

ISSUE IX

प्रमा Pramā

True Cognition



June 2018

childhood in **CRISIS:** issues at stake



Happiness, Innocence, Health, Education...
let's bring it back



Contents:

Governing Council Committee 2015-18	1
Office Bearers of all Units	2
Editorial	4
Message from the National President, Shakti	5
Message from the General Secretary, Shakti	6
From the Series Editor's Desk Of Pramā	7
Research Articles, Essays & Opinions	8
Talking about Child Sexual Abuse: India's Grim Reality	9
Escalating Rate of Suicides among Children in India: The Dark-Side of Childhood	15
Girl Children's Multidimensional Experience in Sports in India: Inequality cascading into crisis	20
Children and their fate: flowery or thorny	27
Curriculum and its Framework: Technology, how far and how much?	30
Importance and application of Ayurveda Theories and Medicine in Child Health	33
Health Status of Tribal / Rural Children in India	38
"Childhood in Crisis: Issues at Stake" (of course with special reference to India)	42
Tips to balance your mental life	47
Newsletter April 2017 to May 2018	49
Shakti Sthapana Diwas (SSD)2018	72
Concluding Programme on Bhagini Nivedita's 150th Birth Anniversary Celebration	77

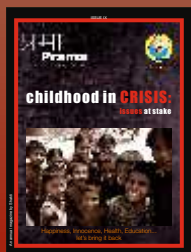
Editorial Board

Editors: Mrs Vidya Pai, Dr Reeta Bhattacharya & Mrs Manjula Chatterjee

Series Editor: Prof Bula Bhadra

Advisors: Mr A Jaykumar, Mrs Sudha Tiwari (President, Shakti), Dr Ankita Bohare (General Secretary, Shakti), Mrs Bindu Suraj (National Coordinator, Shakti),

Members: Dr Leena Bavadekar (Sharda Shakti, Pune), Prof Ila Ghosh (Mahakoushal Shakti, Jabalpur), Dr Aarti Saoji (Pratibha Shakti, Nagpur), Dr Vijay Tewari (Kanpur), Mrs Shyama Rajgopal (Shakti Kerala)



Kolkata Nivedita Shakti

Regn No: S/11 90258 of 2012 to 2013 of West Bengal Act XXVI of 1961

niveditashakti@gmail.com

Ph: 09331182189

Printed by: Dark Horse; Ph: 9831060155; contact.darkhorse@gmail.com



Registered Office

"SHAKTI" Shastra Bhavan
B/4, IVth Floor, Mather Square
Town Railway Station Road, Cochin-682018
Ph.: 0484-2393242, 0761 4086737
Email : shaktibharat2003@gmail.com

SHAKTI GOVERNING COUNCIL COMMITTEE 2015-2018

- President** : Mrs Sudha Tiwari
sudhagtiwari@gmail.com
- General Secretary** : Prof Ankita Bohare
drankitabohare@gmail.com
- Organizing Secretary** : Mrs Bindu Suraj
b.bindupv@gmail.com
- Vice President** : Dr Sunita Sharma
sunitasharma1961@yahoo.com
- Secretary** : Dr Leena Bavadekar
leenabavadekar@gmail.com
- Secretary** : Dr Reeta Bhattacharya
reetabhatta@gmail.com
- Treasurer** : Mrs Uma Sharma
umasharmasvn@gmail.com
- E C Member** : Advocate Sunanda Dhenge
skdhenge@gmail.com
- E C Member** : Mrs Varsha Tatwawadi
vstngp@gmail.com
- E C Member** : Mrs Manisha Kulkarni
manisha_kul3@yahoo.com
- E C Member** : Dr Swarnlata Saraf
swarnlata Saraf@gmail.com
- E C Member** : Ms Sunetra Lahiri
sunetras74@yahoo.com
- E C Member** : Dr Suphala Pujari
suphala.pujari@gmail.com



OFFICE BEARERS OF ALL UNITS

KERALA SHAKTI

Dr Prama A.K., President	premaak1954@gmail.com	9446469337
Er Leena D Mohan, Secretary	leenadmohan@gmail.com	9846190515

SHARADA SHAKTI, PUNE (Paschim Maharashtra Shakti)

Dr Rajashri Kashalkar, President	rajashrikashalkar@gmail.com	9822597145
Dr Priyamvada Herlekar	priyaherlekar@gmail.com	9423568630

SHAKTI MAHILA VIGYAN BHARATI SAMITI RAIPUR

Dr. Swarnlata Saraf, President	swarnlata_saraf@rediffmail.com	09425522945
Dr. Smita Sharma, Secretary	11moonchoon@gmail.com	09303013723

MAHAKOUSHAL SHAKTI, JABALPUR

Dr Pankaj Shukla, President	shukla.pankaj1660@yahoo.com	9424312735
Abhaya Mujumdar, Secretary	abhaya.fespl@gmail.com	9755665866

KOLKATA NIVEDITA SHAKTI, KOLKATA

Mrs Manjula Chatterjee, President	mchatterjee04@gmail.com	9051873654
Dr Reeta Bhattacharya, Secretary	reetabhatta@gmail.com	9331082189

PRATIBHA SHAKTI, NAGPUR

Mrs VarshaTatwawadi, President	vstngp@gmail.com	9975055418
Mrs Smita Despande, Secretary	advsmitedeshpande@yahoo.com	9422124264

PRADNYA SHAKTI, GOA

Dr Purva Hedge Desai, President	purva@unigoa.ac.in	9767887898
Dr Suphala Pujari, Secretary	suphala.pujari@gmail.com	9689162103

SWA SHAKTI, KALYAN

Dr Bhagyashri Moghe, President	bamoghe@gmail.com	9619111735
Smt AmrutaModak, Secretary	amrutaabhay.29@rediffmail.com	9082653509

MALWA SHAKTI (UJJAIN / INDORE)

Dr Chitralekha Kadhel	chitralekhakadhel@gmail.com	9407131374
Dr Anubha Pandya	dranubhapandya@gmail.com	9329610071

BHOPAL SHAKTI

Dr Charanjeet Kaur

98263202089

GWALIOR SHAKTI

Dr Uma Sharma

drumasharmasvn@gmail.com

9826749029

DELHI SHAKTI

Dr Smita Sundaram

Dr Ruchita Pal

smitasundaram1@gmail.com

rprpalpal@gmail.com

8744032967

9560240196

KANPUR SHAKTI

Dr Sushma Rani

urshakti2010@gmail.com

9415126640

JAIPUR SHAKTI

Dr Madhu Srivastava

madhuanand2607@gmail.com

9950191661

DEHRADUN SHAKTI

Mrs. Ekta Tripathi

ektakhushi008@gmail.com

7060076633

KASHIKA BANARAS SHAKTI

Dr Manju Tripathi

manjunaz04@gmail.com

9450711758

GUJRAT SHAKTI

Mrs Sheetal Shinkhede

sheetalshindkhede@gmail.com

9099063783

CHENNAI SHAKTI

Dr (Miss) R. Mary Josephine

Mrs Shiv Priya

mary_josephine47@yahoo.com

shivchel@gmail.com

9790321553

9884258145

Children are the precious gifts presented by the Lord Almighty to human life for filling the world with smiles, bliss, hope and cheer. Children are the future citizens. How the child's life will take shape or what kind of contribution he/she will make to the world will largely depend on some basic factors, like adequate nutrition, education, health care, love and affection, proper guidance and congenial living environment not only for normal mental and physical development but also for blossoming of their inherent potential.

Unfortunately, the factors mentioned above are not as abundantly available to all children across the country. A look at the following figures will indicate stark realities:

- There are 10.13 million child labourers between 5 – 14 years in India (census 2011)
- India has 33 million working children between ages of 5 – 18 years.
- Every day, around 150 children go missing in India – kidnapping and abduction being the largest crime in our country
- 19.8 million children below age 6 in India are undernourished

And the list goes on.....

These indications show that the segment of population that ought to be receiving the maximum attention and the lion's share of the country's budget is facing gross neglect. Can we then expect to build a strong future for India?

This issue of Prama deals with this Crisis.

We are grateful to the authors of the research articles and to those who have sent in their strong views and opinions on the issue. We wish to thank the various Shakti units who have prepared and sent their respective reports of activities, some of them in great detail, which only goes to show how SHAKTI is energised.

Our thanks go out to the various organisations and well wishers for their constant support and we hope to continue to receive the same in the years to come.

Our deepest gratitude to Dark Horse, our printer, who like every other year, undertook the responsibility of publishing PRAMA within a short span of time.

With good wishes for a successful year ahead,

6th June 2018

THE EDITORIAL BOARD

PRAMĀ

MESSAGE FROM THE NATIONAL PRESIDENT, SHAKTI



I wish to congratulate PRAMĀ team for bringing out yet another issue.

I appreciate the effort with which this has been prepared. The theme chosen for this year is very relevant in the light of the spate of crime against children especially minor girls in the last few months in our country.

I sincerely hope that the articles in this issue authored by some of eminent academicians addressing different issues concerning crises of children will help create a promising future of our children .

I wish to appeal to all stakeholders to be proactive in this gloomy and turbulent time.

My best wishes to the team.

Mrs Sudha Tiwari

National President, Shakti

Pramā

MESSAGE FROM THE GENERAL SECRETARY, SHAKTI



Greetings from Shakti to all our readers!

We have taken up a pivotal issue that is of serious concern for the children in our country.

With increasing number of crimes against minor girls in different parts of our country and alarming number of deaths in health centres the crisis is deepening with every passing day.

We are contemplating to bring to light this alarming condition and experience of at least 50% of children in India who live with utmost neglect.

I would appreciate your suggestions on how as SHAKTI we can mitigate their woes at least in a small way.

With best wishes

Prof Ankita Bohare

National General Secretary, SHAKTI

Pramā

This year's Prama unlike some other years is dedicated to a very contemporary burning problem of our country: the state of Childhood in India. Befittingly, the theme has been chosen as "Childhood in Crisis: Issues at Stake". Until the recent decade, children were silenced, their voices unheard and their experiences largely concealed or ignored. The theme of 'voice' – voicing experiences, claiming the right not only to speak but also to be listened to was clearly unknown as far as children of India were concerned. An elongated silence or an indifferent attention on children pervaded both the academia and the popular parlance in India. Children were, therefore, most visible only when they were being socialized. But in socialization there was no view of children as active social agents; rather, children/ young people were seen (if they were seen at all) as passive recipients of socialization. Here child is rather appropriated by society, trained to become a competent and contributing member by playing primarily a passive role. Furthermore, there is no doubt that thinking as well as research on Children and childhood is still a much uncharted territory in India. The dominant paradigms in researches either completely excluded 'child and childhood' as objects of meticulous research or dealt with them as subordinate or mute categories. But the surrounding stark reality reminds and haunts us every moment that we need to focus on our children. For girl children we can add the compulsory issue of marriage and concern for body beauty also.

Against this backdrop, the purpose of this year's **Pramā** has been to make an attempt to focus on "**Childhood in Crisis: Issues At Stake**" of course with special reference to India. In fact, notions of successful childhood(s) are inextricably linked with children's overall well-being. Throughout 1990s and the first decade of this century widely proclaimed the demise of childhood and /or lost or stolen childhood due to pressure of becoming successful adults. A group of analysts think that children are being harmed by a combination of technological and social changes such as increasingly screen based lifestyles, a hyper-competitive education system, the decline of outdoor play and the commercialisation of childhood of global North and the affluent part of Global South. On the otherside, many children are still subject to abject conditions of poverty, extremely abusive child labour, sexual exploitation and their "**childhood**" is almost annihilated and almost beyond any recovery or rescue. In this context, as editor of the series, I feel elated that we got some wonderful responses and reaction from researchers and professionals from different walks of life. We, at Shakti sincerely hope that this issue will provoke and reproduce our concerns for our children and their childhood in a gigantic way. In brief, this is a small effort on our part to make this world a better place for our present and future.

Dr. Bula Bhadra

Vice President, Kolkata Nivedita Shakti

Research Articles,
Essays
&
Opinions

TALKING ABOUT CHILD SEXUAL ABUSE: INDIA'S GRIM REALITY

Dr Piyali Sur, Associate Professor in Sociology, Jadavpur University

Abstract

This paper is on how in recent times there has been a dramatic increase in reported cases of sexual abuse of children under Protection of Children from Sexual Offences Act 2012 with National Crime Records Bureau of the Ministry of Home Affairs in its annual publication depicting an increase of 67.5% from 2014 to 2015. Confronted with the reality that sexual risk for children is everywhere, there have been serious attempts to visibilize the issue, to make people acknowledge that child sexual abuse exists in every strata of society. However, secrecy of the abuse continues to be sustained by gender power imbalances within the family, associated notions of family honour, general disbelief that most abuse occurs within homes, and constructions of sexual purity of the girl.

Introduction

The high level and brutal nature of sexual violence of children in various parts of India that have come into the open in recent times have led to the realization that we need to break the silence surrounding child sexual abuse, reflect on it and take action against it. Child sexual abuse is not a new phenomenon but due to the peripheral existence of children in most societies, and the insignificance granted to children, many issues concerning them including child sexual abuse have not been given much attention. There is also a discomfort in talking about child sexual abuse as it is presumed that any revelation would endanger the sexual innocence of children in the eyes of others and also the honour of the family when the abuser belongs to the family. In India, a 2007 study by the Ministry of Women and Child Development revealed that 53.22 per cent children were sexually abused and 50 per cent of those abusers were people known to them (Misra, 2014). Most of the sexual abuse of

children is incestuous in nature, children are violated by people they know, whom they trust and are related to them. There is a denial, a disbelief to accept the incestuous nature of child sexual abuse as the family is upheld as sacrosanct and home assumed to be a "safe haven" for both women and children. This paper focuses on the fact that child sexual abuse has taken the contours of crisis in India and there have been attempts from various quarters to visibilize the issue that is often pushed under the carpet due to traditional patriarchal notions of family sanctity, childhood innocence, children as property of parents and patriarchal notions of virginity as the most prized possession of women.

In 21st century India, children are yet to be conceived as individuals with rights. They are conceived as vulnerable innocents in need of protection and distinct from autonomous adulthood (Cregan & Cuthbert 2014). The United Nations Convention on the Rights of the Child (CRC) defines children as persons younger than 18 years of age, the CRC definition being "as much a social construct as local construction of childhoods" (Pasura et.al. 2012, p.2015). The UN Convention on the Rights of the Child (UNCRC) 1989 acknowledges that children have rights by which it becomes the task of society to ensure the rights of every child and this includes the right of the child to live and interact in a safe environment. Article 34 of the CRC obliges States Parties to the CRC to take comprehensive measures against the sexual exploitation and sexual abuse of children (Muntarbhorn, 2007). **The Indian state has acknowledged that child sexual abuse is an issue which requires government intervention and passed the legislation Protection of Children from Sexual Offences Act (POCSO) in 2012.** The National Commission for the Protection of Child Rights

(NCPCR) was established in 2007 to ensure that all policies, programmes, laws are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. (Human Rights Watch, 2013).

India's Stark Reality of Child Sexual Abuse Invoking a Notion of Crisis

The official statistics annually published by National Crime Records Bureau (NCRB) of Government of India depicts a steady increase in sexual offences committed against children. Data on sexual offences under the POCSO Act were compiled for the first time by the National Crime Records Bureau in 2014. Until then, the same was recorded under the heading 'child rape'. The number of cases registered for child abuse increased from 8,904 in the year 2014 to 14,913 in the year 2015, under the POSCO Act. **A total of 14,913 cases under the 'Protection of Children from Sexual Offences Act', 2012 were registered during the year 2015. Uttar Pradesh (3,078 cases), Madhya Pradesh (1,687 cases) and Tamil**

Nadu (1,544 cases) have accounted for majority of such cases in the country (NCRB 2015). Official statistics only point to the tip of the iceberg as most sexual offences against children that are committed by family members are seldom reported. In 2015, sexual crimes against children (cases under the POCSO Act and IPC together) were 38% of total crimes against children. The highest number of cases registered under the POCSO Act in 2015 fell in the category of penetrative sexual assault (45.1%), followed by sexual assault (25.4%) and aggravated penetrative sexual assault (13.9%). While cases relating to child pornography made up for 0.6%, other POCSO cases including sexual harassment accounted for 12.6% of all cases under the POCSO Act (NCRB 2015). **In 2016, in percentage terms, major crime heads under 'Crime Against Children' were kidnapping & abduction (52.3%) followed by cases under the Protection of Children from Sexual Offences Act (34.4%) including child rape (NCRB 2016).**

Crime against Children

Crime Head	Crime Incidence			Crime Rate			Percentage Variation	
	2014	2015	2016	2014	2015	2016	2014 to 2015	2015 to 2016
Total Crime against Children	89,423	94,172	1,06,958	20.1	21.1	24	5.3%	13.6%

Crime Head	Total Cases Reported	Major State / UT during 2016		
Kidnapping & Abduction	54723	Uttar Pradesh (9,657)	Maharashtra (7,956)	Madhya Pradesh (6,016)
Protection of Children from Sexual Offences Act, 2012	36022	Uttar Pradesh (4,954)	Maharashtra (4,815)	Madhya Pradesh (4,717)

Source: National Crime Records Bureau 2016

In cities, total cases reported under POCSO in 2016 as depicted by NCRCB was 4,473 with Delhi topping the list with 1374 cases followed by Mumbai (979) and Pune (351).

