1964-66) has highlighted, in Chapter IV that an important social objectives of education is *to equalize educational opportunities, enabling the backward or under-privileged classes to use education as a lever for improvement of their condition and ensure development.*





ADITYA RAJ is presenting

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Mahima Rai 12:02  
yes sir

Ishita Singh 12:02  
yes sir

Aathira Sarath 12:05  
sir is it possible to share marks through gform itslef  
?

Mahima Rai 12:07  
Sir for cs people, we have lab from 3pm and we don't know how long does it take as the new prof will be taking this lab.

Mehuli Pal 12:09  
+1

Send a message to everyone



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## Promotes modernization

- Modernization has a direct linkage with the pace of education development. Expanding education and producing skilled manpower promote modernization.
- The Education Commission of India (1964-66) envisaged that an important aim of modernization is creating an economy of plenty which will offer to energize an individual, provide a larger way of life and a wider variety of choices.
- Modern society is governed by science and technology, and it is education which can enable a nation to achieve progress through scientific technology.
- Technological progress through ICT education in India has hastened the process of modernization and development.



You

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+1

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## Education for Sustainable Development

- The United Nations General Assembly in its 57th meeting in December 2002 declared the decade 2005-14 as the UN Decade of Education for Sustainable Development.
- Education helps individuals to develop knowledge base and make informed decisions for the benefit of themselves and others. It encourages them to make use of resources productively yet sustainably.
- Sustainable Development is a vision of development that encompasses populations, ecosystems, natural resources and that integrates concerns such as fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue.



28°C

Haze



+1  
Sir for cs people, we have lab from 3pm and we don't know how long does it take as the new prof will be taking this lab.

sir for cs people, we have lab from 3pm and we don't know how long does it take as the new prof will be taking this lab.

yes sir

yes sir

sir is it possible to share marks through gform itself?  
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Sir for cs people, we have lab from 3pm and we don't know how long does it take as the new prof will be taking this lab.



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# *The other side of the coin*



28°C

Haze

In-call messages X

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Mahima Rai 12:02  
yes sir

Ishita Singh 12:02  
yes sir

Aathira Sarath 12:05  
sir is it possible to share marks through gform itslef  
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Mahima Rai 12:07  
Sir for cs people, we have lab from 3pm and we don't know how long does it take as the new prof will be taking this lab.

Mehuli Pal 12:09  
+1

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*Apart from the functionalist perspectives which showed education in positive light (with respect to development), other sociological studies indicated how schooling patterns reflected class stratification and racial and sexual discrimination.*

- Neo-Marxists argued that school education simply produced a docile labor force essential to late-capitalist class relations. Bourdieu (1977) argues that education serves to perpetuate the culture of the dominant classes through the phenomenon of cultural reproduction.
- For educational theorists like Ivan Illich and Paulo Freire formal education leads to class stratification and promotes social inequality. It produces a sense of dependence and helplessness among those whom they intend to help. According to Illich, Western schools are the product of an industrialized society, and therefore inappropriate for many developing countries due to its heavy cost and elitism.
- In the context of modernization and development, Freire (1974) argued that while all development is modernization, not all modernization constitute development.



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Mehuli Pal 12:09

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## Conclusions

- Though there have been mixed perspectives of theorists on education and development, education remains indispensable in the path of creating huge human capital. A balanced education system promotes not only economic development, but productivity, and generates individual income per capita. Its influence is noticeable both in terms of micro as well as macro-social benefits.



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+1

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A circular portrait of a man wearing glasses and a yellow shirt.

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## Historical Background

- The term ‘Sustainable Development’ first came to prominence in the world Conservation Strategy (WCS) in 1980. It achieved a new status with the publication of two significant reports by Brundtland on: *North and South: A Programme for Survival and Common Crisis* (1985) and *Our Common Future* (1987) and has gained even greater attention since the United Nations Conference on Environment and Development (UNCED) held in Rio-de-Janeiro in June 1992.
  - During the Rio ‘Earth Summit’ when the Convention was opened in United Nations Conference on Environment and Development, it had received 168 signatures. At the 1992 Earth Summit in Rio de Janeiro, world leaders agreed on a comprehensive strategy for ‘sustainable development’.



12:25 | HS331 Sociology of Development



## In-call messages

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+1

ADITYA RAJ 12:23  
7-8 PM

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- The World Summit on Sustainable Development (WSSD): After ten years of UNCED, the World Summit on Sustainable Development took place in Johannesburg in 2002. This summit is also called Rio+10. Countries were urged to stop over fishing by 2015 and a new commitment to establish marine protected areas by 2012 was made. An agreement to significantly reduce the rate of loss of biodiversity by 2010 was also made.
- One of the major outcomes of Earth Summit is the- Agenda 21: It is a document consisting of five hundred pages. It has a bottom-up approach and emphasises the role and participation of citizens, especially women, communities and NGOs instead of large state and governmental institutions and projects.



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In 1993, Mohan Munasinghe discussed *three approaches* to sustainable development:

- (a) Economic – maximizing income while maintaining a constant or increasing stock of capital
- (b) Ecological – maintaining resilience and robustness of biological and physical systems
- (c) Social-cultural – maintaining stability of social and cultural systems

A cornerstone argument of the cornucopian position is a denial of English economist Thomas Malthus's assertion that **human population growth will always tend to outrun the supply of food and natural resources.**



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+1

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# Major Components

Sustainable Development has four major components:

- The climatic change
- Nutrient cycles
- Hydrological cycle
- Bio-diversity



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# Principles of a Sustainable Society

- Respect and care for the community of life.
- Improve the quality of human life.
- Conserve the Earth's vitality and diversity.
- Minimize the depletion of non-renewable resources.
- Keep within the Earth's carrying capacity.
- Change attitudes and practices.
- Enable communities to care for their own environments.
- Provide a national framework for integrating development and conservation.
- Create a global alliance.



You



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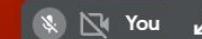
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A set of 17 Goals setup in 2015 by the UN General Assembly to be achieved by 2030 are termed as SDGs:



## In-call messages

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Aathira Sarath 12:39

Cloth bags are provided too but are more expensive

Shubhajeet Dey 12:42

I believe cloth bags are not mass produced, generally brand specific that's why stores prefer easily available plastic bags.