As reports of child rapes came pouring in everyday from all parts of the country it was the barbarity and bestiality of Kathua and Surat rapes that led to protests across the country. In the wake of an increase in the incidents of rape of children and nationwide moral outrage and protest over the rapes, an ordinance was passed by the government in April 2018 seeking death penalty for the rapists of girls below the age of 12 years of age and stringent punishment for rapists particularly of girls below the age of 16 years. **The ordinance viz. The Criminal Law Amendment Ordinance, 2018 made amendments in Indian Penal Code, Code of Criminal Procedure, Indian Evidence Act and Protection of Children from Sexual Offences Act. The salient features of the ordinance are 1) minimum Punishment of 20 years' rigorous imprisonment and maximum Death penalty/Life Imprisonment for committing rape on a girl aged below 12; 2)minimum punishment of twenty years to a person committing rape on a woman aged below 16; 3)investigation in rape cases to be completed within two months;4)fine imposed shall be just and reasonable to meet the medical expenses and rehabilitation of the victim;5)no anticipatory bail can be granted to a person accused of rape of girls of age less than sixteen years.**

Though child sexual abuse has taken the contours of crisis in India, still there is denial, silence surrounding child sexual abuse due to traditional notions of family honour, child being rendered impure in the eyes of others, fear of re-victimization of the child, and inherent power differences within the family. Most child sexual abuse which is incestuous in nature runs the risk of being labelled as a "western phenomenon" and as alien to Indian culture. To shake people from their indifference towards child sexual abuse and stop their attempts to silence it when the risk of sexual

abuse is everywhere and anywhere, feminist organizations, child activists as well as film makers have worked to break the silence surrounding child sexual abuse primarily when it is incestuous in nature.

Indian Women Breaking their Silence on Social Media

Indian women have used the cyber space as a "liberating territory of one's own" (Daniels 2009, p. 108) to launch a new mode of protest against the culture of sexual violence in India. The "#Me too" campaign witnessed Indian women breaking their long years of silence and coming out with their experiences of childhood abuse on cyberspace. Women mustered courage and came out with their harrowing experiences of molestation, rape, some of the incidents related had happened in childhood from men known to them. One survivor of child sexual abuse wrote: "I was 4 when it happened with the first man. then 7 with another. then 9. then 11. then 13. then 19. then 20 *No penetration no rape* #MeToo." Another survivor wrote on her wall "Each of us has a story to tell. Most of us were too young to fight back. And that's what was taken advantage of #MeToo." (Srivastava, 2017). The need to break the uncomfortable silence on child sexual abuse was accounted by Barkha Dutt, India's foremost journalist, in her debut book, 'This Unquiet Land: Stories from the Country's Fault Lines' where she spoke of her abuse by a distant male relative when she was 8 years old (Bisaria, 2016). While narrating the incident she said a child attempts to bury and forget the incident though it leaves her traumatized for years. She felt the need to break the conspiracy of silence around sexual violence and assault which made her come out with her story of abuse. Women celebrities like Kalki Koechin, veteran actress Daisy Irani have also come out with tales of sexual abuse as children from known men to point out the need to acknowledge the existence of child sexual abuse. Male celebrities have also

recounted their traumatic childhood tales of sexual abuse to make people realize that boys too are sexually assaulted. All these tales attest that much of sexual abuse faced by children is by relatives. The # Me too stories reveal how children find it difficult to talk about sexual abuse and suffer in silence but experience very strong feelings inside like betrayal, shame, confusion, despair.

RAHI: Breaking the Silence

RAHI Foundation based in New Delhi and now in Kolkata works with women survivors of incest and is dedicated to psychological healing of adult women survivors. Founded by Anuja Gupta in 1996, it is one of the pioneer organizations in attempting to talk about the issue of incest. RAHI in its attempt to make visible the issue of incest has produced a 37 minute documentary 'The Little Girls We Were... And the Women We Are' where five survivors of incest and child sexual abuse narrated their tales of sexual violations at the hands of elder siblings and trusted family members. The aim of the movie was to show that child sexual abuse exists in upper and middle class literate families. "It happens in your own home with people who are your family or people who are close enough to you to be considered as family," said one of the survivors or 'thrivers' as the film depicted (Ryan, 2018). The screening of the film was followed by panel discussion with 'thrivers' interacting with the audience when many from the audience came out with their tales of childhood abuse for the first time.

The film by RAHI breaks the myth that child sexual abuse and incest occurs in lower class families but also in middle class families where incest is silenced due to notions of family honour.

Kailash Satyarthi: Save the Child Movement

To spread awareness about child sexual abuse, sensitize people about this growing epidemic, Nobel laureate Kailash Satyarthi launched the

Bharat Yatra in Hyderabad on 11 September 2017. "Today, I declare a war on child sexual abuse and trafficking. Today I am announcing Bharat Yatra, the biggest movement in history to make India safe again for children," wrote Nobel Laureate Kailash Satyarthi, a child activist on Facebook. "I refuse to accept that the innocence, smiles and freedom of our children can keep getting stripped and raped. These are not ordinary crimes. This is a moral epidemic haunting our nation" (Scroll.in, 2017). A short film by Kailash Satyarthi's Bachpan Bachao Andolan in association with his Children's Foundation addresses the subject of child sexual abuse and urges parents to realize and acknowledge that "children are not safe even in so-called safe havens like our homes, schools and gyms" (Firstpost, 2017). The short film, part of a 'Full Stop' campaign aims at putting an end to child sexual abuse, calling parents to "observe and listen" to their children, who might be trying to tell something by words, drawings or their behavioural changes. The short film on an abused boy child aims to break the common notion that boys are safe from abuse. The Fullstop website was launched to spread awareness about child sexual abuse and provide help, support and guidance to parents.

Abuse on Reel

A few of Bollywood films focus on abuse at the hands of a family member/friend, and how families deal with the same. These films are on incestuous child sexual abuse and the one point that they all make is the necessity of breaking this silence surrounding this grave issue. The movie "I Am" directed by Onir depicts the sexual abuse of an 11 year old boy at the hands of his stepfather. It demonstrates the lifelong impact of abuse on the survivor. The Imtiaz Ali powerful film "Highway" depicts child sexual abuse in upper class families, the abuser a reliable family friend and how the abuse is swept under the carpet to preserve family honour. Mira Nair's "Monsoon Wedding" also speaks about the abuse by a

trusted family member of a female character when she was a child and how the joint family reacted with disbelief and then labeled it as a minor incident. Sujoy Ghosh's *Kahaani 2* also speaks of abuse that occurs within the family but is silenced by other members of the family. It depicts how the child does not know what is happening to her, does not have appropriate language to describe the abuse, is made to believe that it is her fault.

A 2012 television show aired on Star Network in India *Satyamev Jayate* by Bollywood star Amir Khan talked about sexual abuse of children by people they trust the most (Bhatia & Bhatkal, 2012). Hence there have been attempts everywhere to visibilize this serious growing issue.

Conclusion

Despite attempts to visibilize the issue of child sexual abuse, denials and silencing of the child survivor continues in the Indian context. In a patriarchal social order, family and its reputation gains more priority than children as rights bearing individuals. When the abused child is a girl, her sexual violation symbolizes the loss of her and her family's honour. The mother of the abused child also runs the risk of being thrown out of the house if the complaint is against her in-laws. Certain myths like children lie about sexual abuse, sexual abuse

only happens to "bad" girls are entrenched in our social order. Parents wrongly assume that children are more likely to be abused by strangers. Stranger abuse is the one risk that captures public imagination as well as informs education campaigns, that is, unknown men waiting at public spaces with a packet of candy to lure the children away. Abusers are constructed as pathological, abnormal, and rarely as a family person like everyone else. The warnings to children always centre around the dangerous stranger like children are instructed not to 'talk to strangers', not to accept gifts from strangers, not to accept rides from strangers, not to give personal information to strangers even online and the list is endless. Not only are children not made aware of potential risks from people inside the social networks, the sexual component of such risks is rarely made explicit to children. The precise nature of the danger is not communicated to the children for access to knowledge on sex is considered inappropriate for the child. Any discussion of sex related issues with children is still considered to be a taboo by Indian parents. Furthermore, it is more difficult for male survivors to come out with their stories due to prevailing notions of masculinity. For children to come out with their stories of abuse, elders have to listen to them, believe them and create safe spaces for them.

Notes

- i) Incest here refers to an adult relative or caregiver in the position of power to sexually abuse a child.
- ii) Instead of the term 'rape', 'penetrative sexual assault' is used in POCSO.
- iii) Aggravated penetrative sexual assault cover those custodial situations where the assault has been committed by a police officer, member of remand home, protection home, a public servant, member of armed or security forces, committed by a gang, by use of deadly weapons etc.
- iv) The Kathua rape case refers to the abduction, brutal rape and murder of an 8 year old girl near Kathua in the Indian state of Jammu and Kashmir. She was confined for several days, sedated before being gang raped and murdered. After Kathua rape, a girl's brutalized body with 86 injury marks was found in Surat. Postmortem report revealed that the girl was tortured and sexually assaulted while in confinement for eight to ten days.
- v) Me too was a social media campaign against the culture of sexual violence.

References

- Bhatia, S. (Writer), & Bhatkal, S. (Director). (2012). *Child sexual abuse* [Television series episode]. In A. Khan & K. Rao (Producers), *Satyamev Jayate*. Mumbai, Maharashtra: Aamir Khan Productions.
- Bisaria, A. (2016, April 10). *Barkha Dutt Breaks Silence, Tells Her Story About Being A Sexual Abuse Survivor*. <https://www.indiatimes.com/news/india/barkha-dutt-breaks-silence-tells-her-story-about-being-a-sexual-abuse-survivor-253227.html>. Accessed 7 May 2018.
- Cregan, K., & Cuthbert, D. (2014). *Global Childhoods*. Los Angeles: Sage.
- Daneils, J. (2009). *Rethinking cyberfeminism(s): race, gender, and embodiment*. *Women's Studies Quarterly*, 37(1/2), 101-124.
- Firstpost. (2017 September 28). *India must end silence on sexual abuse of children, says Kailash Satyarthi*. <https://www.firstpost.com/mumbai/india-must-end-silence-on-sexual-abuse-of-children-says-kailash-satyarthi-4093013.html>. Accessed 8 May 2018.
- Human Rights Watch. (2013). <https://www.hrw.org/report/2013/02/07/breaking-silence/child-sexual-abuse-india>. . Accessed 8 May 2018.
- Misra, A. (2014). *Challenging social attitudes and making a change: the struggle of feminist organizations in Turkey and India against incest*. *Indian Journal of Gender Studies*, 21(3), 329-352.
- Muntarbhorn, V. (2007). *Article 34 Sexual Exploitation and Sexual Abuse of Children*. Leiden, Boston: Martinus Nijhoff Publishers.
- National Crime Records Bureau. (2016). *Crime in India 2015*. New Delhi, India: Ministry of Home Affairs.
- National Crime Records Bureau. (2017). *Crime in India 2016*. New Delhi, India: Ministry of Home Affairs.
- Pasura, D., Jones, A.D., Halfner, J., Maharaj, P.E., et.al. (2014). *Competing meanings of childhood and the social construction of child sexual abuse in the Caribbean*. *Childhood*, 20(2), 200-214.
- Ryan, Z. (2018, March 31). *Thrivers rather than survivors*. *The Statesman*. <https://www.thestatesman.com/features/thrivers-rather-survivors-1502614792.html>. Accessed 10 May, 2018.
- Srivastava, R. (2017 October 17). *Indian women share #MeToo stories and magnitude of the problem will shake you to the core*. <https://www.storypick.com/indians-metoo-stories/>. Accessed 10 May 2018.
- Scroll.in (2017 December 2). *Kolkata: Two teachers arrested for alleged sexual assault of four-year-old at GD Birla school*. <https://scroll.in/latest/860017/kolkata-two-teachers-arrested-for-alleged-sexual-assault-of-four-year-old-at-gd-birla-school>. Accessed 10 May 2018.
- Scroll.in (2017 August 30). *Watch: Kailash Satyarthi's 'Bharat Yatra' is war against child sexual abuse and trafficking*. <https://scroll.in/video/848862/watch-kailash-satyarthi-s-bharat-yatra-is-war-against-child-sexual-abuse-and-trafficking>. Accessed 10 May 2018.

ESCALATING RATE OF SUICIDES AMONG CHILDREN IN INDIA : THE DARK-SIDE OF CHILDHOOD

Dr Chandrabali Dutta, Assistant Professor, Dept. of Sociology
Hiralal Mazumdar Memorial College for Women, Kolkata, West Bengal

Abstract:

The notions of a good childhood are inextricably linked with the physical, mental and social well being of children. People all over the world consider their childhood to be the best phase of their life. But now, in present day India and more specifically West Bengal, lived experiences of children in both private and public domains undoubtedly threaten their well-being. Among many other issues, the escalating number of suicides, committed by children in the past few years has received serious attention of people from all sections of our society regarding what can be done to give the children a better place for living. In this backdrop, this article, based on secondary analysis aims to take up issues related to 'childhood in crisis ' by analysing the vulnerable positions children are living in as well as identifying what factors are responsible for the commission of suicide at this tender age.

Key words: childhood, well-being, crisis, suicide

Introduction:

Sociological discourses on children and childhood burgeoned in the 1990s, during the socio-cultural, economic and political transformations caused by globalization and neo-liberalism. Since then substantial amount of research on various issues related to children has been conducted to bring into light the problems faced by them as well as to focus on their lived experiences in everyday life.

It was told long ago that a whole village or community plays a significant role in rearing up and socializing a child. Children were mostly considered passive recipients of social-structural and functional aspects in general and familial possessions in particular. However, since the emergence of the sociological discourses on child and childhood, their role as active agents has been recognized worldwide, and though later but India has also accepted this stand in recent past. Addressing various problematic areas of children's lives was of primary concern for the scholars. Thus, abuse of children (physical, mental, sexual), their psychological problems, problems faced by them within the so-called protective areas of families and

educational institutions etc. and many more gradually became noticed and documented for further understanding. However, in recent times children globally and of-course in our own country are going through phases that are not only 'risky' and full of challenges/crises but also pose serious threat to the overall well-being of them.

Childhood is regarded as perhaps the best phase of an individual's life, when they are free from the tensions and troubles of everyday life, when playing is the most desired activity and obviously dreaming about the future gives encouragement and strength to go ahead in life. But in recent past these beautiful aspirations of childhood have been lost in many cases, where failing to achieve more in life they fall prey to the pressures created by them, their families, peers and all others and thus ending life becomes the only option. Thus escalating number of suicides among the children in our society has become a major crisis today, which not only needs to be addressed as a serious concern but proper care has to be taken in order to channelize the efforts of children in several positive and productive arenas of life.

Sociological Discourses on Suicide:

Suicide or killing of one's own self has been researched by very few sociologists till date. However, it has always been an interesting area of research for psychologists and often for medical practitioners. Eminent French sociologist Emile Durkheim (1858-1917) was the first one to have authored a whole book on suicide 'Suicide: A Study in Sociology' (1897). Durkheim's aim was to offer sociological explanations for the increasing number of suicides in the French and other European countries. Durkheim chose to study suicide because it is a relatively concrete and specific phenomenon. There were relatively good data available on suicide, and above all it is generally considered to be one of the most private and personal of acts. Durkheim believed that if he could show that sociology had a role to play in explaining such a seemingly individualistic act as suicide, it would be relatively easy to extend sociology's domain to phenomena that are much more readily seen as

open to sociological analysis (Ritzer, 2011:84). As a sociologist Durkheim's concern was not to study suicide as an individualistic act, rather he was more interested to explain differences in suicide rates as well as identify what social factors are responsible for the commission of such act. Thus, his first and foremost concern was to define suicide. He wrote in the book (1897), "the term suicide is applied to all cases of death resulting directly or indirectly from a positive or negative act of the victim himself, which he knows will produce this result." (p. 44)

Comparative statistics for countries and categories of people within each country showed that suicide rates were relatively constant; therefore, it must be a social fact that a collective tendency towards suicide existed. These collective tendencies could be related to sets of causes to produce a classification of types of suicide. The sets of causes were theoretically postulated on the basis of Durkheim's conception of possible imbalances between centrifugal forces (too much individualism) and centripetal forces (too much social pressure) (Thompson, 2007:110). He identified that currents of egoism, altruism or anomie are each a measure of the social cohesion or integration in the society, and suicide therefore "varies inversely with the degree of integration of the social groups of which the individual forms a part" (1897b:209). Egoistic suicide as Durkheim says, occurs when the cohesion and solidarity of the group or community has declined to such an extent that the individual cannot rely upon it for any support. The individual is isolated and potentially suicidal because the 'ties uniting him with others are slackened or broken' because of the 'weakening of the social fabric' (1897b:281). On the other hand, altruistic suicide is the result of excessive integration of the individual into the group. Suicide occurs because the 'ego is not its own property' (1897b:221). The suicidal individual who is completely absorbed by the group feels it is his or her duty to commit suicide in order to benefit the group or collectivity. Another form, Durkheim considered most important was anomic suicide, which is a result of the breakdown of moral community and the resulting disturbance of social equilibrium. According to Durkheim, it is 'man's nature to be eternally dissatisfied' and to have unlimited desires (1897b:257). But unlimited desires are 'insatiable by definition and insatiability is rightly considered a sign of morbidity

(1897b:247). Man accepts the restraint of society as a 'conscience superior to his own'. But when this conscience is disturbed, it cannot exercise restraint, and the result is 'sudden rises in the curve of suicides' (1897b:252). Durkheim also identified a fourth type of suicide namely fatalistic suicide, however his discussion of it was very brief and he accorded very little significance to the nature of this type of suicide. He stated that fatalistic suicide was the result of excessive social regulation. Historically the suicides of slaves and those subject to 'excessive physical and moral despotism' were examples of this form of suicide. Nonetheless, Durkheim argued that it has little contemporary importance and examples are hard to find (Sydie, 2012:99).

Durkheim's classification and clarification of the types of suicide have emphasized mostly on the egoistic and anomic forms, underlying which are individualism and boundless appetites of individuals in the backdrop of industrialized societies. Similarly, in present day fast-paced globalized/ globalizing world individuals suffer from the everlasting wrangling and endless friction especially when relations between individuals are not subject to any regulative influence.

Children and Suicide: What leads to the ultimate decision?

As portrayed above, suicide has been studied and discussed in relation to various social forces or factors in the European societies of 19th and 20th century. Based primarily on Durkheimian theory of suicide, here the attempt is to identify the root causes behind the commission of suicide especially among the children and young generation of our present-day society.

The rates of suicide have greatly increased among youth, and youth are now the group at highest risk in one-third of the developed and developing countries (Radhakrishnan and Andrade, 2012:304). The World Health Organization (WHO) also estimates that of the nearly 900,000 people who die from suicide globally every year, 170,000 are from India. However, India's National Crime Records Bureau (NCRB) – which reports official suicide rates based on police reports – estimated only 135,000 suicides in 2011. Suicide is a global phenomenon; in fact, 78% of suicides occurred in low- and middle-income countries in 2015. Suicide accounted for 1.4% of all deaths worldwide, making

it the 17th leading cause of death in 2015 (Rane and Nadkarni, 2014:69).

India has one of the world's highest suicide rates for youth aged 15 to 29, according to a 2012 Lancet report, which illustrated the need for urgent interventions. At the same time, National Crime Records Bureau (NCRB) 2015 quoted that every hour one student commits suicide in India. According to NCRB, during 2015 total 790 cases of suicides were reported among male children below 14 years of age and 678 such cases were reported among female children below 14 years of age. However, as the definition of child refers to any boy or girl below 18 years of age, it was also noticed that 3672 boys between 14 and 18 years of age and 4268 girls of the same age group committed suicide in 2015 (NCRB Report 2015: Accidental Deaths and Suicides; p-200).

Causes of suicide among children:

Scholars have worked on this issue as a matter of serious concern, particularly over the last two decades. Both academic articles and newspaper investigations have claimed that a combination of several factors is actually responsible for the commission of suicides among the children all over India. Family problems, economic crisis in family, failure in educational achievement, peer-pressure as well as love affairs are among the many causes of suicides these days. As projected in NCRB data of 2015 (published on 29th July 2016), the primary causes of suicides among people below 18 years of age are- failure in examinations (1360 cases), family problems (2139), illness (904), love-affairs (814) etc. The report also presented that while in 2011 total 7696 cases of suicides were reported it gradually increased over the years and rose up to 8934 in 2015 and 9474 in 2016. Few cases in this context are worth mentioning, which not only have been reported as suicide cases but also have presented before us the 'dark-side of childhood experiences'.

Children all over the world are also often identified as 'students', because childhood is the phase of life when people initiate to go to schools. Gradually they also become active parts of many other social institutions. However, with time the little children not only experience various difficulties in life but also often succumb to them. 'Failure' becomes the major crisis of their life e.g. failure to do good in examinations or education as a whole lead them

towards utter depression, which further compels them to take their own life. Letdown in examinations led to 2,413 suicides by students in 2016—or seven every day—accounting for 25% of student suicides. Over 23,000 student suicide deaths in India (30%) have been attributed to failure in examinations between 2007 and 2016.

“The popular perception is that failing exams or inability to cope with academics is the primary reason for student suicides,” Shaibya Saldanha, co-Founder of Enfold India, an NGO which works with children and adolescents, had told India Spend. “This is rooted in a sense of helplessness or extreme frustration.”

Newspaper reports showed that a 16-year-old from West Bengal, committed suicide allegedly after failing to clear the IIT-JEE- Mains in April 2017. Earlier in January, the same step was taken by a 19-year-old medical-school aspirant from Himachal Pradesh, who, like many others, had made his way to the town with dreams of a brighter future. In another case, 24-year-old management student Arjun Bhardwaj, streamed his suicide as a 'live tutorial' on Facebook before jumping to his death from a Mumbai hotel. The student's father reportedly told the police that his son was depressed "due to repeated failure in exams" (Times of India, January 8, 2018). Besides these, many reported cases of suicide of children have shown that poor academic performance followed by family pressure is the main reason for committing suicide. For instance, an eleventh standard student Samprit Banerjee (17 years) committed suicide in January 2018 at his residence at Paschim Putiary's Banerjee para, as his parents scolded him for poor results (India Blooms News Service, January 19, 2018). Parents' inability to achieve their desired success and reputation in life also often make the children stressed and burdened as they are expected to achieve those things that their parents could not get in their time. Heightened expectations and failure to fulfil them drive the children towards ending their life. Here, sociologically speaking Durkheim's concept of anomie is relevant because when there is lack of social regulation or control, individual's demands and expectations are heightened. Children aspire to be wealthy, famous and use every possible means to achieve success. Their unlimited aspirations and expectations are no more regulated by their family as well as other existing social

institutions. Competition prevails everywhere in the lives of children of present times. Furthermore, huge population and diversity also do not allow everyone to get everything or things that they crave for. In such situations, the failure to get desired outcomes or things lead children to commit suicide. Every year we find a substantial number of cases of self-killing of children in almost each corner of the country. Nonetheless, according to NCRB 2016 data, Maharashtra topped in students suicide (1350), followed by West Bengal (1147) and Tamil Nadu (981) respectively. Sociologist Samata Deshmane says in this context, "Society is transforming, and people are finding it difficult to cope with it, whether it is apparent or otherwise. One of the oldest definitions of our species says that we are social animals, but today we are less social and more individualistic. Apart from things like caste and religion, which also unite people at a superficial level, people are forced to be competitive and worry only about oneself, often depriving several others of a cushion" (Times of India, January 8, 2018).

Besides, peer-pressure is another major cause for children's suicide. Unrestrained desires followed by constant competition not only create fission among children but also impart in them the feeling of relative deprivation. Children are never a homogeneous category. There can be variations on the basis of their race, class, ethnic background, religion, region etc. and many more and thus there emerge multiple realities, experiences and often inequalities among children. While children from affluent families get their desired objects very easily, children from middle and lower class backgrounds often fail to get them. This undoubtedly creates a feeling of deprivation as well as unequal situations for the children. Little minds are not mature enough to understand such inequalities and failing to get what they want they often opt for the ultimate resolution, i.e. committing suicide. In this context we can once again go back to Durkheim, who emphasized exclusively on social forces behind the commission of suicide. His definitions of both egoistic and anomic suicide are relevant today, because individuals in general and children in specific nowadays are also very self-centred. Their individual ego prevails over the social ego and often being unaware of the outcome, they isolate themselves from the rest of the society. The attachment with the society and its people have

become so less that the children do not find any friends or close ones to share their emotions with as well as to seek support from and ultimately commit suicide. Thus, failure in the sphere of education, excessive family pressure, peer-pressure and feeling of relative deprivation drive the children off to the paths of committing suicide. The crisis becomes so big and significant that they can't even escape it.

Conclusion:

Today's children are tomorrow's future. But what kind of future are we planning for them? While on the one hand we are talking of sustainable development, we ourselves are making the society so brutal that our children are having difficulty to breathe.

Till recently, suicide was a criminal offence in India. However, the overturning of Section 309 by the Indian Government, and thus decriminalization of suicide, is a welcome step in the direction of a pragmatic and compassionate approach to suicide. The stated reason for criminalization of this behaviour was the belief that law can act as a deterrent against other such attempts in the society (Aggarwal, 2015:132). The change in policy in India followed a recommendation from the Indian Law Commission in 2008. This report mandated that people attempting suicide would be presumed to be suffering from mental illness and thus not liable for punishment. However, according to WHO data only about 60% of people who die due to suicide in India suffer from a mental illness, when compared with up to 90% of those in high-income countries (Aggarwal, 2015:132). The decriminalization of suicide is likely to positively influence mental health practice in India. The anticipated changes include accurate reporting and recording of suicide as a cause of death, reduction in stigma associated with suicidal behaviour and use of these figures to inform suicide prevention strategies.

Moreover, it is the duty of parents, teachers, neighbours, relatives and all others to provide a healthy and peaceful environment for the children. We have to nurture them with care and affection, punish them as and when required but above all we have to listen to them, their everyday experiences, problems etc. and it is also our duty to understand them. Adults in our society have to understand and realize that children are not only passive recipients of our wills and actions, their voices also need to be

heard. Apart from familial support, educational institutions also should take active part in counselling children as well as helping them channelize their efforts for some good causes. The government and other non-govt. and welfare organizations should also come forward to help parents to guide their children in each and every step of their life. Parents should also be taught how to deal with their children, the proper ways to guide them as well as most importantly to have patience to understand them. Children have to be convinced

that failure does not mean the end of life, rather failure paves the way for future progress and success. On a final note it can be said that identifying and addressing the issues and problems in their life will surely help us to create a better humanitarian place for the children to live in. And then only the NCRB reports can project a downward curve in the suicide rate among children and India will no longer be in the top with regard to suicides among children and youth.

References:

1. Adams, Bert N. And R. A. Sydie (2002). *Sociological Theory*. New Delhi: Vistaar Publications.
2. Aggarwal, Shilpa (2015). Suicide in India. *British Medical Bulletin*, 114: 127-134.
3. Allan, Kenneth (2013). *Explorations in Classical Sociological Theory: Seeing the Social World*. Thousand Oaks, California: Sage Publications.
4. Durkheim, Emile (1897, 1951). *Suicide*, trs J. A. Spaulding and G. Simpson, Glencoe, Illinois, Free Press.
5. Radhakrishnan, Rajiv and Chittaranjan Andrade (2012). 'Suicide: An Indian Perspective'. *Indian Journal of Psychiatry*, 54(4):304-319.
6. Rane, Anil and Abhijit Nadkarni (2014). 'Suicide in India: A Systematic Review'. *Shanghai Archives of Psychiatry*, 26(2):69-80.
7. Ritzer, George (2011). *Sociological Theory*. New Delhi: McGraw Hill Education (India) Edition.
8. Thompson, Ken (2002). *Emile Durkheim*. United Kingdom: Routledge.
9. NCRB Report 2015: Accidental Deaths and Suicides, pp-192-206.
10. Times of India, January 8, 2018.
11. India Blooms News Service, January 19, 2018.

GIRL CHILDREN'S MULTIDIMENSIONAL EXPERIENCE IN SPORTS IN INDIA: INEQUALITY CASCADING INTO CRISIS

Saheli Chowdhury, Contractual Whole Time Teacher, Department of Sociology
Basanti Devi College, Kolkata

Abstract

Sports, like education, is an integral component for a child's apposite development. The present study explores various forms of intersectional discrimination experienced by girl children in India within the institution of sport and how it puts childhood for girl children in a structural crisis. Intersectionality during the last three decades emerged as a primary analytical tool in sociological discourses which questions the ideology that construe inequality as an inevitable consequence of one's social position, taking into account not gender alone, but also other sources of identity like race, class, sexuality, religion, age, ability, nationality. Though a meager amount of literature exists examining varied factors that promote or inhibit girl children's participation in sporting activities, Annette Lareau (2003) noted that children's access to and participation in structured sports are highly influenced by the union of their class location, family environment, school curriculum, gender, and parenting style. In fact, burgeoning researches in North American and European societies espousing intersectional approach within sociology of childhood has brought to the fore the diverse lived experiences of children belonging to different strata of the society and how inequality escalates, caging childhood in a real crisis especially for girl children. Conversely in India, research on the interrelationship of childhood and sports, more specifically the intersectional complexities influencing girl children's participation in sporting activities has not been sufficiently examined. This paper hence illustrates by drawing real life examples from Indian context how the communion of diverse social identities like class location, religion, gender and political identity situate

girl children in multiple hierarchies i.e. expose them to structural intersectional discrimination, which controls and manipulates their opportunities to participate in organized sporting events, creating a denial of childhood for these children. Additionally, this paper also focuses on how the complex alliance of social characteristics facilitates discriminatory practices by reproducing their subordinate status and fabricates unequal prospects for these girl children.

Key Words: *Crisis, Sports, Intersectionality, Structural and Political Intersectionality*

Introduction

“Children have the right to rest and leisure, to engage in sport and play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”

– CRC, 1989

Experts on child well-being have long suggested that sport and play form an integral part of healthy childhood development, allowing children to gain the information, personal and social skills, and support necessary to effectively navigate key life transitions (https://www.unicef.org/rightsite/364_592.htm). The Convention on the Rights of the Child (CRC) in the United Nations General Assembly (1989) recognized the importance of sports necessary for the holistic development of children by upholding their rights to education, health, personal growth, protection and their right to play regardless of their identity, gender, origin or status (https://www.unicef.org/rightsite/364_592.htm). It further acknowledged that sport itself is by no means neutral when it comes to the involvement, safety and welfare of girl children. Research on sport and children

rights reveal that sports/physical activities can be used as vehicle of empowering girl children, enhancing their physical and mental health. Consequently, Article 31 of the Convention on the Rights of the Child (CRC) recognizes that sport increases self-esteem among adolescent girls and provides opportunities for the advancement of girls in the face of gender-related barriers. Interestingly, sport studies scholars have placed a generous amount of emphasis on studying gender and sports, sport media, elite amateur, college, professional athletes and sport organizations, whereas children and sports are rarely discussed and studied by sport sociologists globally (Messner, 2014:102). Furthermore, the intersectional dimension i.e. the interdependence of (girl) children's sports involvement and other social variables (like their gender, class, sexuality, religion, disability) has remained an unexposed area for sociological analysis.

Therefore, this article aims to approach the issue of girl children's experience within the arena of sports which is amplified through their multiple social identities that situates their childhood experience in crisis. This paper hence illustrates by drawing real life examples from Indian context how the communion of diverse social identities like class location, religion, gender and political identity situates girl children in multiple hierarchies i.e. exposes them to structural and political intersectional discrimination, which controls and manipulates their opportunities to participate in organized sporting events and reap benefits of engaging in sporting activities.

Methodological and Theoretical Lens

The present exploratory study employs Feminist Qualitative Content Analysis to analyze the intersectional experiences of children in the world of sports. Significant real life events faced by children/child athletes have been given in the study to support the notion of intersectional identities and incidents. Two leading English newspapers

titled '**The Times of India**' and '**The Hindu**' have been examined and an in-depth feminist qualitative analysis of the newspaper content has been done to reveal the silenced issue of interlocking experiences. Content Analysis separately can be understood as the systematic study of texts and other cultural products or non-living data forms. While by adding a feminist lens to the method of content analysis transforms the method into a unique technique of inquiry, which questions and unearths hidden meanings of material and symbolic cultures that would otherwise be unexplored. Patricia Lina Leavy in her article 'The Feminist Practice of Content Analysis' (2000) points out that feminists employ content analysis from a deconstructionist perspective in which the text is analyzed not only to interpret what is in it but also what is missing or silenced. Therefore the goal of Feminist Qualitative Content Analysis in this present study is to deconstruct the text (Newspaper articles) and reveal its inner meaning, or the contradictions of latent and manifested connotations concealed within it to unearth the hidden intersectional experiences of girl children/child athletes in India. Gender, class, religion and political identity have been taken as social categories of identity that intersect to amplify their existence.

Intersectional approach (Crenshaw 1989) is a theoretical perspective which questions the ideology that construes inequality as an inevitable consequence of one's social position in the society, taking into account not gender alone, but also other sources of identity like race, class, sexuality, religion, age, disability, nationality. Accordingly, 'Intersectionality' developed as a new transformative paradigm within sociological scholarship that aims to expand its theoretical prospect and lead to new proliferation of researches in diverse arenas including sports sociology and provide opportunity to study nuanced lived experiences of individuals including children from multiple standpoints.

However in India, the interrelationship of childhood & sports, more specifically the intersectional complexities influencing girl children's participation in sporting activities has remained an uncharted territory within its sociological discourse. Consequently, Indian sociological scholarship has failed to unearth and document the already existing hidden crisis of its girl children, escalated by their intersecting identities in relation to their experiences within the domain of sports.

Girl children's experience in sports through the Intersectional Lens

Girl children in India who are structurally located in contrasting stratas of the society experience unequal reality, life chances compared to their privileged counterparts. Though the outcome of Intersectional collision doesn't bear similar consequence for all girl children, the problem of exclusion and gendering within mainstream sports remain universal. Therefore, I would like to approach the issue of Intersectional inequalities by discussing how the location of girl children/child athletes at the intersection of class, gender, religion, and political identity create a multifarious trap of gendering and marginalization which aggravate their existing inferiority.

In the year of 2015, 15th March, one of India's leading newspaper 'The Times of India' brought to us a shocking story of religious fundamentalism, which was: "Muslim clerics' fatwa forces cancellation of women's soccer match"

"Organizers had to cancel a women's football match and national-level players who had come from various places across the country had to return as fundamentalists allegedly issued a fatwa to stop a women's football match at Harishchandrapur, Malda on Saturday. Progressive Youth Club of Chandipur village area had organized the football match as a part of their golden jubilee celebrations as

well as to promote football among young girls and boys & especially encourage girls to engage in sports. The women's football match was to be played between Kolkata-XI and North Bengal-XI, followed by another match between under 14 girls football team (Kolkata). Local Imam Maqsd Alam and other Muslim clerics claimed that "Islam does not permit women to wear short body hugging clothes and play in public, nor does it allow us to watch women playing in the field wearing short dresses". They further claimed that such display of women running & playing would negatively influence others in the village and set a bad example for future generation."

Tess Kay and Ruth Jeanes (2008:131) in their article 'Women, Sport and Gender Inequity' underscored three rationales that have been given for opposing women's participation in sports –

- *The medical rationale* - that women are physiologically unsuited to sporting activity.
- *The aesthetic rationale* - that women engaging in sports are an unattractive spectacle.
- *The social rationale* - that the activities and behaviour associated with sports is contrary to women's 'real femininity'.