Mahima Rai 12:42

Big bazaar provide plastic bags for Rs5 and if a person have more things then he/she have ought to get one, so why not to provide cloth bag.

Mehuli Pal 12:45

Mass production of cloth bags will not only promote sustainable development but also will encourage small manufacturers' business

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With the advent of technology and advancements rapid industrialization, urbanization, farming practices based chemical fertilizers, pollution and other anthropogenic activities has put an extra burden over the natural resources. This is lethal for the 'carrying capacity' of earth- which is the maximum one could take so that the resources could get replenish with time.

The greenhouse gases and carbon-based emission has brought an increase in the average global temperature and melting of ice reservoirs at polar regions.



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## Diversity Measure For The Gold Summary:

- Extractive fragment coverage is the percentage of words in the summary that are from the source article, measuring the extent to which a summary is derivative of a text:

$$\text{COVERAGE}(A,S) = \frac{1}{|S|} \sum_{f \in F(A,S)} |f|$$

- density is defined as the average length of words in the summary that belong

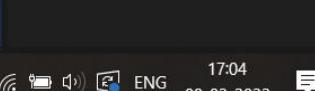
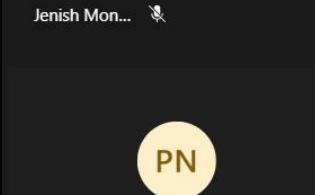
$$\text{DENSITY}(A,S) =$$

**⚠ Bad network quality**

If the sound quality is bad, check your internet connection and try rejoining.

- compression ratio is defined as the word ratio between the articles and its summaries

$$\text{COMPRESSION}(A,S) = \frac{|A|}{|S|}$$





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### Activities are sustainable when:

- Use materials in continuous cycles.
- Use reliable sources of energy continuously.
- Use the positive and just side of human personality.
- Want growth to last longer without being slower.

### Activities are unsustainable when:

- Overuse natural resources in a wasteful manner.
- Consumption is faster than renewal.
- Overkill life forms leading to the extinction of species.
- Cause cumulative degradation of the environment.



### People

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#### In call

Pushpendra Nagle (You)

1901EE69 Utkarsh

Aathira Sarath

Abhay Rathour

Abhiraj Kumar

Abhishek Gupta

Aditya

Aditya Goyal



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## Example of Sustainable Development

- *Solar Energy*: The greatest advantages of solar energy are that it is completely free and is available in a limitless supply. Both of these factors provide a huge benefit to consumers and help reduce pollution. Replacing non-renewable energy with this type of energy is both environmentally and financially effective.
- *Wind Energy*: It is another readily available Wind energy source. Harnessing is the power of wind energy necessitates the use of windmills; however, due to construction cost and finding a suitable location, this kind of energy is meant to service more than just the individual. Wind energy can supplement or even replace the cost of grid power, and therefore may be a good investment and remains a great example of sustainable development.



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	Aditya		
	Aditya Goyal		



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- *Crop Rotation:* This farming practice is beneficial in several ways, most notably because it is chemical-free. Crop rotation has been proven to maximize the growth potential of land, while also preventing disease and insects in the soil. Not only can this form of development benefit commercial farmers, but it can also aid those who garden at home.
- *Efficient Water Fixtures:* It takes a lot of energy to produce and transport water and to process waste water, and since less than one percent of the Earth's available water supply is fresh water, it is important that sustainable water use is employed at the individual and societal level.
- *Green Space:* According to the UW-Madison Department of Urban and Regional Planning, advantages of green spaces include, "helping regulate air quality and climate reducing energy consumption by countering the warming effects of paved surfaces recharging groundwater supplies and protecting lakes and streams from polluted runoff."

Gul Jain has left the meeting



## People

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	Abhiraj Kumar			
	Abhishek Gupta			
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	Aditya Goyal			



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## Gandhi & Sustainable Development

Gandhian view of Sustainable Development: Once he said- "The Earth has enough for everyone's need but not for everyone's greed".

'Gram Swaraj', 'Nai Taleem' and other such practices were discussed by M.K. Gandhi where importance of indigenous practices and optimum reliance over nature and natural resources was key element.



Send a message to everyone





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# What is the nature of science?

- In its essence it is the search for truth. The fundamental laws that govern the universe. The rational quest.
- Then, Gandhi's attitude for truth, his experiments with truth, were/are in tune with the scientific principles.



You



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# What is the nature of science?

- In its essence it is the search for truth. The fundamental laws that govern the universe. The rational quest.
- Then, Gandhi's attitude for truth, his experiments with truth, were/are in tune with the scientific principles.
- It is not realized often that the Mahatma was a severe critic of modern civilization and not of science or scientific methods.



You



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# Everyday Science....

- A scientific knowledge of one's language makes a knowledge of other languages comparatively easy.
- He was in contact with the best of scientific authorities of his day.
- Gandhi *Seva Sangh* (1935) was meant for post graduate study.
- “...if we carefully observe and examine the universe, we shall see that...”
- “...like atoms in this Universe...our existence as embodied beings is purely momentary...”



You



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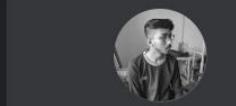
# CONTRIBUTIONS TO INDIAN SOCIOLOGY

- Colonial responses towards an understanding of Indian society resulted in a small section of Indian intellectuals feeling overwhelmed by the West. Social reformers like **Rammohan Roy or Iswarchandra Vidyasagar or Jyotiba Phoole** wanted to change the existing social institutions for a more humane condition.
- **W.H.R. Rivers' study of The Todas (1906)** was based on intensive field work and was the first monograph on a people of India in the modern sociological tradition. His student, **G. S. Ghurye** came to play a significant role in the development of sociology in India. The first department of sociology started in **Bombay University in 1919 under the leadership of Sir Patrick Geddes**.
- Peasant studies and agrarian social structure emerged as a distinct area of research interest in the seventies (**Beteille 1974, Oomen 1975**). These studies marked a departure from the earlier village community studies with emphasis on caste and village solidarity. However, village studies continued to hold the attention of some sociologists (Srinivas, 1995). Another major area of focus was social stratification (**Singh, 1977, D'Souza 1977**). Eventually studies on development, industrial sociology, women's studies and urban sociology also emerged.