Sport is an ideal arena for displaying gender ideology, control and power. Sports feminists are explicitly engaged with the manifestation of power and patriarchal rationale often through the analyses of sports that have been traditionally defined as "men's sports" and have prohibited women from active participation. Similarly, children especially girl children from a tender age are proscribed "socially appropriate behaviour" through various disciplinary practices, like preventing them from engaging in 'masculine sports' or rationalizing the preventive measures either through the medical, aesthetic and social rationale. However, in India, gender has been

considered as a separate and solitary rationale for explaining girls/ women's limited participation, discrimination and exclusion in sports (Singh 1990, Prakash 1990, Singh 2004, Rao 2010 Asitha M. 2012). Whereas factors like class, age, disability, religion and even marital status which in association with gender heighten such prejudice has not yet been taken into consideration for qualitative research. Joan Acker (2006) acknowledged that gender as a category is not alone the source of oppression, but it is complicated by class location and other differences. In other words, Kimberle Crenshaw (1991) states that individuals (specifically women) are victims of 'Structural Intersectionality' i.e. the position of any individual, especially women at the intersection of class, gender, religion and other identities that shape their life chances which in turn fabricate an unequal reality for them. Similarly, girl children in India who are structurally located in contrasting stratas of the society experience unequal reality, life chances compared to their female/male counterparts, which makes them victims of structural intersectionality or structural intersectional crisis. Like for instance in the case above these emerging sportsperson have been restricted in their public display of athletic skills not alone due to their gender, but because of the amalgamation of their gender, religious affiliation as well their class location. To cite another example, Sania Mirza is an established and celebrated Tennis player in India, who represents women athletes and shares similar religious background i.e. Islam. What differentiates her experience from the football players is the class location, and resources Sania Mirza possesses to support her career in sports as well as retaliate against all odds. Therefore these girl children are structurally located in different strata in relation to the male athletes belonging to similar or different religious affiliation (due to their gender) as well as in relation to privileged women athletes (due to their class, economic

background). Other significant incidents across the globe reflect similar situations. On April 23rd 2015, the Herald Sun reported that '**Girls Lose Virginity By Running': Australian School Stops Female Students From Taking Part In Sporting Event- Omar Hallak, the Principal of the Islamic school Al-Taqwa in Victoria, allegedly believes that girls may lose their virginity with excessive running.** Therefore, cultural and religious backgrounds act as agents of social control that redefine abilities for girl children, confining them within the normative gender role, thus reconstructing 'sports' from self determined activity to socially structured and socially determined activity preventing them from a tender age to engage in any sporting activities. Consequently, girl children in India experience exclusion, oppression within the realm of sports where they find themselves at the intersection of innumerable identities that manipulate their life experiences- i.e. from the choice of sports to maintaining a successful career in sports.

In this incident girl children who intend to pursue football or any form of sports are structurally located in differential position compared to

- 1.** Male Counterparts having similar or different religious affiliation (Gender is the rationale)
- 2.** Female athletes belonging to different religious background but with privileged class affiliation. (Class & religion is the rationale)
- 3.** Female athletes with similar religious affiliation but with privileged class position. Example: Sania Mirza

On 2nd August 2013, news came up in 'The Hindu' titled: "Football made these Jharkhand girls special"- the news confirmed that 18 tribal

girls all under the age of 14 years have secured third position in an International football tournament held in Spain. Enthused by the remarkable triumph Poonam, the vice-captain of the team narrated her experience about her journey, she said:

“Prior to the tournament we were asked to collect our birth certificates from the gram panchayat office for applying for passport. The officers asked money from us and laughed at us. They ridiculed us for playing football. Later when we went to request them to hasten up the process, they slapped us and even made us sweep floors”.

Sports feminists espousing intersectional theory opine that not alone gender but also the class locations of women athletes together operate as the basis for 'social closure' by denying them access to opportunities, rewards or positive life chances. Furthermore, the patriarchal ideology along with other mechanisms of 'social control' like force and violence creates traditional and political boundaries for women athletes, preventing them from pursuing sports in future as well as reaping benefits of playing sports. It either tries to manipulate the consciousness of powerless individuals from the very start of human sense through the process of socialization or else they use the mechanism of force or violence to coerce conformity. The above cited incident informs us how the Panchayat officers applied both ideological as well as violence apparatus of social control for preventing them from participating in the tournament. Whereas the same officers would never have behaved in a similar manner if they were asked to do the same for children belonging to economically affluent and socially privileged section like that of Sachin Tendulkar or Saurav Ganguly. Therefore, the social & political location of these (girl) children acted as a mechanism of political intersectional disempowerment (Crenshaw, 1991:1251) that, children with a tribal identity & with a poor class background

experience. In this context the concept of Political Intersectionality highlights the fact that these tribal girl children are situated within three subordinated groups i.e. their specific TRIBAL, CLASS identity & GENDERED experience. For instance, sports irrespective of political identity, class position, religious identity is considered as a natural domain for boys/men. Consequently, male tends to determine the strategies of development through sports. Therefore tribal girl children do not experience intersectional disempowerment similar to tribal male children nor do their experiences coincide with those tribal girl children belonging to privileged class. The combined effect of social (gender), Political (Tribal) economic (class) positions of these girl children intensify their inferior position compared to their male counterparts as well as to their female counterparts who belong to a class that can avail opportunities to pursue their dreams.

Thus, it is evident from the real life examples that not alone gender, but also the religious affiliation, political (tribal community) identity and class locations intersect to mutually contribute to the divergent experiences of children, especially girl children in sports which further situates them in a disadvantaged position and reducing them to victims of repression that prohibit their future development and emancipation.

Conclusion

It is clear by now that Intersectional approach aims to address those individuals who are found to be situated in different social locations across the globe. Feminists advocating intersectionality seek to provide voice and vision to those (especially women) who are trapped within the interlocking structures of inequality. Nonetheless, sport and physical activity have not yet been used on a large scale as a strategy to unearth children's experience round the globe. Sports and Physical activity were specifically recognized as a 'Human

Right' in 1978 by UNESCO, supported by The Convention on The Rights of the Child in 1989, to provide equal opportunity for young individuals irrespective of their gender, religion, race and class to freely participate in any sporting activities in the form of leisure, recreation and play appropriate to the age. However, Indian sociological discourse is yet to acknowledge the crisis of childhood in general and specifically address issues on girl children's unequal experiences within the domain of sports. Besides, having established itself as a strong theoretical orientation in Europe and North America, intersectional technique is yet to be explored and embraced within childhood studies by Indian Sociological scholarship to address the valuable and veiled issues related to children. Historically and cross-culturally, children have always been victims of oppression whose everyday life experiences are silenced and agency denied. Likewise, in India children, especially girl children have always been considered unfit for any athletic activity compared to their male counterparts by the dominant patriarchal knowledge. Ideological control tends to have an important and significant impact on the lives of those who are powerless (girl children in this study) or do not possess adequate resources, agencies to

challenge the prevailing knowledge. In a patriarchal society where 'dance' is considered as a gender appropriate form of physical activity for women over sports, girl children pursuing sports are considered as deviants. Besides class positions of girl children, their economic condition as well as their political identity, play a vital role in determining their future in sports. Their contrasting structural and political location compared to other privileged children deprives them of basic human rights. The above cited real life incidents not only reveal the appalling condition of the girl children within the arena of sports in India but affirms the reality of intersecting identities of these children who belong to different class backgrounds, with different religious affiliation along with their gender. Hence there is an urgent need of adopt the intersectional methodology by the mainstream Indian sociological knowledge to theoretically portray and academically establish the hidden, multifaceted real life experiences of children. How the complex alliance of social characteristics along with the legal and political institutions facilitates discriminatory practices by reproducing the subordinate status and fabricates unequal prospects for these children.

References:

1. Acker, Joan. (2006). "Inequality Regimes: Gender, Class and Race in Organizations", *Gender & Society*, 20(4): 441-464.
2. Acker, Joan. (2006). *Class Questions: Feminist Answers*. U.S.A: Rowman and Littlefield Publishers.
3. Butler, Judith. (1990). *Gender Trouble: Feminism and the subversion of Identity*. New York/London: Routledge.
4. Butler, Judith. (1993). *Bodies that matter: On the discursive limits of sex*. New York/ London: Routledge.
5. Lareau, Annette. (2003). *Unequal Childhoods: Class, Race, and Family Life*. California: University of California Press.
6. Crenshaw, Kimberle. (1989). "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", *University of Chicago Legal Form*, 1989 (1):139-167.

7. Crenshaw, Kimberle. (1995). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour", *Stanford Law Review*, 43 (6): 1241-1299.
8. Crenshaw, Kimberle. (2008). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour. in Alison Bailey and Chris Cuomo (eds.). *The Feminist Philosophy Reader* (pp- 279-309). New York: McGraw Hill.
9. Kay, Tess, Ruth, Jeanes. (2008). "Women, Sport and Gender In equity". In Barrie Houlihan (ed.). *Sport and Society: A Student introduction* (pp.130-154). London: Sage Publisher.
10. M, Ashitha. (2012). Women and Sports: Gender Politics in Contemporary Kerala, 2nd International Conference in Social Science and Humanity, IPEDR Volume 3, Singapore: IACSIT Press.
11. Leavy, L,Patricia. (2000). Feminist Content Analysis and Representative Characters, *The Qualitative Report*, 5(1):1-16.
12. Prakash, Padma. (1990). Women and Sports: Extending Limits to Physical Expression, *Economic and Political Weekly*, 25(17): 19- 20.
13. Singh, Bhupinder. (2004). *Sports Sociology: An Indian Perspective*. New Delhi: Friends Publishers.
14. Singh, M.K. (1990). *Indian Women and Sports*. New Delhi: Rawat Publications.
15. Rao, Nalluri, Srinivasa. (2010). "Constraints of Indian Women Participation in Games and Sports", *British Journal of Sports Medicine*, 44: 62-63.

Sites Visited

- a) https://www.unicef.org/crc/index_73875.html- (accessed on 01.05.2018)
- b) https://www.unicef.org/rightsite/364_592.htm - (accessed on 10.05.2018)
- c) <http://www.heraldsun.com.au/news/victoria/girls-banned-from-running-at-islamic-school-to-protect-virginity/news-story/fb5b66f275844631d7faad7ac952a74c> - (accessed on 12.05.2018)

CHILDREN AND THEIR FATE: FLOWERY OR THORNY

Dr. Mrs. Aarti Saoji, Ex-professor and Director, Institute of Science, Nagpur

ABSTRACT

Child labour is rooted in poverty, unemployment and lack of education. A great deal of effort is needed to deal with these problems.

An estimated 8.4 million children work under terrible circumstances and are forced into bondage or other forms of slavery. The children in difficult circumstances are categorized as homeless children (pavement dwellers, etc.), orphaned, children separated from parents, refugee children, street children, trafficked children, children in bondage, in prostitution, children of prisoners, children affected by natural disasters, victims of crime etc.

Besides, there are children with behavior problems or are antisocials involved in activities such as stealing, lying, gambling, destructiveness. They may show habit disorders as thumb sucking, nail biting, bedwetting etc. they may have educational difficulties as school phobia, school failures etc.

INTRODUCTION

Preventive measures include improvement of family life. There should be healthy teacher pupil relationship. The school teacher can play an important part by detecting early signs of maladjustment. Social welfare services can provide recreation facilities. Parent counseling, child guidance, educational facilities and adequate general health services also should be provided by the school.

Children are the greatest gift of God. Birth of a child is the moment which brings a Bundle of Joy in a family. Yet the life of the child may not be a bed of roses. . . Due to disturbed home conditions such as broken homes, death of parents, separation of parents, the children are in stress.

Poverty, alcoholism, slum dwelling and many other causes are embedded in the family and in its function of child rearing. If rearing is deviated from normalcy, children are forced to commit juvenile crimes, which include all deviation from normal youthful behavior, who desert their homes; habitually they are disobedient and mix with immoral people and indulge in antisocial practices.

Biological factors such as hereditary defects, feeble mindedness and glandular imbalance may be the reasons for Juvenile delinquency.

Street children without homes

A large number of children live and work on the streets, most of them without any family support, particularly in the megacities of the developing world. They are at high risk of malnutrition, tuberculosis, parasite and worm infestation and skin and HIV diseases. Both sexes are highly vulnerable to drug abuse, prostitution and criminal exploitation.

Most street children suffer major losses in their lives. Many lose family members through diseases, natural or manmade disasters or may be byproduct of war and riots. Although poverty and rapid urbanisation are major contributing factors to the problem, many claim that physical and sexual abuse were the reasons for their leaving home.

Recent global estimates place their number at as high as 100 million. There may be 40 million in Latin America, 25 million in Asia and 10 million in Africa with about 25 million in other areas including the developed world. In 1993 WHO launched an innovative project to study links between street children and substance abuse.(1).The study noted regular use of alcohol and other drugs by a major proportion of street children. Often the lives of street

children are intimately entwined with the illicit drug industry. Street children are used in the production and marketing of cocaine and the trafficking of cannabis and heroin.(2)

There are particular problems in the provision of health and welfare services to street children with regard not only to health care but also to housing, educational opportunities and employment. The rehabilitation of these children should be taken up by the government and non government voluntary agencies. The integrated programme for street children without homes and families was launched to prevent destitution of children and provide facilities for their withdrawal from life on the streets. During 2008-9 the scheme was merged to integrate child protection scheme . Under the scheme NGOs are given financial support to run 24- hour shelters and provide food, clothing, non formal education, recreation, counselling, guidance and referral services for children. The other components of the scheme include enrolment in schools, occupational placement and reducing incidence of drug abuse.

Platform school at Nagpur

It is notable that one such school namely Platform Dhyamandir Niwasi shala located at CA Road Gitanjali Square Lodhipura- 68, Nagpur, is active at rescuing wandering displaced children on the platform, taking care of them in all respects including education and normal rearing. They are successful in their upbringing including reunion of kids with their families from various places including Nepal.

Orphaned Children

Orphaned children are much more vulnerable to protection violation. The death of a parent in situations where no adequate alternative care systems are in place opens up a protection gap.

Children living on their own are at much greater risk of abuse and exploitation. Assessment by the international labour organization (ILO) has found that orphaned

children are much more likely than the parented ones to be working in commercial agriculture, as street vendors in domestic series and in the sex trade.(3)

Child Labour

Children of poor socioeconomic class especially in rural areas are known to be inducted as child labour. Studies have shown that labour at very young ages can have dire consequences on the child's mental and physical development. Child labourers always had lower growth and health status compared to their non working counterparts.

The declaration of the rights of the child and our own constitution has laid down that childhood and youth should be protected against exploitation.

Surveys by International Labour Organisation (ILO) in 1990 found that over 79 million children under the age of 15 years were obliged to work. In some cases children as young as 5 years have been reported to be in paid employment. Africa and Asia dominate the data on child labour. India fosters the largest number of child labour in the world. Child labour contributes about 20 percent of India GNP. Child workers work for 12 hours at an average every day.(4). Jammu and Kashmir has the highest percentage of child labour, where children are mainly engaged in carpet weaving Industry.(5) The other fields where child labour is used are agriculture, mining, building construction, beedi making, garbage picking, cashew processing cloth printing, dyeing and weaving etc.

In India, various items of health and social legislation have been enacted to protect the health, safety and welfare of working children below the age of 15 years.

Child Labour (prohibition and regulation) Act 1986-

Except in the process of family based work or recognized school based activities, children

are not permitted to work in occupation concerned with :

1. Passenger goods mail transport by railways
2. Carpet weaving
3. Cement manufacturing
4. Building construction operations
5. Cloth printing
6. Dyeing, weaving
7. Manufacturing of matches, explosives, fire works
8. Beedi making
9. Wool cleaning
10. Printing
11. Cashew descalding and processing
12. Soldering process in electronic industries.

Trafficking of Children

Trafficking of children takes many different forms. Though the trafficking of children is a shady practice, some dominant regional patterns are identifiable. In west and central Africa, children are placed in a marginal position within other families. This practice is being used to exploit children both within and outside home. In South Asia trafficking forms most of the child labour problem in the subcontinent, often related to debt bondage. In addition significant number of children are trafficked for other purposes like engaging them in prostitution, carpet and garment factories, construction projects and begging. In

Europe children are mainly trafficked from east to west, reflecting the demand for cheap labour and child prostitution in richer countries of the continent. Children are also used as unskilled labour and in the entertainment sector.

Conclusion

Child labour is rooted in poverty, unemployment and lack of education.(6) A great deal of effort is needed to eliminate these basic causes. Making children safe requires creating a protective environment for them. Chief elements of a protective environment include:

- Strengthening the capacity of families and communities to care for and protect children.
- Government commitment to child protection by providing budgetary support and social welfare policies targets at the most excluded and invisible children.
- Ratification and implementation of legislation. Both national and international, concerning Children's rights and protection.

The key to building the protective environment is the responsibility of members of the society by ensuring that children are not exploited while families and the state have the primary responsibility for protecting children, ongoing and sustained efforts by individuals and organization at all levels, are essential to break pattern of abuse.

References:

1. WHO, (1993) Implementation of the global strategy for health for all by the Year (2000) evaluation, eighth report on the world health situation, Vol 4, South East Asia region.
2. WHO,(1995) Bridging the gaps. The world health Report 1995, Report of The Director General.
3. UNICEF (2006) State of World's Children.
4. Chandra Kannapiran (2005) Child Labour facts and figures, Voluntary Health Association Of India Release.
5. Social Welfare 1983 May/ June Vol 11th ,No 2-3
6. Park K.J. 2015, Preventive and Commulative Medicine, J.P. Prakashan, Jabalpur (23rd Edi)

CURRICULUM AND ITS FRAMEWORK: TECHNOLOGY, HOW FAR AND HOW MUCH?

Suman Sood, Director Mongrace Montessori House

Today, children are born into a digital world and they grow up in this world! Television, videos, computers ... these are not the only tools of technology now. At present, world children are exposed to a variety of technologies. "The definition of technology tools encompasses a broad range of digital devices such as computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras, DVD and music players, audio recorders, electronic toys, games, e-book readers, and older analogue devices still being used such as tape recorders, VCRs, VHS tapes, record and cassette players, light tables, projectors, and microscopes" (NAEYC - Fred Rogers Centre).

As an educator I have been worried about how immersed kids have become in technology. Heavy screen time is being linked to obesity, difficulty in paying attention, an inability to make real-world friends, dulled imagination, low academic performance, and increased aggression. More important, many argue, digital technology robs kids of the hands-on creative play that's so essential for development. However, other experts and parents applaud the fact that technology makes learning fun and engages kids in exploring and problem-solving. This thought had been nagging me...so I wished to find out through research if integration of technology in education does enhance learning. Having established the fact I wished to find out how much and when? Would children between 4-6 years of age who are developmentally within Piaget's preoperational stage (i.e., they are concrete learners and also extremely active and mobile) benefit if technology is used to develop and expand their language?

According to the American Academy of

Pediatrics, children less than 2 years of age should not be exposed to any sort of television or videos and children 2 years and older should view a limited amount of educational television or other types of media (Kaiser Family Foundation, Online).

In an Action Research that I did, my focus was to use technology for developing expressive language.

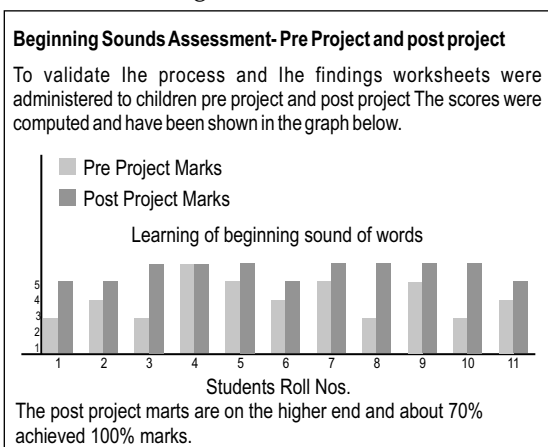
The use of technology can aid in the development of age-specific literacy skills. Through my Action Research I discovered that pre-school aged children benefited and thrived when given the opportunity to develop skills through the use of computers: "the computer centre can effectively encourage supportive scaffolding interactions among children as they work side-by-side to achieve the goals created by developmentally appropriate software" (Freeman, 2001). Interactive computer programmes make a positive impact on language development in preschool children because children can interact with them. They are able to work at their own pace as well as manipulate the activity to make it their own (Scholastic, Online). While doing computer based activities that require them to create a story, children will most likely narrate what they are doing as they move objects around the screen or draw pictures. Computers also support more complex speech through social interaction. This improves fluency because if children work with their peers, they have to cooperate with one another. This enables turn-taking and collaboration while partaking in an activity as well (NWREL, Online).

Children these days are exposed to lot of technology and interactive media. So, we can use this fascination of children to enhance their learning.

Through my Action Research I saw children became more expressive when different activities were done with them through CAD and Smart Board. During group conversations lot of interest was seen because of the smart board. Individual conversation also became more expressive, especially due to shared technology time.

Through interactive slides to enhance vocabulary, most children began using basic language mostly of nouns and verbs with little use of adjectives. Children could make connection between an object on the screen and its written label in the same way that picture books are used. Activities using spoken text options, where words or phrases were spoken aloud helped children to learn better by listening.

Following assessments provide evidence of enhance learning!



Marks for Beginning Sound Work sheet

Student's Roll No:	Pre Project Marks (Total Marks-5)	Post Project Marks (Total Marks-5)
Roll No. 1	3.00	4
Roll No. 2	3.50	4
Roll No 3	2.50	5
Roll No 4	5.00	5
Roll No 5	4.50	5
Roll No 6	3.50	5
Roll No. 7	4.50	5
Roll No. 8	2.00	5
Roll No. 9	4.50	5
Roll No. 10	2.00	5

During rhyme recitations it was noticed that children often started the rhymes earnestly, but soon either lost interest or got distracted, and most of the time did not know all the words. So with the help of the computer, children listened to the downloaded rhymes at their own pace.

They often replayed what they did not understand. Pictures generated more interest. Terms like dame and lane, in the nursery rhyme Ba Ba Black Sheep were abstract to them earlier but after seeing the visual recitation of the rhyme on the computer they could understand these terms and the rhyme situations fully. Earlier they swallowed the last lines and some words but their self learning improved tremendously when they tried to learn through the computer.

It was seen in the Action Research Class that through computer programmes more interest in learning was generated. Informal interactions during shared technology time with an adult as coordinator and co-player helped to determine the child's ability to use expressive language, which communicates ideas, organisation and structure. Through picture prompts, ability to demonstrate syntax and complexity of sentences, vocabulary, identification and elaboration of ideas could be seen.

While framing curriculum at different age levels teachers must use judgment to evaluate whether or not an activity will benefit their learners. Programs should be chosen with care. Educators must see if they are age, individually, and culturally appropriate. The use of technology must complement their lessons as well as support development and education. There is a need to integrate technology into education. These days the use of computers and smart boards in classrooms can easily make it possible for the teacher to use technology as a part of the daily schedule in the classroom. Programmes and computer

software should be used to supplement curriculum content as well as present new perspectives. “Educators should also inform parents about software that is appropriate and beneficial, review software, use software that incorporates various learning abilities, and use programs that encourage peer collaboration “(NAEYC, Online).

After assessing various aspects of the use of technology, one is able to understand that exposing children to too much technology at a young age actually puts them at a disadvantage in terms of learning ability. Instead of using only technology to teach children, more

emphasis on child-adult interaction is needed. Enabling children to learn at their own pace as well as to actively participate in activities is more beneficial than simply allowing them to stare at a screen. “However, because technology is a great resource in education, it should not be completely avoided. By implementing technology properly in the classroom and at home, it has the ability to increase metalinguistic awareness in children.”
– Danielle Orr

Special Acknowledgement

Ms. Manjula Chatterjee....Mentor for Action Plan Research—Global Teacher Accreditation

References:

- A Teacher in the Living Room: Educational media for Babies, Toddlers, and Preschoolers. (2005, December). The Kaiser Family Foundation. Retrieved April 6, 2008, from <http://www.kff.org/entmedia/upload/7427.pdf>
- Berk, Laura E. (2006). Child Development. Boston, Massachusetts: Allyn and Bacon.
- Computer-Assisted Instruction and Reading. (2005). Reading Rockets. Retrieved April 6, 2008, from <http://www.readingrockets.org/article/4185>
- Delft University of Technology (2007, March 12). New Language Development Toy for Autistic Children. Science Daily. Retrieved April 6, 2008, from <http://www.sciencedaily.com/releases/2007/02/070227105227.htm>
- Garrison, M, & Christakis, D (2005). Educational Media for Babies, Toddlers and Preschoolers. A Teacher in the Living Room? Retrieved April 6, 2008, from <http://www.kff.org/entmedia/upload/7427.pdf>.
- Moore Kneas, K., Ph.D., & Perry, B. D., Ph.D. (n.d.). Using Technology in the early Childhood Classroom. In Scholastic. Retrieved April 6, 2008, from http://teacher.scholastic.com/professional/bruceperry/using_technology.htm
- Paul, Pamela (2006, January 8). Want a Brainier Baby? Time Magazine [1-5].

IMPORTANCE AND APPLICATION OF AYURVEDA THEORIES AND MEDICINE IN CHILD HEALTH

Dr. Rupali Panse, Director and chief consultant, Aadyam Ayurveda Clinic, Pune
Visiting faculty, Savitribai Phule Pune University, Dept of CCIH

Aim

This article is intended towards emphasizing the need of Ayurveda theories in medicine and dietetics in the field of pediatrics from early age and intervention in the early stage of diseases.

Objective

This article has an objective to state some of the very crucial concepts and theories in Ayurveda which have description of physiological and pathological conditions and solutions in very elaborative conduct.

Introduction

Ayurveda is an ancient science of health and life. The name itself describes it as a science of life. Ayurveda sees life right from the Vishwa utpatti (beginning of life). It doesn't look chikitsa (medicine) as pathology and cure and human body as anatomy only. Beyond the diseases and medicines Ayurveda science revolves around the correlation of Time, Prakriti (Nature), Panchbhautikwa (Five elements theory), Tridosha, karmas (deeds), Achar (behavior) Ahara and many such vectors which influence the human health. This holistic approach is the essence of the Ayurveda.

In Sharirsthana texts like Charaka Samhita, Sushrut Samhita, Vagbhat Samhita, Kashyapsamhita, the description from conception to embryo development, organ formation sequence in detail and other embryological aspects are enough to reveal the contribution Of Ayurveda in the field of child health or Pediatrics.

The current scenario in pediatrics with emerging new infections, raised metabolic disorders, limitations in synthetic drug administrations and handling their adverse effects clearly underline the need of effective intervention or integration

of medicines that are more bio available with the minimal undesirable effects. The prevention, restoration and wellness are the three key words pediatric stream need to concentrate on so as to improve the overall visage and positive index of statistics and data of child health worldwide.

Key words: Child health, Ayurveda, Kashyap Samhita, Balroga, pediatrics and Ayurveda, Non communicable diseases, Ayurveda and child health.

Method

The available main stream Samhita in Ayurveda literature are studied and reviewed to put the importance of Ayurveda in child health. The thorough references and the chapters dedicated to child and mother health clearly promise the depth of Ayurveda in pediatrics. The theories, medicines, therapies and daily regimes that are stated in Ayurveda texts can be applied from conception of the fetus to the adolescent age of the child.

The description of the regimes, diseases and the treatment are compared to today's pediatric issues and tried to explain the effectiveness of Ayurveda medicine and therapy in management too.

The current main stream medicine branch and its limitations are reviewed in short. The integration and practical application of Ayurveda medicine in general and institute level practice in overcoming those limitations is highlighted.

Discussion

The child health care starts from the moment of conception till the child gets adolescent. This discussion will cover some of the important theories and texts in Ayurveda with reference to health of child.

Importance of Ayurveda theories and medicines in conception:

The ovum and the sperm are the responsible key elements and the traits of the same decide the fate of the fetus. Ayurveda believes that any mild to major abnormality in ovum or sperm can cause respective birth defect or possible genetic defect in baby even in future . Garbhdharana and garbh sthapak dravya theory is vital in conception of healthy embryo.

This theory is important when the innate immunity of the child is concerned. Panchkarma therapy, dietary guidelines for both partners and herbal regimes are used as **preconception therapy** to increase the vitality and viability of the ovum and sperm to evade the possible hereditary and genetic inheritance of diseases.

This is the time when the pre conception Ayurveda practices should be introduced as main stream ,in high susceptible group of genetic abnormality hauling and even as general practice for non susceptible group of people.

Importance of Ayurveda in Antenatal and postnatal care:

Baal paricharya /Infant care:

Kaumarbhritya tantra is the branch of Ayurveda exclusively covers the pediatrics from new born to adolescent age. The word Kaumarbhritya tantra means the care of child. The branch does not only describe the diseases and treatment but it has elaborate holistic approach towards the right upbringing of child, guidelines of child physiology, pathology, psychology and medicine.

This branch is applicable and effective right from the moment of conception.

The significant topics with relation to child health, embryology (Garbh Vidnyana) and Balaroga vidnyana (pediatrics) discussed in various Ayurvedic literatures are

1. Conception
2. Masanumasik garbh vrudhhi (Month by month fetal growth and development and fetal abnormalities.)
3. Garbhini paricharya (Lifestyle diet and medicine regime for mother to prevent miscarriage and augment the fetal growth mile stones.)
4. Garbhopghatkar bhava (Prenatal etiology for disorders affecting child growth and their treatment.)
5. Mudhgarbha/ prakrut /aprakrut prasav (Types of difficult position of baby, types of birth and their effect on child.)
6. Jatmatra paricharya (care of neonate.) (Ashtang Sangrah /uttarsthana/1 to 16)
 - Reviving the respiration.
 - Nal vichhedan(proper cutting and tying of umbilical cord)
 - Cleaning the neonate properly
 - Kantha vishodhan(post delivery suction and cleaning of throat)
 - Abhyanga snan (proper bathing of infant)
 - Stanypaana (breastfeeding)
 - Proper method to handle and make child sleep
 - Rakshakarma(practices to protect the infant from surrounding infections like fumigation with antiseptic herbs)
 - Description of right way to clothe the infant
 - Mani dharana : To wear or keep herbs, holy gems handy for the child health
7. Stanya dosha and treatment(Breast milk abnormalities and their management)
8. Nursing care, Dhatri (wet nurse) etc
9. Classification of ages according to the diet of child 1.Kshiraad (0 to 6 months),2. Kshiranaad (6 months to 1yr.)3. Annad (above 1yr.) (exclusive breast feeding , soft external diet along with breast milk and exclusive meal)

10. Sanskara : Sanskaras are the practices which are traditionally done at the specific age of the person. Sanskaras like namakaran (naming the child), karnvedhana (piercing the ear lobes), nishkraman (first outing of the baby out of the home i.e. exposure to the external environment), ann prashana (independent food introduction excluding the breast milk) are some of the sanskaras described in vedic and Ayurvedic text which are scientifically related to the anatomy and physiological wellbeing of the child.
11. Dantodbhav vyadhi (teething disorders of baby): This comprises the specific disorders occurring in the teething period of baby. The proper care of appetite and some herbs play key role in managing these disorders. The concept of suppressed immunity in child during this period is unique in Ayurveda. The proper use of herbs like Dikemali (Gummy Gardenia), Shunthi (dry ginger), lajamand (red rice water), Marich (black pepper) etc can manage these disorders effectively. Unnecessary use of Antibiotics is avoided in this period and can be resolved with body friendly herbs.

From above one can get a clear idea of the Ayurveda emphasizing on proper prenatal and antenatal care of infant to adolescence. Among all the above points Stanya dosha is described in short with respect to the diseases in children.

The unique concept of Stanya dosha and chikitsa in Ayurveda: (Charaka Samhita /Sharirsthana /8,,Charak Samhita /chikitsha sthana/232-236)

Breast milk is the sole food that newborn baby is dependent upon for growth and development for some months. The quality of the breast milk which is termed as Stanya guna is given supreme importance in Ayurveda. There are methods of examining the individuality and quality of breast milk which are called Stanya parikshana. The consistency,

colour, smell taste and patterns formed by milk while dissolving in water are the traditional parameters which are studied for ruling out any Stanya Dushti.

The dosha imbalance or unhealthy situation in mother can affect her milk quality and the baby's health in turn. The Tridosha i.e. Vata, Pitta And Kafa causes the Vataj Pittaj and Kafaj vyadhi (Vata Pitta and Kafa disorders) in weaning mother and baby may be caused through the same affected breast milk.

There are elaborate chapters in identifying the various types of Stanya Dosha and the remedies or medicines to cure them. There are many diseases described with respect to the Pediatrics which are mainly due to weaning on Dushit (vitiated breast milk) Stanya.

The Stanya dosha is unique concept in Ayurveda which is missing in other medicine branch. Appliance of this theory for treating the various disorders in infants and toddlers can save the unnecessary use of medicine and synthetic drugs on little one. Pain in abdomen, cold and cough without any evidence of infection are the examples of Stanya Dushit vyadhi. The medicine administered to the mother to treat the Stanya dosha reflects the results in baby with or without the need of external medicine administration for baby.

The commonly used herbal preparations like 'Saubhagya shunthi paka', Decoction like Balantkadhas, Dashmularishta, Shatavari root in milk in postnatal care signifies the preventive care taken to keep Stanya in its healthiest form. In such a way overuse of medicine for general disorders in babies can easily be managed

Role of Ayurveda medicines in non communicable diseases in children:

The current standing of conventional medicine is fast mounting with the discovery of new molecule drug every now and then. The communicable or infectious diseases are well controlled with the help of conventional allopath

medicines. But the alarming rise in the number of lifestyle disorders or non communicable diseases in the children can easily identify the failure of restraint in pediatric cases.

Ayurveda medicine on other hand tackles the wide range of non communicable diseases in children effectively. A broad-spectrum range of herbal medicine and Ayurveda dietetics has a huge scope in future in pediatric branch.

The modern stream of medicine has solution on diseases only when they occur but the Ayurveda science provides guidelines and apt solutions to the health even before the pathology exists. The child care practices and diet guidelines are far vital in the child healthcare. The accurate form of diet regimen and long-established practices take care of immunity and wellness. The current data in the NCDs like various allergies, Immune comprising disorders, neonatal birth defects, child asthma, pediatric diabetes, obesity, poor metabolism and metabolic disorders, raising psychological issues in children somewhere underline the necessity of prevention rather than struggling to find cure for the same.

The rationalized versions of drugs, vaccines, steroids, painkillers, antiviral and antibiotics can take care of a limited population in pediatric health. A significant call for more bio available alternatives having less adverse effects, more efficient and cost effective can be fulfilled by the Ayurveda medicines.

Poor immunity, hereditary factors, Pollution, adulteration, sedentary lifestyle and wrong diet habits are the etiological factors contributing to the pediatric NCDs. Among these immunity, diet and lifestyle can be modified.

The role of Ayurveda in enhancing the immunity among children :

As described above the unique child health care right from the conception, a range of Sanskaras which include herbs and specific diet can enhance the immunity very early in infancy. The

Balghuti (a specific combination of various herbs used in infants regularly as health restoration system to combat with minor health issues in childhood with the help of the innate immunity and derived medicinal effects.)

The Balghuti is a collection of dried whole herbs mostly in the form of stem or fruit and the indications of usage of them regularly and some of them in different general conditions affecting child health.

Following are the 5 examples of herbs described in short used as Balghuti.