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## INTRODUCTION TO THE INDIAN CLASS STRUCTURE

- The term “class” signifies a *form of social stratification*. It is defined as a stratum of people who share a similar socio-economic status or position. It is *relatively open* as compared to other forms of stratification like caste.



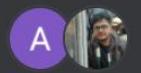
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Surya Prakash



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83 others

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- India primarily has an *agrarian class structure* and put simply, it means that agrarian societies are those settlements and groupings of people who earn their livelihood primarily by cultivating land and by carrying out related activities like animal husbandry. Agricultural production or *cultivation is the primary economic activity* in this case.



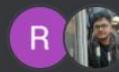
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Surya Prakash



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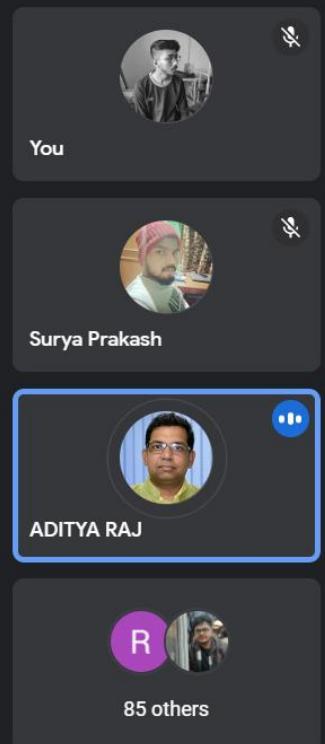


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- The traditional Indian rural communities were organised within the framework of "*jajmani system*". The different caste groups in the traditional Indian village were divided between *jajmans (the patrons) and the kamins (the menials)*. The jajmans were those caste groups who owned and cultivated lands. The kamins provided different kinds of services to the jajmans. While the kamins were obliged to work for the jajmans, the latter were required to pay a share from the farm produce to their kamins.



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## INTRO TO THE INDIAN CLASS STRUCTURE-CONTD

- After Independence, several *land reform legislations* were passed that would abolish zamindars, intermediate landlords and grant ownership of land only to tillers of the land. The older structure of *jajmani disintegrated to give way to more formal arrangements*.
- However, the agrarian social structure is still marked by diversities. As pointed out by *D.N. Dhanagare*, "the relations among classes and social composition of groups that occupy specific class position in relation to land-control and land-use in India are so diverse and complex that it is difficult to incorporate them all in a general schema"

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## INTRO TO THE INDIAN CLASS STRUCTURE-CONTD

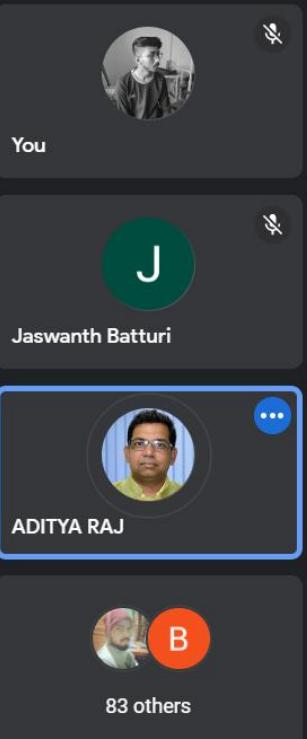
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- The process of development and urbanization of economies in post-Independent India led to some fundamental changes in the class structure of the society. The *middle-class* became stronger, first during British colonial rule and later, during the freedom movement.



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## NOTE ON THE INDIAN MIDDLE CLASS

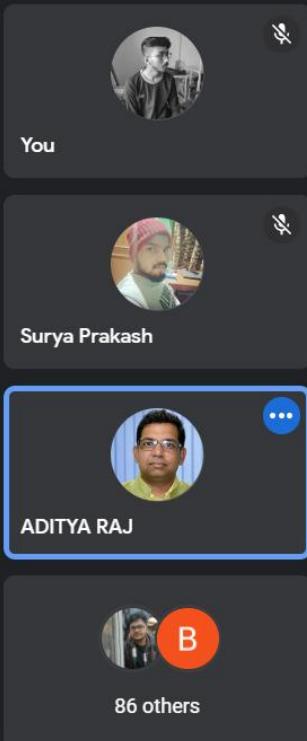
- There are *no exact figures about the size/composition of the middle class*. It has both unifying features, in ideology and aspiration, as well as segmentations in terms of income, occupation and education.
- At the lower extreme of the society are the *agricultural poor, peasants* and the landless. Unskilled and semi-skilled manual workers, skilled manual workers, petty clerks and employees such as postmen, constables, soldiers, peons were also outside the middle class domain. At the other end, the upper classes of the Indian society constitute the *rich industrialists and capitalists*.
- In between these areas of exclusion, *middle classes constitute mostly of officers in the government services, qualified professionals such as doctors, engineers, college and university teachers, journalists etc*. In terms of income, the middle classes are also generally middle income group, have a commitment to nation's development and value the knowledge of English.