- **Haritaki** (*Terminalia Chebula*): the dried fruits rubbed on traditional round stone in clean water and few drops according to the age can be given when the child is uncomfortable with flatulence, constipation. The Haritaki has also been classified under the herbs having Rasayana guna (Rejuvenation herbs).
- **Yashtimadhu** (*Glycyrrhiza glabra*): The drops made from rubbed Yashtimadhu / Liquorices mixed in breast milk or honey is very effective to control the dry cough, nausea, to release mucus, improve the voice quality.
- **Pippali** (*Piper longum/long pepper*): It is administered to increase the immunity of the respiratory system. It is useful in fever, cough, cold and bronchial spasm. When the child is older than one month the Pippali is used in the form of Pippali Ksheerpaka. Ksheerpaka is the specific form of Ayurveda medicinal regimen where the water, milk and Pippali or other herbs are boiled together in standard measurement. This decoction is used regularly for some specific period to achieve its Rasayana (Restorative/Immune enhancing) property.
- **Ativisha** (*Aconitum Heterophyllum*): Atis or Ativisha is the herb of choice and praised generously in Ayurveda text as the best herb in management of digestive disorders of children. Ativisha is carminative, absorbent

and improves digestion.

- **Vidang** (Embelia Ribes): Vidang/Vavding is the child friendly small seeds. Vidang is used in Ayurveda especially for treating intestinal worms. It is the main herb of Ayurveda that effectively treats intestinal parasites (tapeworm, ring worm). The dried mature fruits or seeds are used for this purpose. Vidang is antihelmintic, alterative and tonic. Its use along with Liquorices / mulheti root for the purpose of strengthening the body is advised in increasing Dhatu agni (micro digestion) appetite and allergic cough. Its use for expelling intestinal parasites is distinguished in traditional practice.

Thus the apt and regular use of Balghuti under the guidance of Ayurvedic physician increases the acquired immunity which minimizes the intermittent episodes of minor and major infections and even if it occurs, it usually self resolves without the need of synthetic drugs like antibiotics or anti viral etc.

Role of Ayurveda Diet guidelines in NCDs:

Ayurveda dietetics has huge impacts in controlling and treating various metabolic disorders. The rules and guidelines in diet are according to the individuality of the person which is called as prakriti. The age, geography, culture, time, season, suitability are some of the parameters which are considered to decide the food and diet of child.

The childhood is dominant in Kafa Dosha. So the diet in this age should be Kafa controlling. Ayurveda advocates the balance of six tastes (Shad Rasa) in diet. The high dose of Madura rasa (sweet taste) can produce Kafa dosha disorders like Cough, Obesity, Dental caries, Juvenile Diabetes etc. The same way at Lavana rasa (high sodium) food can initiate the poor metabolism with various metabolic disorders in children. The current food profile in market and in home is favorable for consumption of over sweet and over salted food. The RTE

(ready to make or eat) food is the best example of bad diet that Ayurveda discourages since time immemorial. The food guidelines in Ayurveda are the accurate diet checks for kids.

Conclusion: The discussion above is conclusive of the broad spectrum reach of Ayurveda literature on Pediatric issues. The proper application and integration of Ayurveda medicine, dietetics, practices and therapies can improve the overall health in pediatric array. The topics covered are some of the examples from many more which are related to the child health. The short discussion on these topics conclude the command of Ayurveda medicine and suggests that the application of Ayurveda in main stream medicine at general practices or hospitals will be much more promising to the current state of child healthcare system.

The important daily regime, food habits, use of herbal preparation and Ayurveda lifestyle adaptation can prove a ray of hope in prevention of diseases and restoration of pediatric group.

Bibliography:

- Charaka Samhita/Sharir sthana/4
- Sushruta Sharirsthana/3
- Charaka Sharirsthana/4
- Kashyap Samhita/Sharirsthana
- Sushruta/Sharirsthana/10
- Charaka Sharir /8/11
- Kashyap Samhita/Khilsthana/22/7 to 10
- Sushruta Samhita/Sutrasthana/45
- Ashtang Sangrah/Uttar sthana/1/13
- Charaka Sharir sthana/8/54
- Kashyap Samhita/Jaatkarmodhyaya
- Charaka Samhita/Sharirsthana/8/63
- Madhav Nidaan 68
- Ashtang Sangrah uttarsthana/2
- Charaka Samhita/Sutrasthana /26
- Kashyap Samhita/Khilsthana/13/6-18

HEALTH STATUS OF TRIBAL / RURAL CHILDREN IN INDIA

Author: Dr. Vibhawari Dani, Ex. Dean & Professor of Pediatrics
Govt. Medical College, Maharashtra

India is enduring rapid socio-economic, demographic, nutritional and health transitions. Despite the various constitutional protective acts, policies against discrimination and earmarked budgets, tribal population continues to be the poorest of the poor and most deprived social groups in terms of nutrition and health status. It is undeniable that an interplay of multitude of factors such as – poverty, ignorance, illiteracy, no food security, lack of sanitation and hygiene, non-availability of safe drinking water, poor road connectivity especially in rainy season, and grossly inadequate health care facilities coupled with low health seeking behavior of tribal influence the health status. Health is essentially linked with these essentials of living. Malnutrition is an inter-generational, chronic and incapacitating challenge for the children.

Achievements since independence : India, 72 years post-independence has proved herself to be one of the major economic powers in the world. Over the years India has become rapidly progressing nation. The medical facilities and education in India have advanced tremendously and Indian Doctors have gained recognition worldwide. We have achieved the life expectancy from 47 years in 1947 to 70 years in 2017. We have successfully eradicated polio, small pox, are now eliminating Maternal & neonatal tetanus, Dracunculosis, and controlling Leprosy.

MCH (maternal & child health) indicators : In spite of our above great success stories, extreme levels of health deprivation are experienced by the poorest and most marginalized tribal. The tribal population lags behind the national average on key public indicators with mothers and children being most vulnerable. Several studies on maternal

and child health have shown very high mortality and morbidity along with very poor nutritional status. At present, the under five years children mortality rate for India is 50 per thousand live births according to National-Family- Health Survey 4(NFHS-4). The same in tribal area of Melghat in Central India is > 80 per thousand live births. Maternal mortality rate for India is 167 per 1 lakh live births, while the same in tribal Melghat is 300 per 1 lakh live deliveries. The vital statistics clearly indicates our failure in providing proper health care facilities in these impoverished areas which need it most.

MDG targets (The Millennium Development Goals) : United Nations Millennium Declaration, to which India is signatory, in 2000 has established eight international goals for the year 2015.

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality and empower women.
4. To reduce child mortality.
5. To improve maternal health.
6. To combat AIDS, malaria and other infectious diseases.
7. To ensure environmental sustainability.
8. To develop global partnership for development.

Of these, goals 4, 5 and 6 were set with a focus on health. India has unfortunately not met the set targets for the health goals in 2015. There is some improvement, but we still lag behind. The table below is a comparison of targets and achievement of MDGs.

Goal No.	MDGs	Indicator	Target for 2015	Achieved by India	Tribal Area
4	Reduce Infant Mortality	IMR	28	41	65
4	Reduce Child Mortality	U5MR	42	50	81
5	Improve Maternal Health	MMR	109	167	300

Disease Burden of Malnutrition: There are various causes posing heavy burden of Malnutrition in Mother and Child. Major killer diseases in under five children are Neonatal deaths, Pneumonia, Diarrheal diseases, Anemia, Malnutrition. In pregnant mothers - anemia, inadequate weight gain in pregnancy due to deficiency of Proteins, Calories, Minerals, Vitamins are rampant, which lead to maternal mortality, morbidity and newborn babies with low birth weight. Thus, a low birth weight neonate is malnourished at birth. Faulty child rearing and dietary practices with insufficient proteins, calories, vitamins, minerals lead to further continuation of Malnutrition in children. All these causes are easily preventable and treatable, but we have failed to do the same in community.

The key ways to reduce morbidity and mortality are –

1. Adequate Ante-natal care for pregnant mother.
2. Clean and safe delivery
3. Post-natal care of mother.
4. Care of normal and low birth weight Newborn.
5. Timely and appropriate treatment of infectious diseases.

This basic care can be provided easily at the primary health centers. However, failure in reaching out to marginalized population of the tribals resulting in heavy burden of diseases. So we are unable to achieve the MDG targets.

Health care Delivery System :In tribal setting only Government health care delivery system is available. Private doctors are working in urban and semi-urban areas only. Around 80% of all doctors give services to 30 % population of urban area. 15% doctors are rendering their services to 60 % rural population, and 3 to 5% doctors are working in tribal areas and almost all of them are from government health care system. In such a scenario around 30 to 40% post of doctors are vacant for various reasons. More than 70 % posts of specialist cadre are vacant in rural/tribal areas.

IPHS (Indian Public Health standards) : Government public health care system is the only way of approaching the health care in tribal area since no private doctor is willing to work in this backward, impoverished region.

In the existing inadequate number of PHCs the staff recommended by IPHS is as follows.

Personnel	Existing	Recommended
Health worker (F) at subcenter	1	2
Doctors at PHC	1	3
Nurses at PHC	1	5

Thus, currently there is huge deficit of Doctors and Nurses responsible for providing the basic health care in tribal/ rural areas. This shortfall of service providers is a major hurdle in health care delivery. The figures given below highlight few facts about the health status in rural areas based on NFHS 4 (2015-16).

- 1 Under 5 years children whose birth is NOT registered - 24%
2. Pregnant mothers NOT having 4 times checkup - 56 %
- 3 Pregnant mothers receiving FULL ante natal care - 17 %
- 4 NOT using family planning measures- 50 %
- 5 Firewood cooking- 76 %
- 6 Children < 2 years receiving adequate diet- 8.8 %

With the above facts and figures it is evident that our efforts for establishing proper Health care delivery system for tribal /rural India are grossly inadequate, inefficient and insufficient.

First 1000 days of life, from pregnancy till the age of 2 years is considered as Critical time for integrated nurturing for healthy growth and development of the child. The factors developing rapidly or falling behind during first 1000 days of life are —

- Growth and development of Brain.
- Development of vision, hearing, language.
- Higher cognitive functions for ability of decision making, emotional development, social adaptability.

According to the very reputed scientific journal of the world, 'Lance series on early development, 2016', 'integrated nurturing care in first 1000 days for Health, Nutrition, Sanitation, Responsive care giving, Early learning should be provided to every child by society and supported by an environment enabling interactions.'

Monster of Malnutrition :According to NFHS 4 of 2015-16, in rural children malnutrition is as follows.

- Chronic Malnutrition resulting in Stunting - 41%
- Under weight children - 43 %
- Severe Under weight (SUW) - 19 %
- Acute Malnutrition :Wasting: weight for height is decreased - 21 %

- Severe Acute Malnutrition (SAM) - 9 %
- Anemia - 60 %

India after 20 years : Two decades from now, India will have 40 % of youth lacking in optimum intellectual development, will have less developed immunity leading to more infections, more illnesses , will lag behind in physical development. Thus India will miss the opportunity to capitalize on its demographic dividend.

Task shifting of Health workers in tribal/rural areas : considering severe shortage of doctors, nurses the task may be shifted to less qualified health care worker. WHO says in such situation ' rational re-distribution of task among Health workforce teams to less specialized workers needs to be done. Specially designed , abbreviated, focused, intensive training should be given to these health workers for their services in community to increase the coverage and impact of appropriate and timely health care in community.

Experiment with Village Health Workers :

To evaluate the feasibility of such task shifting a scientific cluster randomized control trial has been conducted in Melghat, Maharashtra, by a voluntary organization, 'MAHAN'(Meditation, Addiction, Health, AIDS, Nutrition).

Objectives were :

1. To reduce mortality rates of Newborn(NMR), Infants(IMR), Under Five children (U5MR)
2. To reduce prevalence of Severe Malnutrition.

A tribal, semiliterate, local, married woman was chosen with the consent of community, as Village Health Worker (VHW) for every 1000 population. She was intensively trained for the killer diseases.

1. Management of Pneumonia, Diarrhea, Malaria.
2. Newborn and Low birth weight baby care.

3. Management of Neonatal sepsis and birth asphyxia.
4. Treatment of Severe Malnutrition
5. Behavior change communication for Antenatal care, Hygiene, Nutrition.

WHO guidelines of treatment protocol were followed. Trained Medical supervisor, who was Auxiliary Nurse Midwife supervised and helped the VHW to treat children in community.

At the end of five years statistically highly significant reduction was noticed in NMR, IMR, U5MR and Prevalence of Severe malnutrition. Details of these researchworks can be obtained from the organization 'MAHAN', Melghat. This work was recognized by UNICEF and is published in scientific Medical journals

The rural /tribal regions of India have unacceptably high mortality rates of children, and very high prevalence of Severe Malnutrition. Today's public health care delivery system is inadequate, inefficient, having low coverage and impact of rural / tribal community. The successful example of Community based treatment of Childhood illnesses and Malnutrition can be a remedy to reduce childhood deaths and Malnutrition. Howard University, WHO and UNICEF have recognized this work.

Task shifting with intensive, focused training to less specialized cadre of health workers supported by strong referral system appears to be the only solution for successfully addressing the monster of child deaths and Malnutrition in current situation of tribal/ rural India.

“CHILDHOOD IN CRISIS: ISSUES AT STAKE” (OF COURSE WITH SPECIAL REFERENCE TO INDIA.)

Arundhoti Roy Choudhury

7. New Technologies and Children

I being a school teacher, 'child and childhood' is one of my prime concerns.

In a country like India we are very much concerned with our children as they are considered as wage-earning adults in most of the places. The scenario has not changed totally in this 21st century even.

But children today specially in the cities are part of a digital generation that has grown up in a world surrounded by technology and the internet, and today's children are using mobile phones, tablets, e-readers and computers on a daily basis. Some parents might have spent their childhood playing basic arcade games whereas their children are entertaining themselves with a variety of internet-enabled devices, and getting to grips with the latest technology quicker than them

Technology conditions the brain to pay attention to information very differently than reading. Nicholas Carr explains this difference with the help of scuba diving and jet skiing. Book reading is like scuba diving in which the diver is submerged in a quiet, visually restricted, slow-paced setting with few distractions and, as a result, is required to focus narrowly and think deeply on the limited information that is available to him. In contrast, using the Internet is like jet skiing, in which the jet skier is skimming along the surface of the water at high speed, exposed to a broad vista, surrounded by many distractions, and only able to focus fleetingly on any one thing.

We all know that exposure to technology isn't all bad. For example, video games and other screen media improve visual-spatial capabilities, increase attentional ability, reaction times, and the capacity to identify

details among clutter. Also, rather than making children stupid, it may just be making them different. For example, the frequent use of Internet search engines is causing children to become less adept at remembering things and more skilled at remembering where to find things. Not having to retain information in our brain may allow it to engage in more “higher-order” processing such as contemplation, critical thinking, and problem solving.

What do all these mean for raising our children? The bottom line is that too much screen time and not enough other activities, such as reading, playing games, and good old unstructured and imaginative play, will result in our children having their brains wired in ways that may make them less prepared to thrive in this crazy new world of technology.

Today's families are different. Technology's impact on the 21st century family is fracturing its very foundation, and causing a disintegration of core values that long ago were the fabric that held families together. Juggling, school, work, home, and community lives rely heavily on communication, information, and transportation technology to make their lives faster and more efficient. Entertainment technology (TV, Internet, video games, iPads, and cell phones) have advanced so rapidly, that families have scarcely noticed the significant impact and changes to their family structure and lifestyles. A 2010 Kaiser Foundation study showed that elementary aged children use on average 7.5 hours per day of entertainment technology, 75 percent of these children have TV's in their bedrooms. Gone is dining room table conversation which is replaced by the “big screen”.

Children now rely on technology for the majority of their play, grossly limiting challenges to their creativity and imagination, as well as limiting necessary challenges to their bodies to achieve optimal sensory and motor development. Sedentary bodies bombarded with chaotic sensory stimulation are resulting in delays in attaining child developmental milestones.

So what is the impact of technology on the developing child?

Children's developing sensory, motor, and attachment systems have biologically not evolved to accommodate this chaotic nature of today's technology. The impact of rapidly advancing technology on the developing child has seen an increase of physical, psychological and behavior disorders that the health and education systems are just beginning to detect. Child obesity and diabetes are now almost epidemics, causally related to technology overuse. Diagnoses of ADHD, autism, coordination disorder, developmental delays, unintelligible speech, learning difficulties, sensory processing disorder, anxiety, depression, and sleep disorders are associated with technology overuse, and are increasing at an alarming rate.

Further analysis of the impact of technology on the developing child indicates that while the vestibular, tactile and attachment systems are under stimulated, the visual and auditory sensory systems are in "overload." This sensory imbalance creates huge problems in overall neurological development, as the brain's anatomy, chemistry and pathways become permanently altered and impaired. Young children who are exposed to violence through TV and video games are in a high state of adrenalin and stress, as the body does not know that what they are watching is not real. Children who overuse technology report persistent body sensations of overall "shaking", increased breathing and heart rate, and a

general state of "unease" giving rise to chronic state of stress in the developing child. We do know that chronic stress in adults results in a weakened immune system and a variety of serious diseases and disorders.

Four critical factors necessary to achieve healthy child development are movement, touch, human connection, and exposure to nature. Young children require 2-3 hours per day of active rough and tumble play to achieve adequate sensory stimulation to their vestibular and tactile systems. Medical practitioners say that tactile stimulation received through touching, hugging and play is critical for the development of praxis, or planned movement patterns. Touch also activates the parasympathetic system lowering adrenalin and anxiety. Nature and "green space" has not only a calming influence on children, but also is attention restorative and promotes learning.

While no one can argue the benefits of advanced technology in today's world, connection to these devices may have resulted in a disconnection from what society should value most. Rather than hugging, playing, rough housing, and conversing with children, parents are increasingly resorting to providing their children with more TV, video games, and the latest iPads and cell phone devices, creating a deep and irreversible chasm between parent and child.

The technological complexity and richness of a child's environment today is far beyond what any adults today experienced when they were growing up. For example, no adult today knows what it is like to be a four-year-old using his or her first iPhone app. Therefore, we seek ways to understand what children need in today's new technologies.

Are our children prepared to think and focus for success in 21st century life?

By the word "thinking" I understand the capacity to reflect, reason, and draw

conclusions based on our experiences, knowledge, and insights. It's what makes us human and has enabled us to communicate, create, build, advance, and become civilized. Thinking encompasses so many aspects – who our children are and what they do, from observing, learning, remembering, questioning, and judging to innovating, arguing, deciding, and acting.

There is also little doubt that all of the new technologies, led by the Internet, are shaping the way we think. There is, however, a growing body of research that technology can be both beneficial and harmful to different ways in which children think. Moreover, this influence isn't just affecting children on the surface of their thinking. Rather, because their brains are still developing and malleable, frequent exposure by so-called digital natives to technology is actually wiring the brain in ways very different than in previous generations. What is clear is that, as with advances throughout history, the technology that is available determines how our brains develop. For example, as the technology writer Nicholas Carr has observed, that the emergence of reading encouraged our brains to be focused and imaginative. In contrast, the rise of the Internet is strengthening our ability to scan information rapidly and efficiently.

The effects of technology on children are complicated, with both benefits and costs. Whether technology helps or hurts in the development of our children's thinking depends on what specific technology is used and how and in what frequency it is used.

I am going to focus on the areas in which the latest thinking and research has shown technology to have the greatest influence on how children think: attention, information overload, decision making, and memory / learning. Importantly, all of these areas are ones in which you can have a counteracting influence on how technology affects your children.

Psychologists are quickly learning how dangerous smart phones can be for teenage brains.

Research has found that an eighth-grader's risk for depression jumps 27% when he or she frequently uses social media. Kids who use their phones for at least three hours a day are much more likely to be suicidal. And recent research has found the teen suicide rate in the US now eclipses the homicide rate, with smart phones as the driving force.

"What is it that the wealthy tech executives know about their own products that their consumers don't?" the authors wrote. The answer, according to a growing body of evidence, is the addictive power of digital technology.

We limit how much technology our kids use at home – say my friends residing in the US.

In 2007, Gates, the former CEO of Microsoft, implemented a cap on screen time when his daughter started developing an unhealthy attachment to a video game. He also didn't let his kids get cell phones until they turned 14. (Today, the average age for a child getting their first phone is 10.)

Jobs, the CEO of Apple until his death in 2012, revealed in a 2011 New York Times interview that he prohibited his kids from using the newly-released iPad. "We limit how much technology our kids use at home," – Jobs told reporter Nick Bilton.

New York Times Interviews with Bill Gates, Steve Jobs, and other tech elites consistently reveal that Silicon Valley parents are strict about technology use.

- **It was suggested in the US that the signs may have been clear years ago that smart phone use should be regulated.**
- **There may be a way to integrate tech into the classroom, however, that avoids its harmful effects.**

The term 'online' has grown into our nerves especially with the children in and around the cities. As we all know India is the world's second largest country where more than 40000000 people use internet. As a result internet has become indispensable to the city driven children. Internet \ ICT brings tremendous social possibilities, opportunities and responsibilities as well. Our children are studying, creating, advising, expressing and so on and so forth. Even we can take a step forward for 'education for peace' with the judicious use of technology. But is ICT absolutely benefitting? Let us ask ourselves.

The cultural and geographical differences in West Bengal leave room for more risks. With its 88,752 square meter land perhaps make us think more about the use of technology. We need to be more aware, more conscious with the use of technology so that each one of us can give the best of technology to our children. We all need to do our bit towards technology. To use computers with its best possibility with the help of our service providers, print and electronic media and police as well can help our children in every possible way. I trust if we are aware we will be able to help our children and the generations to come.

NCERT says to provide computers to the students not before they are in class –V. But who cares! Let me site few real life incidents which I have witnessed -

- a) We had visited a family of 4 members on a Sunday evening. The six year old daughter who is quite familiar to us repeatedly started requesting her mother to download four games for her in the smart phone, so that she could be engaged. Otherwise how would she spend her time with the guests? And the mother was so happy to do so.
- b) I was travelling to 'Natun hut', Bardhaman, last week. A couple was sitting in front with their son, may be 10 or 11 years old, his ears were plugged though he was sitting by the

window. In the next stop a lady boarded with 2 little girls may be one of 3 and the other of 4 years of age. Within a while the elder one asked the mother for her cell phone. The mom fulfilled her wish. Seeing this younger one started crying and she was also given another cell phone. **I was shocked!** Could not hold myself and asked the mother of the 2 pretty girls the reason. The mother came up with a lame answer –

'Can't help. They don't listen'

- c) Today a mom had come to visit me with his 2 sons. One of 16 and the other of 9. We were all busy talking except the boy of 9. He was engrossed with his mother's cell phone.
- d) A girl, topper in a renowned school (better not to mention the name of the school or the girl) in Kolkata has lost her capability to hear anything as she developed a habit of plugging her ears almost every moment with the ear phones

Can I call these children '**digital children**'? Or spoiled child? Who will give the answer? – Parents, society, school or we all together or **the revolution of smart phone?**

I believe, we need to think twice and again on the issue as India with more than 1.4 million schools and more than 230 millions enrolments is the home to one of the largest and complex school education system in the world. Being the second most populated country in the world more than half of India's population is under the age of 25.

The role of teachers also is evolving rapidly. Today teachers need to prepare students to use technologies that have not yet been invented and to solve societal problems that are currently unimaginable. Expectations from the teaching fraternity have never been higher, perhaps.

It's important to come together as parents, teachers and therapists to help society “wake up” and see the devastating effects technology

is having not only on our child's physical, psychological and behavioral health, but also on their ability to learn and sustain personal and family relationships. We need to help create effective strategies to reduce the use of technology.

While technology is a train that will continually move forward, knowledge regarding its detrimental effects, and action taken toward balancing the use of technology with critical factors for development, will work toward sustaining our children.

TIPS TO BALANCE YOUR MENTAL LIFE

Mayuri Dutt

Everyone has dreams. Yet very few people actually translate their dreams into a reality. For so many plagued by everyday frustrations of modern living, dreams become concealed. The best thing about the truly tremendous power of decision is that each and every one of us already has it in our possession. It is the giant sleep within us. We need only to awaken it to experience the thrill of exercising our unlimited power and potential to implement radical improvements in our lives.

Stress and grind of daily routine during school days, trying to cope with curriculum, projects, examinations, peer pressure, parents' expectations weigh down heavily on the child from the very early years. To tackle mental stress a few minutes and a few changes in our life style can make all the difference in the world.

Physical activities like playing outdoor games for just about an hour, pursuing one's hobbies like music, fine arts, reading books of one's choice for sometime during the day will ease out a lot of stress.

You need to balance your daily life which will help you to remain fresh, alert and yourself for yourself and your loved ones and people around you.

Value Yourself : Parents often commit a grave mistake of comparing the child with any other child, be it his/her friend or even a sibling. Each child is unique in his or her own way. Each one born with some special abilities. As elders we must learn to appreciate the quality in our child. Criticising or comparing will only lead to the child losing self esteem and finally lead to his/her hating himself/herself.

Care of physical health : Taking care of physical self is also very important as this

improves the mental health. To maintain this one will have to eat complete nutritious meals, exercise – which helps to reduce depression and improve your mood, follow a regime like walking in the morning or doing Tai – Chi. Keeping awake till late hours does not really help learn better. Going to sleep at a reasonable time to wake up fresh the next morning is always advisable. A minimum of 7 to 8 hours of sleep is good enough for the 14 – 16 years old. Drinking lots of water, yoga, also help in keeping oneself fit.

Keep Good Company : Try and create a network of supportive friends and family close to you. Volunteer your services to an NGO or to those who need help like aged individuals in your neighbourhood who are alone and will be happy to share their experience with you.

Meditate : Say a prayer, calm your mind and body, follow a regime of dividing time for your work and relaxation. Relaxation, exercise, prayer, yoga helps when you are stressed. It improves state of mind and helps in changing the outlook towards life.

Set up goals : We should not be afraid to dream outside the limitations of our current achievements. The seeds of desire to achieve a specific goal are signs of our inherent potential and capacity to do it. Decide what you wish to achieve in life – goals that are realistically available. Truly committed decisions are the catalysts for turning dreams into reality. It is your moments of decision that your destiny is shaped. Achieving the aim will lead to a sense of accomplishment and fulfillment.

Break the monotony : Break up the routine of the daily grind by breaking it. Any little change will make the schedule interesting and will end the tediousness. 'Crises' is a composite of two

characters; one – representing danger and the other opportunity. We cause problems for ourselves when we start habitually using words like furious and humiliated. We must consciously evaluate the impact of words we use on our emotional pain than is necessary.

Mastering our thoughts and emotions : In order to attain mastery of emotions we must first realize that we are more powerful than the emotions though they overwhelm us sometimes. We create our own emotions and so it follows that we have capacity to discard or scatter them. Close your eyes. Think of a pleasant event in your life. Relive the scene and visualize converting the bitter scene into a pleasant one. You can change the action from a bitter to a pleasant one. And thus you become the king of your thoughts and emotions. Changing is better than forgetting or avoiding such experience. Can you rise to the challenge of awakening your own giant? It is a giant of talent, creativity and unlimited abilities to contribute amazing things to the world. “It is sleeping within you right now – whatever you

want to do – do it now! Seize the day! and expect miracles because you are ONE!”

Magnifying effect : A good reason would give you the motivational support you need to stay on track and get you closer towards your goal. We always try to avoid pain and achieve pleasure. We can get the compelling motivational reason if we magnify the pain when not achieving it. The technique of magnifying the effect is very powerful. Build your self confidence by doing something that you are good at. Try and write all the troubles you face on paper. It will help you reduce stress. Forgive the person you hate the most and his transgressions. It will help you maintain better mental health and bring peace to your mind and soul. Learn to say thank you to those whom you appreciate. Let them know that they are being loved and appreciated. Try something new which is beyond your limit. This will make room for excitement in your life – “There is a powerful driving force inside every human being, that once unleashed can make any vision, dream or desire a reality”.

FAMILY ENVIRONMENT IMPACTS ON CHILDHOOD

Dr. Swarnlata Saraf; Dean, Faculty of Technology,
University Institute of Pharmacy, Pt. Ravishankar Shukla University, Raipur, Chhattisgarh

Childhood is the time for children to grow strong and confident with the love and encouragement of their family and an extended community of caring adults. It brings up to the state and condition of a child's life to the quality of those years. The Childhood seems to evolve and change shape as lifestyles change and adult expectations modify. It is usually a mixture of happiness, wonder, angst and rigidity. It is generally a time of playing, learning, socializing, exploring, and worrying in a world without much adult interference. It is a period of learning about responsibilities without having to deal with adult accountabilities.

The surrounding environment of children's locality is essential to the cognitive, physical, social, and emotional well-being of children. It impacts on children upbringing for physical (running, jumping, climbing, etc.), intellectual (social skills, community norms, ethics and general knowledge) and emotional development (empathy, compassion, and friendships). The positive early experiences of children can figure and strengthen growing biological systems which can lead to a healthier and more productive life in adulthood. The emotional growth begins early in life and is connected with the emergence of cognitive, language and social skills. The emotional growth lays the foundation for later academic skills, mental health and the capabilities to form fruitful relationships.

The Indian families are the institutions by itself and a typical symbol of the collectivist culture of India right from the ancient times. The plurality of forms that vary with class, ethnicity, and individual choices. The members are bound by interpersonal relationships in a role and social relations. The family is the basic and important unit of society because of the role it plays in generation of human capital resources

and the power that is vested in it to influence individual, household, and community behaviour. The joint family system or an extended family has been an important feature of Indian culture, till a blend of urbanisation and western influence, began to affect in home and family life. This is especially true of urban areas, where nuclear families have become the order of the day. There is no denying the fact that socio-economic factors have played their role in the joint family system getting diluted. Society progress with changing times that brings in progressive customs and practices are welcomed by one and all.

Children who grow up in family not only imbibe qualities of tolerance, patience, democratic attitude of accepting others' viewpoints but also develop sportsman's spirit while playing with siblings and cousins. The family is the first line of defence for children and a major factor in their survival, health, education, development, and protection. It is a major source of nurturance, emotional bonding and socialization and a link between continuity and growth. It provides stability and support whenever problems are.

The child gets multiple parents in a joint family and many adult figures for his or her identification. In such families, children are overprotected and sheltered and self-non-self-segregation is hampered. In a nuclear family, the child has a limited set of adult models to emulate. Children develop a strong sense of personal bond with the parents with a greater scope of evolving clear-cut self-identity. The family life and the family's environment is to be enriched by making a strong family unit that will promote child growth and prevent child hardship.

This century covers globalisation of individuals. After introducing with television,

computer, internet; Indian society has changed rapidly. Globalisation has changed lifestyle, food habits, dressing sense, recreation standard and consumer approach. Globalisation has totally changed the meaning of childhood. Children have become more advanced and technologically sound.

There is need to focus on behavioural patterns of children, the challenges and problems they face now days. There is basic requirement for the parents to become children's role model. The childcare is the least important issue in most families in India. People are least bothered about the health & future of their wards. The joint family system has taken away the warmth of relationships as children grow away from grandparents who are the soul of a family.

Unlike earlier times, when children grew up listening to stories of truth and fearlessness, working parents have no time for their kids. They are busy with their financial quest. The children from both strata of society are suffering, owing to superiority or inferiority complex.

Children go through turbulent times as they feel all kinds of pressures from parents, school and peers and due to over-expectations from all corners; they begin to doubt their own abilities. The educationist felt, such children were devoid of the much-desired social and emotional security and not finding any channels of communication open to them, they end up resorting to actions that lead them into trouble.

Families in India are also undergoing enormous changes like increasing domestic violence, inter-generational conflicts, divorce and separation rates, social problems of drug abuse, juvenile delinquency etc. These changes indicate the inability to cope with the pressures of the modern life. The majority seem to have survived and are able to modify, adjust and adapt to changing social norms, values and structures and demonstrated a unique strength despite the growing stress and strain on children. The Healthy relations among parents

not only to perform their roles effectively but also help in the proper socialization of the children. The marital conflict leads to familiar disorganization and has negative consequences on the upbringing of children.

Children sometimes grow up in such families with the understanding that such an arrangement is normal. The family unit can be affected by a variety of factors. Most families have some periods of time where functioning is impaired by stressful circumstances (death in the family, a parent's serious illness, etc.). Healthy families tend to return to normal functioning after the crisis passes. However, the problems lean towards to be chronic in unorganised family and children do not consistently get their needs met. The negative parental behaviour impacts on children's lives as few childhood crisis points have been observed in modern life —

Crisis points

- Harsh and inflexible disciplines on children
- Condition-based love and affection to children
- parents with low social mixing skills
- Children not allowed to argument with parents
- Children are not allowed to develop own value system
- Parents are disrespectful to children's need, prestige and existence
- Family members not allowed to express the "wrong" emotions

Thus, such family environment increases risk for disorders in children like poor social skills, aggressive behaviour & academic failure. The ultimate risk is improved by effects of both quality of family environment & nature of subsequent life events. Last but not the least, the family plays a crucial role in raising of children to become reasonably well adjusted member of the society. As we all know that a strong and a glad child would grow to be an accountable citizen and can build a strong nation.



SHAKTI KERALA

ACTIVITIES CONDUCTED IN THE YEAR 2017-2018

1. Preventing ecological degradation for sustainable development in Kothad Island, Cochin Backwater.

This is a Project undertaken by Shakti Kerala which is sponsored by Kerala State Council For Science Technology And Environment (KSCSTE).

The objective of this project is to mitigate ecological degradation from solid wastes, drainage wastes and plastic burning by conducting public awareness campaigns. Preliminary survey results indicate that 35% wastes are dumped in open spaces, 25% in backyards, 20% in backwaters and 10% through burning. An awareness camp was conducted with the co-operation of Kadamakudy Panchayat for the ward members and members of the Kudumbasree. Techniques for cloth bag making from used curtains, upholstery waste etc., were demonstrated. This was repeated at Chavara Cultural Centre, Ernakulum on 28.9.2017, at HSS of Jesus, Kothad on 11.10.17 and at GVHSS Kadamakudy on 24.10.17. Shakti also conducted a waste audit campaign on 21.2.18.

- Achievements of the Project : The students and the residents were given awareness to protect the environment by avoiding plastics with the help of documentaries and film show .
- The public was made to understand the damages caused by indiscriminate dumping of waste in the surroundings leading to ecological degradation.
- Familiarized the residents with green protocol and waste audit of 20 residences was done.
- The housewives were initiated into a culture of managing their own waste so as to reduce the harmful effect of discarding plastic in the surroundings and in water bodies.
- A behavioral change in the attitude of the islanders to conserve the productivity of the water bodies so as to get more prawns and fishes from the paddy fields and canals.
- Reuse of old textiles implemented and income generation by stitching cloth bags was



Shakti members giving training of stitching Ecofriendly bags. House to House campaign

initiated to housewives

- The study of Benthos is in Progress with Dept. of Marine Biology, CUSAT.



The students of GVHSS, Kadamakudy with the MLA of Vypeen Benthos Work in Progress Shri.S.Sharma exhibiting carry bags they made from old T-shirts

2. URJA KIRAN PROGRAMME ORGANIZED BY SHAKTI KERALA IN 3 DISTRICTS

A. URJA KIRAN AND ANERT PROGRAMME AT KASARAGOD

- Energy Conservation Rally with more than 100 students with display cards and awareness class on 13th December 2017 at Shri Lakshmi Venkatesha Vidyalaya, Dwaraka Nagar, Kasaragod.
- Awareness Campaign on Energy Conservation and a Demonstration class on assembling LED bulb was held on 9th January 2018 At CPCRI, Kasaragod.



Energy Conservation Rally Demonstration class on assembling LED bulb

B. URJA KIRAN AND A NERT PROGRAMME AT ERNAKULAM

The program was conducted on 13th February at the Kothad Korambadam Parishkarodayam hall, Kadamakudy, Ernakulam in which 75 housewives participated.