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## CASTE IN INDIAN SOCIETY

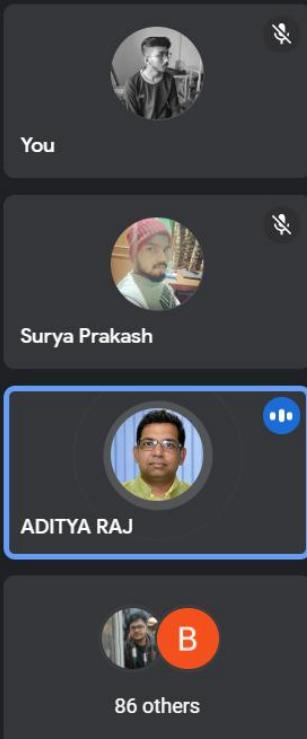
- The word is derived from the *Spanish word 'casta' (lineage)*. Sociologists have defined caste or '*jati*' as a hereditary, endogamous, group which is usually localised. It has a traditional association with an occupation, and a particular position in the local hierarchy of castes.
- According to *M.N. Srinivas*, relations between castes are governed, among other things by the concepts of *pollution and purity, and generally maximum commensality i.e. interdining occurs within the caste*. A caste is considered high if its way of life is pure and it is considered to be low if its way of life is polluting. The term 'way of life' means traditional occupation which is either ritually pure or polluting. Eg: Brahmin priest is pure but leather-working Chamar caste is polluting.
- In India, the caste system is interlinked with the '*varna*' model which divides the Hindu society into four orders, i.e. Brahmins (traditionally, priest and scholar), Kshatriya (ruler and soldier), Vaishya (merchant) and Shudra (peasant, labourer and servant). The first three castes are '*twice-born' or 'dvija*' since the men from these castes are entitled to wear the sacred thread at the Vedic rite of Upanayana.



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## CASTE IN INDIAN SOCIETY- CONTD

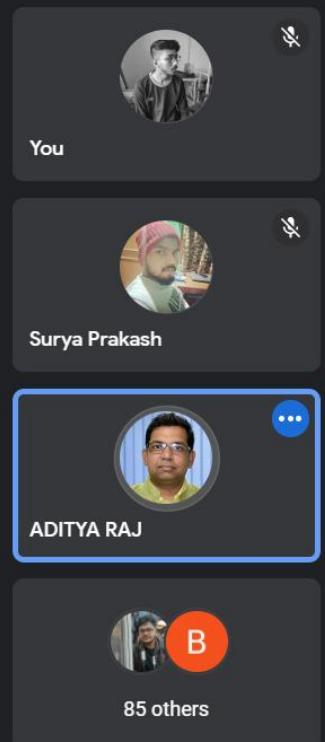
- In the association of caste structure with a hereditary occupation the “jajmani system” (as we have already referred to earlier) forms the framework. The ***patron castes differ from one region to another depending on the socio-economic and political status of the castes.*** For example, the Rajput, Bhumihar and Jat are the patron castes in the North and Kamma, Reddi and Lingayat in the South. The service castes comprise Priest, Barber, Carpenter, Blacksmith, Water-carrier, Leather-worker, etc.
- Sociologists like ***Andre Beteille and Ramkrishna Mukherjee have studied the close association between caste and class.*** There is a congruence between high caste status and land ownership. At the top of occupational hierarchy stands a group of families, which control and own most land rights in the village/region. They also belong to the caste occupying the highest rank. Next in the hierarchy would be estate managers, landowners of relatively smaller size who are drawn from the castes who occupy a position next to the highest ranking castes. Smaller tenants and subtenants occupy the middle ranking caste groups. Finally, labourers are drawn from the lowest ranking caste



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## CONTINUITY AND CHANGE IN CASTE

- In post-Independent India, it was realised that the '*Scheduled Castes' constituted some of the most backward sections of the populace*'. Hence, to protect their interests, the policy of 'protective discrimination' was adopted. It implies that these castes have to be helped through *welfare measures, reservation of seats in educational institutions, jobs, etc.* so that this backward section of Indian population can catch up.
- In contemporary India, one popular fallacy of the middle classes is the notion that caste is no longer prevalent in most parts of the country. Several scholars like *Andre Beteille, Surinder Singh Jodhka* and others have debunked this myth through their scholarship.
- Far from becoming obsolete, caste has shown tremendous resilience and adopts strongly to a fast-changing Indian society. *Viewing caste as a vestige of our traditional past silences the discrimination emanating from it at present.* Eg: in the corporate sector merit is usually considered the guiding principle for hiring, however, upon uncovering the actual recruitment rationale, an upper caste bias often emerges among HR managers (Jodhka, 2015).





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## TRIBES IN INDIA

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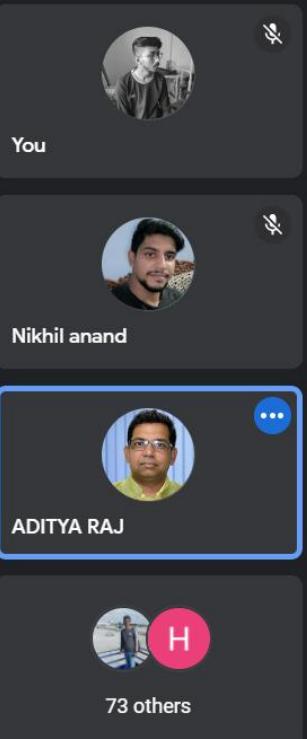
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## TRIBES IN INDIA

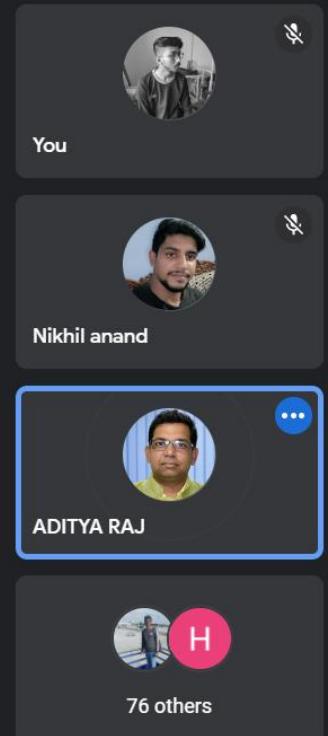
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- However, a more critical perspective, coming from contemporary scholars like **Virginius Xaxa**, notes that tribes should not merely be understood in relation to their affinity with or difference from caste. The focus of tribal studies in this case should be on the nationalist struggle of tribal people (***Santhal Movement, Tana Bhagat Movement***) and constituent assembly debates about the Scheduled Tribes.



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# WOMEN IN INDIAN SOCIETY

- Contemporary Indian society has been exposed to the broad processes of social transformation. However, these processes have generated regional imbalances, sharpened class inequalities and *augmented the gender disparities*.
- Most families in India, irrespective of their caste and religion, are *patrilineal*. The exceptions are the matrilineal Nairs of Kerala and tribes like the Khasis of Meghalaya. Simply put, patrilineality implies descent and inheritance through the male line. It also usually implies patrilocality or living of the husband in his father's home, quite often with his father, brother or brothers and their wives and children.

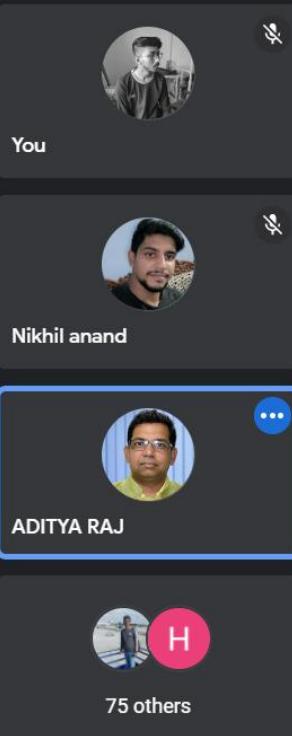


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- Women face contradictions with regard to their self-perception, since they are socialised to prioritise the homemaker role. *The work participation rate of women in 1991 and 2001 was 22.3 and 25.7 percent, respectively*. This participation too is mainly due to marginal workers (6.3 percent to 11 percent) in the total female workforce. *With respect to main workers, however, the proportional percentage, in fact, decreased from 15.9 percent to 14.7 percent*.

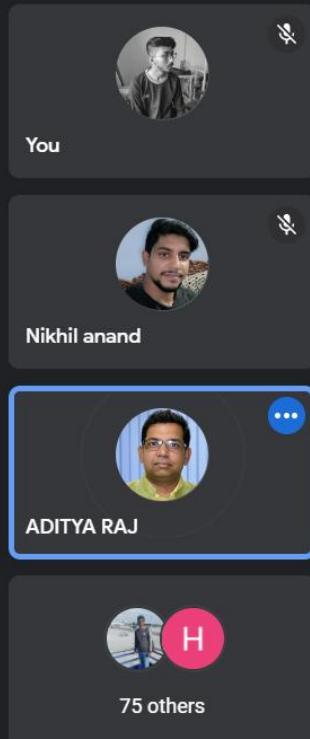
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## WOMEN IN INDIAN SOCIETY

- *Maithreyi Krishna Raj (1978)* found that though women were concerned about continuing their jobs, they were not looking for better prospects. Once in a job, women rarely attempted to acquire further qualifications, nor were they paid equally or promoted, resulting in under-representation of women in top jobs. *This phenomenon is colloquially called the ‘glass ceiling’*
- There is a continuing prevalence of *pre-birth sex determination* in urban India and *female foeticide as well as infanticide* is common in rural areas. We can say that certain obligations, namely that of a daughter to be educated, clothed and married with a dowry, outweigh expectations arising out of her role as a contributor to the household in a variety of ways.



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Nikhil anand



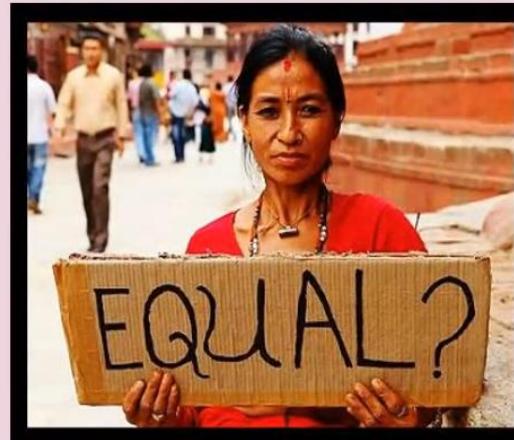
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GENDER EQUALITY RUNS  
RAMPANT IN INDIA



BETI BACHAO BETI PADHAO IS A NEW GOVERNMENT  
INITIATIVE TO SAFEGUARD GIRL CHILDREN



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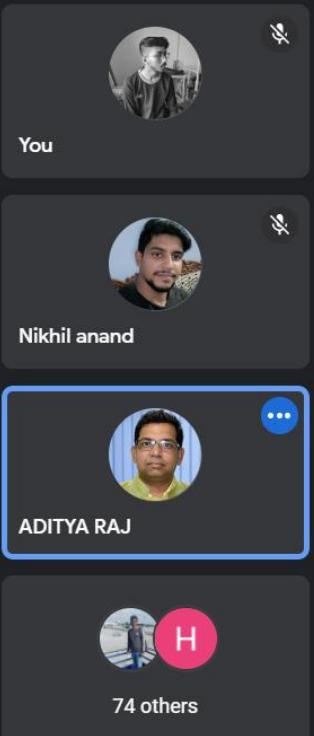


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## STATUS OF CHILDREN IN INDIA

- **Sex ratio is defined as the number of females in the age-group 0-6 years per 1000 males in the same age-group in the population.** According to the 2001 Census, the sex ratio in this age group is 927. In some parts of the country, between the population totals of 1991 and 2001 there is no decline (including Kerala) while the ratio has fallen steeply in states like Punjab, Haryana, Gujarat, and Maharashtra (**Dreze and Sen 2006**). Natality inequality is also because of ‘son-preference’ which many parents have and it makes the status of the girl child into quite a worrying scenario.
- Social evils like **child marriage still plagues our country**. Though we have the Child Marriage Restraint Act, 1929 which prohibits marriage of girls below 18 years, yet 53.4 per cent of rural women (in the age-group 18-29 years) in India were married before they turned 18. In the following states, the percentages are much higher than the national level: Jharkhand 70 per cent, Bihar 69 per cent, Rajasthan 67 per cent, Andhra Pradesh 63 per cent, West Bengal 62 per cent, Madhya Pradesh 60 per cent and Uttar Pradesh 59 per cent. (**Source NFHS- 3**).





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## STATUS OF CHILDREN IN INDIA

- Perhaps the most worrying aspect about the status of children in the country is that of child labour. Deprived of health, education and overall survival, many children continue to perish. ***According to the United Nations, 55 per cent of the workforce in India is constituted of child labour.*** Official estimates put the actual number of child labourers at 17 million.
- The Infant Mortality Rate (IMR) is an important indicator that shows the level of development of a nation. ***IMR is the number of deaths per 1000 population before the first birthday.*** The probability of dying between the first and fifth birthdays is child mortality. Under-five mortality is the probability of dying before the fifth birthday. Infant mortality is highest in Uttar Pradesh (73) and lowest in Kerala and Goa (15). ***With respect to under-five mortality, Uttar Pradesh also has the highest rate (96) and Kerala has the lowest rate (15).***



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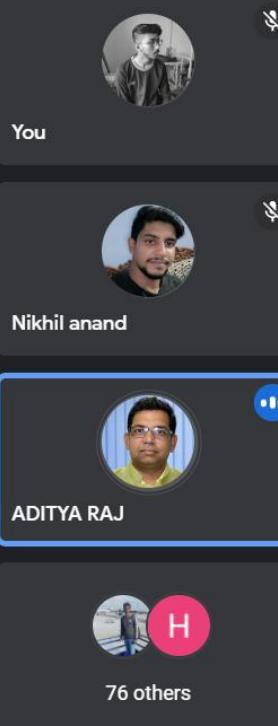
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## STATUS OF CHILDREN IN INDIA

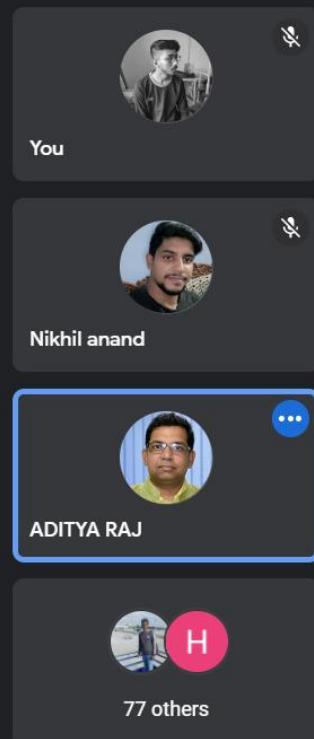
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- Apart from Uttar Pradesh, high levels of infant and child mortality are found in Chhattisgarh and Madhya Pradesh in the central region; Assam and Arunachal Pradesh in the northeastern region; Jharkhand, Orissa, and Bihar in the eastern region; and Rajasthan in the northern region. In contrast, all states in the ***southern and western regions have lower levels of infant and child mortality.***



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## HEALTH IN INDIAN SOCIETY

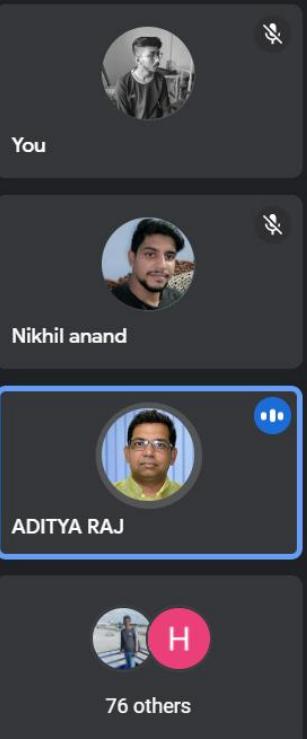
- After independence, considerable progress has been achieved in the promotion of the health status of our people. *Smallpox has been eradicated; mortality from cholera and related diseases has decreased.* The life expectancy at birth has also increased. But, in spite of such impressive progress the overall health of the country still constitutes a cause for serious and urgent concern.
- Realising the gravity of the situation, the framers of the Constitution made proposals to raise the level of nutrition and the standard of living of its people and to improve the public health system. But unfortunately, *till 1983 National Health Policy was not formulated and health programmes and schemes were implemented as a part of the National Five Year Plans.*
- Our contemporary public health services should be geared toward the management of communicable disease problems such as *malaria and other vectorborne diseases, tuberculosis, diarrhoeal diseases, leprosy and sexually transmitted diseases including human immune deficiency syndrome and AIDS.* NHP also acknowledges the relevant scientific contribution of indigenous systems of medicine. The trust and local acceptance can be utilised to influence health related beliefs and practices of people.



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## HEALTH IN INDIAN SOCIETY- COVID 19

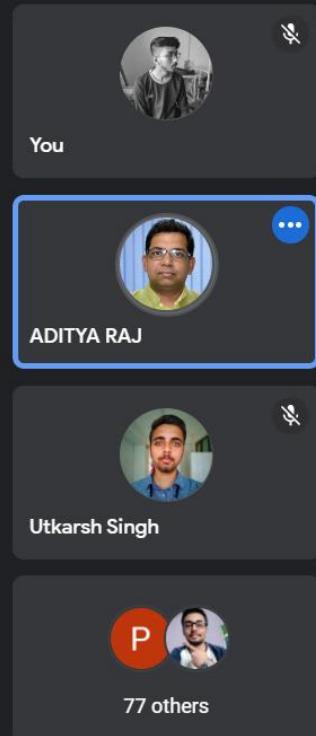
- In March 2020, with the advent of COVID-19 pandemic, health inequalities in India were exacerbated. Along with quarantines and lockdowns, the ***Indian Council of Medical Research (ICMR) also reinstated a 123 year old law, the Epidemic Disease Act 1897.*** Further, the Ministry of Health and Family Welfare (MoHFW) engaged health professionals and FLWs in contact tracing, awareness programs and vaccination programs.
- While the private health care system has been growing in India, it has not been effective in dealing with the pandemic. With infected cases and deaths exponentially growing in the second wave of the pandemic, India needs to expand the public healthcare system and enhance the expenditure as per the set goals in ***NHP 17 and WHO standards.***
- While these measures are promising, India lacks in expenditure and infrastructure both in contrast to its international peers and in the context of its own aspirations.



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## EDUCATION IN INDIA

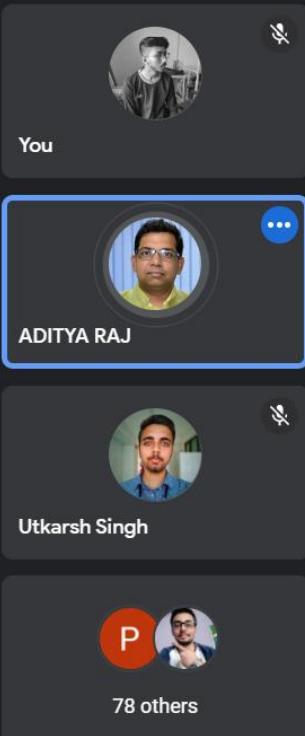
- Sociology of education studies the roles and functions of an educational system in a given society. In order to identify the evolutionary changes and sometimes the drastic changes in education, one has to understand the social arrangement that controls education.
- In ancient India ***only children belonging to higher castes namely, Brahmins, Kshatriyas and Vaishyas, were allowed to be educated in the formal sense.*** Later, under colonial rule, India's educational policies could be divided into the policy followed by the East India Company till 1813 and then from 1813 onwards, till the second world war.
- India attained Independence from the British rule in 1947 and after that ***Gandhiji's ideas of socially useful self-reliant primary education*** were worked out in detail by educationists under the leadership of ***Dr. Zakir Husain. This was termed as 'Nai Talim'*** and became the foundation of the reconstruction of education in free India.



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## EDUCATION IN INDIA

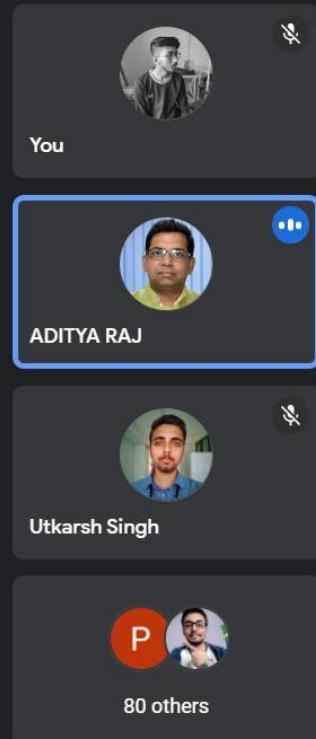
- The ***University Grants Commission was set up to regulate higher education in India under the leadership of Dr. S. Radhakrishnan.*** Then in the 1960s, the Education Commission was considered as one of the significant landmarks in the history of Indian education. The Commission was headed by educationist ***Professor D. S. Kothari*** and the members were experts in education drawn from both national and international scene.
- The Kothari Commission made several proposals and they were put together by the GoI when drafting the National Education Policy of 1968. There were significant changes brought in the education sector which focused on access and quality. Under NPEs, ***universalization of elementary education was implemented and DIETs (District Institutes of Education and Training) were established.*** Scholars like JP Naik and Krishna Kumar have also focused on more contemporary developments such as the development of ***District Primary Education Projects and Navodaya Vidyalayas.***



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## CULTURAL CHANGE, DIVERSITY AND MULTICULTURALISM

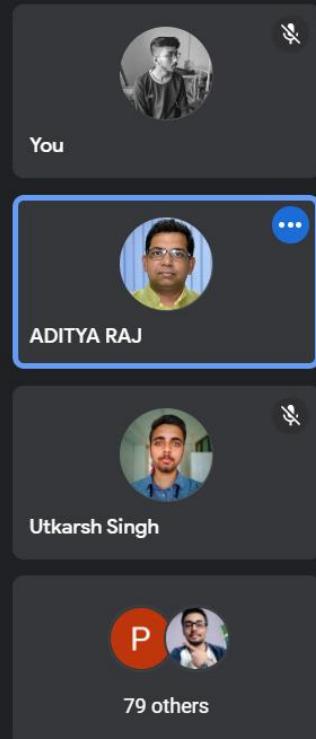
- Cultural diffusion is a process by which the elements of culture spread from one society to another or it is the spread of cultural traits from one group to the other. This happens at two levels, diffusion of material culture and non-material culture. According to **William F. Ogburn (1966)** the elements of nonmaterial culture are more resistant to change than the material culture. He refers to the term '**cultural lag**' to refer to the maladjustment in which non-material culture fails to adjust to the rapidly changing material conditions.
- When two cultures come into contact, there is some interchange of ideas and culture leading to **cultural diffusion**. But when the way of life of one culture is in the process of change under the influence of another culture, it is called **acculturation**. It may lead to either a partial modification of one culture or may result in substantial transformation. **Assimilation** is the way in which one way of life is being displaced by another or it is a process in which a minority group is absorbed into the dominant culture.



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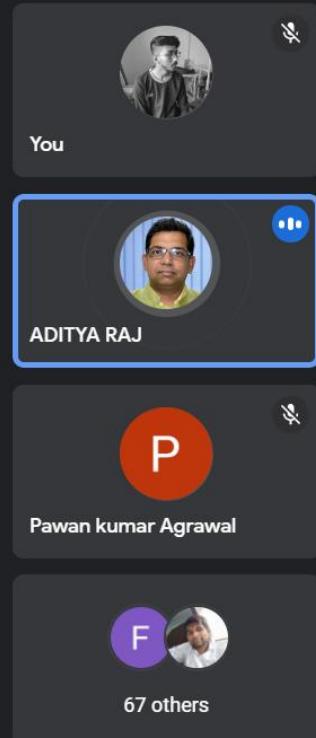
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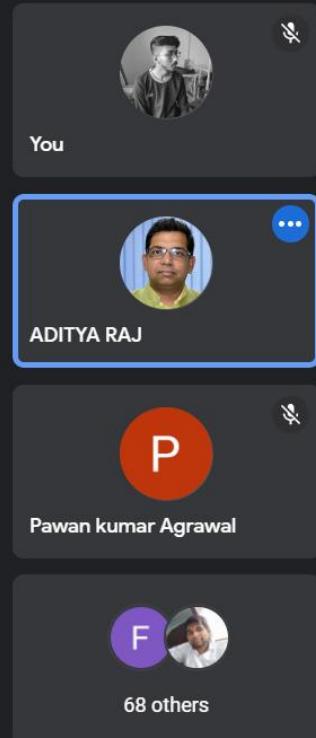
- Subculture is a culture within a larger dominant culture. Schaefer and Lamm (1999) note that "*a subculture is a segment of society which shares a distinctive pattern of mores, folkways and values which differs from the pattern of the larger society*". For eg: In India, the Ezhavas of Kerala or the Bodos of Assam have a subculture within the larger cultures of the states, similarly youth culture is an example of subcultures. Some subcultures challenge the prevailing culture and contrast the prevailing culture, they are called *counter-cultures*. For eg: a gang of dacoits may have rules that are different from those of mainstream society.



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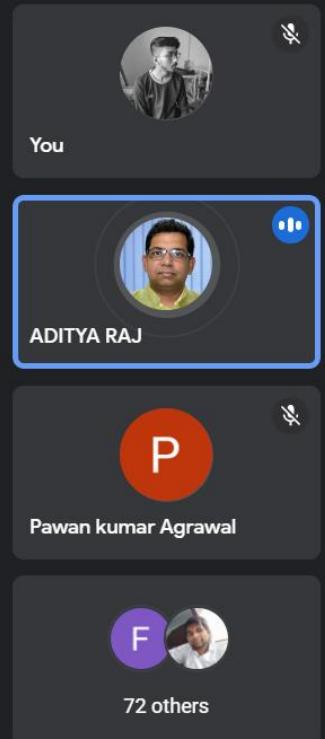
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- The term *ethnocentrism* was coined by *William Graham Sumner* to refer to the technical name of the view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it. In contrast to this, multiculturalism is a principle of coexistence of different cultures which fosters understanding and appreciation of different cultures.



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## GLOBALIZATION AND CULTURE

- **Globalization** is associated with the integration of the world, with the markets breaking open the barriers across nation states in terms of flows of trade, finance, technology, knowledge, culture and even movements of people. In the context of India, **S.C Dube** argues that society had covered a span of five thousand years since the period of its first known civilization. During this period several waves of immigrant representing different ethnic strains and linguistic families have merged into its population to contribute to its diversity (1990).



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- **Arjun Appadurai** discusses about the global cultural flow. Appadurai (1996) mentions five dimensions of global cultural flow as **Ethnoscapes** - The landscapes of persons such as tourists, immigrants, refugees and the movement of persons who affect the politics of a particular place. **Technoscapes** - The global spread of technology both material and informational across boundaries. **Financescapes** - The rapid flow of money through currency markets and stock exchange. **Mediascapes** - The distribution of electronic capabilities like television, films to produce and disseminate information. **Ideoscapes** - The exchange of ideologies and counter- ideologies which consists of notions of freedom, justice, rights, democracy, sovereignty.

Slide 28 of 40

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SCIENCE AND TECHNOLOGY IN INDIA

- India made great contributions in the past in the field of *astronomy, geometry, mathematics, metallurgy, Ayurveda and surgery*. Till the mid sixteenth century, science and technology in India was at the same level as anywhere else in the world.
- However, in the colonial period, the British exploited India's resources to the full and developed only a nominal scientific infrastructure which met their purpose. Gradually however, several general colleges and universities were established in Presidency towns (Calcutta, Bombay, Madras). The *Indian Institute of Science (IISc) Bangalore* was conceived solely as a 'research institute' by J. N. Tata in 1896 with the aim of advancing the scientific capabilities of the country.
- Various other premiere institutes like the *Tata Institute of Fundamental Research (TIFR)* and *the Indian Space Research Organization (ISRO)* also came up. The proliferation of scientific temperament in India was also influenced by the *Gandhian vision of science and technology*. While Gandhi was against the indiscriminate use of machines and protested against practices like vivisection, he advocated for *Unani, Ayurveda* and encouraged the growth of village industries.

Slide 29 of 40

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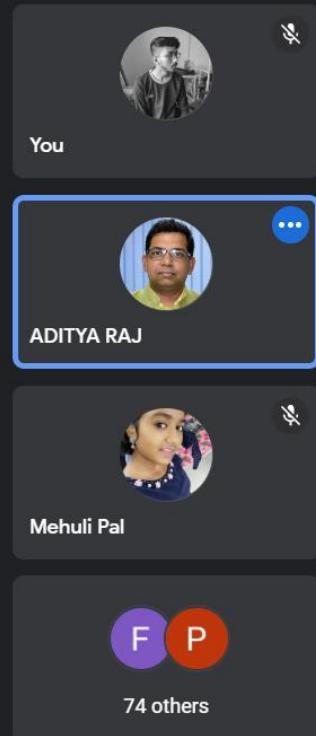
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## ROLE OF MEDIA IN INDIAN SOCIETY

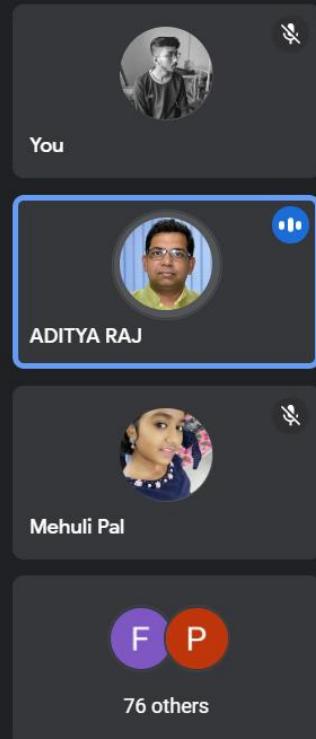
- After Independence, the broadcasting media (TV and radio) utilized its capacity to reach out to the people in every nook and corner of the country. ***Akashvani and Doordarshan*** began catering to about 60 per cent of the population. Film and video as well as satellite communication has also significantly improved.
- According to American sociologist ***Herbert Blumer***, media shapes public opinion and is an integral aspect of social relations: people confront an issue of concern and explore different solutions to the issue through public discussion. Recently corporate control over media has significantly impacted its impartial character.



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- With the evolution and development of digital media, the notion of media itself has transformed. ***E-governance, social media applications, web 2.0 and web 3.0, cybersecurity and surveillance*** have expanded the scope and reach of media more than ever before.



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