Awareness by Er.Manju Viswanathan & Mr. Sreekumar Nedumbasherry Review Meeting

C. URJA KIRAN PROGRAMME AT ALAPPUZHA.

The awareness program on energy conservation was conducted on 7th March at the Panchayath Community Hall Edathuva, Alappuzha in which 55 Kudumbhasree members attended.



Mrs. Rosamma Antony Inaugurating Awareness Class by Asst. Er. R Babu Demonstration on assembling LED bulbs

3. SISTER NIVEDITA'S 150TH BIRTH ANNIVERSARY

Shakti Kerala in association with the Amrita School of Arts and Sciences, Kochi conducted a one-day seminar on Sister Nivedita on 12th October 2018. Sri. R. Hari, Scholar and former Rashtriya Boudhik Pramukh, Rashtriya Swayamsevak Sangha, inaugurated the seminar and delivered the main speech.



Inauguration of the Seminar by Sri. R. Hari, Dr. Lakshmikutty & Dr. Jyotsna G

4. SHAKTI ECO-FRIENDLY BAGS

- I. The First Presentation and Supply of Eco-Friendly bags made by SHAKTI Kerala in Swadeshi Science Congress on 7th – 9th November 2017 at Amrita School of Engineering, Kollam.
- II. The IGNOU has included stitching of Eco-friendly bags in the curriculum of Massive Online Open Course (MOOC).
- III. Shakti bags exhibition & Awareness on the Non-biodegradable waste management for sustainable future at Patriarch Ignatius Zakka First Training College, Malecruz on February 15th 2018.
- IV. Shakti Kerala participated and sold ecofriendly bags at COMAD Exhibition on 11th April 2018 at CMFRI, Kochi.

5. SHAKTI NSDC 2018

National Science Day celebrations were organized by Shakti at The Cochin College in association with Department of Zoology, Chemistry, Botany & Physics on 27th February 2018. An invited lecture on 'Need for conservation of biodiversity and sustainable carrying capacity for posterity' was delivered by Prof. Antonia Rosline. The labs of the respective depts. were exhibited

with experiments to Students of Class 9 of St. Paul's School, Fort Kochi.



Inauguration by Dr K R Jaya, Principal/Lecture by Prof Antonia Roseline K J/ Students visiting science labs

SHAKTI MAHILA VIGYAN BHARATI SAMITI RAIPUR

(1) "International yoga day"

- Date - 24 June, 2017
- Venue: Sohaga Mandir Brahman Para Raipur,
- Trainer - Mrs. Neelu Sharma (Member of CG Yoga Aayog),
- The yoga programme specially for house hold working women.
- Outcome - Training specialized on body stretch with pranayam.
- 70 women benefited by attending the training program



(2) WORLD LUNG CANCER DAY - 31st July 2017

Organised "Tobacco Hazard Awareness Mental Stress Awareness Workshop" in collaboration with Shri Rawatpura Sarkar Institute of Pharmacy, Kumhari, Durg.

Presentation By Dr. Mohnish Bhagat, OST, Surgeon, District Health Society

Speech By : Prof. Swarnlata Saraf, President, Shakti, Raipur

Speaker : Dr. Shama Hamdani, Clinical Psychologist

Coordinated by: Dr. Chanchal Deep Kaur, Principal, SRIP Kumhari and Joint Secretary Shakti, Raipur and Dr. Smita Sharma, Secretary Shakti, Raipur.

The Workshop started with the presentation by Dr. Mohnish Bhagat, on Lung Cancer. He focused on the adverse effects of smoking and other tobacco products on lung which can lead to Lung Cancer.



Dr. Shama Hamdani, acquainted students with importance of mental wellbeing. She delivered lecture on Mental Illness and need of counselor in today's stressful life. She explained the impact of tobacco consumption and its disadvantages in the life of youngsters and adults.

- (3) **Women's Day celebration with remembrance of Sister Nivedita on the occasion of her 150th anniversary** organized **Speech by Renowned personality of the city Gynecologist Dr Asha Jain on " Sister nivedita : A legendary Personality"**, oral quiz and objective test on Sister Nivedita and her life history for awareness of her devotion for India. Program conducted at Radhabai college ,Raipur and graced by Dr Arna Palta ,Principal Navin Degree College,Patron Geeta Tiwari,Mrs Bharati Sharma, President Vaidehi Manch.



CREDA Sponsored "The Energy Conservation Awareness Program"
Organized By Shakti Raipur Unit
Details of Lectures

Sl. No.	Lectures	Title	Venue
1.	Lec.-1	Energy Conservation and Science behind Energy efficient technologies	Navin Kanya Hostel, Pt Ravi Shankar Shukla University, Raipur
2.	Lec.-2	Energy savings Equipment in our day to day life	Shiom academy ,ChangoraBhata Raipur
3.	Lec.-3	Energy Conservation and Solar Energy	Shri Rawatpura Sarkar Institute of Pharmacy, Kumhari
4.	Lec.-4	Energy Conservation in our day to day life	K8 Nishant Vidyalya, Near Anupam Nagar

Sl. No.	Lectures	Title	Venue
5.	Lec.-5	Energy Conservation in our day to day life	Sohaga Mandir Brahman Para, Azad Chowk, Raipur
6.	Lec.-6	Renewable Energy Sources and Solar Energy	Central Libray, Nagar Palika, Raipur
7.	Lec.-7	Energy Conservation and Renewable Energy Sources	Path IAS Academy
8.	Lec.-8	Energy Conservation and Solar Energy	UIOP, Pt Ravi Shankar Shukla University, Raipur
9.	Lec.-9	Renewable Energy Sources and Solar Energy	Girls Hostel , Pt Ravi Shankar Shukla University, Raipur
10.	Lec.-10	Role of Renewable Energy Sources in Energy Conservation”	Gurukul Girls College, Kalibadi, Raipur
11.	Lec.-11	Energy Conservation and Renewable Energy Sources	Department of Basic Science , Pt Ravi Shankar Shukla University, Raipur
12.	Lec.-12	“Role of Renewable Energy Sources in Energy Conservation”	Shri Rawatpura Sarkar Institute of Pharmacy, Kumhari
13.	Lec.-13	Energy Conservation and Solar Energy	Pharmacy dept Pt Ravishankar Shukla University, Raipur
14.	Lec.-14	Renewable Energy Sources and Solar Energy	Avasar Academy, Sharda Chouk Raipur
15.	Lec.-15	Energy Conservation in our day to day life	Central Libray, Nagar Palika, Raipur
16.	Lec.-16	Energy Conservation in our day to day life	Gurukul Girls College, Kalibadi, Raipur
17.	Lec.-17	Energy Conservation and Science behind Energy efficient technologies	Shri Rawatpura Sarkar Institute of Pharmacy, Kumhari
18.	Lec.-18	Energy Conservation and Science behind Energy efficient technologies	Central Libray, Nagar Palika, Raipur

List of Speakers who delivered the Lectures

- Prof. Sanjay Tiwari, SOS electronics, PRSU, Raipur & Secretary - VIBHA
- Mr. Rajeev Gyani, Executive Engineer - CREDA
- Mr. Amitabh Sharma, Executive Engineer - CREDA
- Mr. Shashank Singh, Executive Engineer - CREDA
- Mr. Samrat Kundu, Project Coordinator - CREDA

- Mr. Nihar Ranjan Sahu, Project Coordinator CREDA
- Mr. Kushal Tiwari, Project Coordinator CREDA

Questionnaires were filled by about 1500 students from schools , colleges & UTDs and are analyzed by innovative parameters came out from survey findings. **The results and its valuable analysis will be provided by Raipur Shakti for their perusal in future plans.**



Energy Conservation in our day to day life

Venue : K8 Nishant Vidyalaya, Near Anupam Nagar .

Speaker : Project Coordinator CREDA- Mr.Kushal Tiwari

This school caters to the need of education of children of slum area.

Impact : Participants were students of class 3 to 5. They filled a questionnaire, the oral questions were well answered. Unit distributed copy pencils and biscuits among children.



1. Local and State level Women Commission
Harshita Pandey, President, Women Commission Chhattisgarh State
Mrs. Prabha Dubey, President, Child Welfare Commission Chhattisgarh State
2. Members Personal achievement ent: Dr. Swarnlata Saraf honored by 'PCI Regulation' and '69th IPC'. Also Dr Chanchal Deep Kaur received state award Vanaushadhi 2018.

SHARADA SHAKTI

Health

- 1) Occupational Health Hazards Workshop: 15/04/2017
40 Women from Non teaching Staff.
- 2) Workshop: Working Women's Health : 12/02/2018
40 ladies from teaching and office staff group.
- 3) Work Life Balance: From stress to Progress (Workshop in association with Ignited Minds)
Interaction with 40 working women from JCB Escalators, Talegaon.
- 4) Hemoglobin Checkup Camp & Lecture : Diet for Better Health
65 women of SHGs
- 5) Lecture Series on Healthy Menstruation by Dr. Priyamvada Herlekar
10/02/2015,12/03/2018, 17/03/2018
69 + 60+ 72 Women from SHGs participated
- 6) Lecture : House hold Remedies : 15/12/2017
50 Nursing students of Swa-roop Vardhini
- 7) Adolescent Counseling Workshop, Dist Jalgaon : 20/01/2018
200 Girls & Boys
- 8) Health Check Up Camp in association with Eaton India Foundation
535 Girl students examined.
- 9) Lecture : Yoga for Health : 150 college students
- 10) Co-organizer for Health Check Up Camp for PMC School Children with Jankalyan Blood Bank & Jijamata Manch Samiti on 29/07/2017 & 09/12/2017
175 students + 93 students examined

Science

- 1) *Digital Awareness Workshops for SHGs*
Workshop 1 : 23/04/2017 : Mrs. Sharmila Oswal, Director, Green Energy Foundation
Participants : 65
Workshop 2 : 10/01/2018 : Mrs. Sonali Jalukar, Deccan Institute of Commerce
(Participants :40)
Workshop 3 : 16/02/2018 : Mrs. Sonali Jalukar, Deccan Institute of Commerce
(Participants :30)

2) *Vijnana Katta*

27/05/2017 : Dr . Kirti Bhati :Season Change & Your health (Attendees : 11)

21/06/2017 : 3rd International Yoga Day : Competition for DE Society's staff & students
37 staff members, 54 students participated in competition

250 attendees for Prize Distribution ceremony

15/07/2017 : Dr. Rupali Panse : Season & Diet (Attendees : 25)

28/08/2017 : Dr. Vinaya Punde : Naturopathy for Day to Day Lifestyle (Attendees : 37)

07/12/2017 : Mr. Wadekar: Main Meridians for Acupressure (Attendees : 34)

31/01/2018 : Dr Vinaya Dixit : Health of Seniors (Attendees : 125)

3) *Fun With Science*

Science experiments for School children :08/02/2018 : 150 students

Interaction with Scientist : Launch of Swayam : Dr. Manisha Khalakar :

12/02/2017 :200 students 23/02/2017 : 125 students

28th Feb. Science Day : Science Quiz, Science Song, Skit : Our Solar System,

Lecture : Our Laboratories

Lecture : Science in Kitchen : 08/03/2018 : Attendees 40 from Pune Mahila Mandal

Yuva Shakti Abhiyan

1) Street Play Competition : 08/02/2018 : 300 students from 10 colleges

2) GO GREEN : Activity based competition : 52 students from different colleges.

Bhagini Nivedita Commemoration

13 Lectures organized at Schools, Colleges, SHGs, Mahila Mandal

Total attendees : 1225 including school children, college students, staff, SHGs, common people

Interaction with Likeminded NGO

- NGO Exhibition organized by Art of Living : 18/04/2017 & 19/04/2017 : stall visitors : 500
- BVS organized by Vijnana Bharati : stall visitors : 165

SHAKTI MAHAKOSHAL

International Yoga Day celebration 21/06/2017

International Yoga Day was celebrated at Yoga for You centre, Civil lines Jabalpur on 21st June 2017. Program started with Sarswati vandana. SM president Dr. Pankaj Shukla spoke about today's lifestyle

and need of yoga. Mrs. Indu Shrotri spoke about importance of pranayam. Some of yoga exercises were performed by all of us. Vote of thanks was given by SM secretary



Mrs. Abhaya Mujumdar. Dr. Ankita Bohare, Jr. Secretary SHAKTI was present. Dr. Sunita Sharma, Mrs. Veena Jain, Uma Pillai were also present.

Bhagini Nivedita's 150th anniversary was celebrated between 28th Oct. 2016 and 28th Oct. 2017

By organising programs in schools and colleges to spread awareness about Bhagini Nivedita's contribution to India in the field of education.

Date : 15-09-2017

Venue: SarswatiShikshaMandir,

Speaker : AbhineshKateha

Date : 16-09-2017

Venue : SarkariKanya Shala, Ganjipura

Speaker : AbhineshKateha

Date : 18-09-2017

Venue : Railway school

Speaker : Vandana Gupta

Date : 19-09-2017

Venue : Guru Nanak Kanya Shala, Madan Mahal.

Speaker :Dr. Ila Ghosh

Date: 03-10-2017

Venue :Narmada Nursery school, Hanumantaal

Speaker: Rachanaji Jani

Date : 04-10-2017

Venue : St. Xavier School, Vijay Nagar

Speaker : MuktaBhatele& team

Through this lecture series we reached around 1000 students of 6 schools and were able to convey the contribution of BhaginiNivedita. Our efforts were appreciated by School authorities.



Health Camp at Goraiya Ghat

Health Camp was organised on 24th Nov. 2017 at GoraiyaGhat. Gynaecologist Dr. G.K. Malhotra, Dr. Varun (Dentist) gave their services. 150 persons were benefited.



Abhyasvarg for MP Shakti members by National Shakti

Venue : Vigyan Bhavan, RDVV Date : 2-12-2017

Organiser : Shakti Mahakoshal

- Speakers :
1. Abhaya Mujumdar : Presented Shakti Mahakoshal activities and spoke about how projects and fund can be arranged by SM in future.
 2. Dr. Pankaj Shukla : Spoke about UGC projects and how funds can be arranged in future.
 3. Adv. Nirmala Nayak : Relate Shakti's work and philosophy with river Narmada.
 4. Shri Jayant Sahasrabuddhe, National Coordinator, VIBHA



Workshop on Health & hygiene

A workshop on health & hygiene was organised for women at Goraiyaghat. Dr. Pankaj Shukla spoke about hygiene and said by making environment clean many diseases can be prevented.



Science day celebration

Shakti Mahakoshal celebrated the National Science Day on 28th February in memory of Sir C.V. Raman. In order to make it relevant planned to take science to young children to whom this is introduced as a subject for the first time i.e. in middle school. The reason was to make science interesting for the children to be able to be inquisitive, be curious about things in life. Small science experiments were demonstrated in 10 middle Govt. schools.

1. Govt. Middle school, Medical
2. Govt. Middle school, Rampur
3. Govt. Middle school, Chhapar



4. Govt. middle school, Hathital
5. Govt. middle school, Shankarshah Nagar
6. Pushpanjali school
7. Govt. middle school, Bargi Hills
8. Sarswati Shishu Mandir, Bargi Hills
9. Govt. middle school, Gorakhpur
10. Adiwasi Eklavya school

International women’s day celebration – 8th March 2018



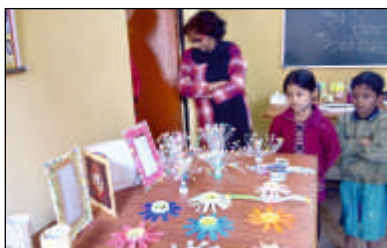
International women’s day was celebrated in Madhaibasti, where women from low income group were the participants. The aim of performing this program in such a locality was to motivate women for self employment and discuss their other issues, so that SM can help them out.

Adoption of a primary school by Shakti Mahakoshi

A Nagar Nigam primary school situated at Goraiya Ghat, Tilhari for rehabilitated families under smart city was adopted by SM for the Session 2017-2018-19. The aim behind this was to make primary education interesting for wards of such families who have no priorities for education. Some of activities performed in school as under :

Craft training and exhibition:

- Craft using waste material like bottles, CDs disposable cups and plates was given.
- Drawing and Rangoli competition



KOLKATA NIVEDITA SHAKTI

April 2017: Bengali New Year Day Celebration.

May 2017: Our AGM was held on 4th May 2017.

June 2017: Seminar on “Bhagini Nivedita’s Vision in Action” at the Asiatic Society, Kolkata on 12 June 2017

Inaugural address was delivered by Pravrajika Pradiptaprana Mataji, Secretary of Ramkrishna Sarada Mission Vivekananda Vidyabhavan.

Guest of Honour, Smt. Raikamal Dasgupta, Former Prof., Dept. of English, Ashutosh College of Kolkata, Presidential Address was delivered by Professor Isha Mahammad, President, the Asiatic Society, Kolkata, Prof. Bula Bhadra, Dr Arunima Manna, Professor Sutapa Mukhopadhyay and Prof. Rita Chattopadhyay were the speakers of the technical session.



July 2017: We conducted a survey for studying the impact of installation of “Micro Solar Dome” in a slum area and how it helped the slum dwellers.

August 2017: The official release of the report of the survey titled “Micro Solar Dome - An affordable Lighting Solution for Slum Dwellers” at Swayambhar Hall, 220, Madurdaha, Kolkata – 700107 on 1st August 2017 at 2 pm. Chief Guest was Jayanta Basu, Director, Environment Governed Integrated Organisation (EnGIO), West Bengal based non-profit organization. Seabrata Das, SEVA, Patuli was present as guest of honour. Prof S P Gonchoudhury, President and members of NB Institute for Rural Technology (NBIRT) expressed their appreciation of the work by KNS.



September 2017: 7 September Bhagini Nivedita’s 150th Birthday was observed with more than 1000 students from many districts in West Bengal at Ramakrishna Mission Institute of Culture, Golpark, Kolkata.



October 2017: We celebrated Vijaya and Diwali Milan at office premises

November 2017: Programme on Bhagini Nivedita at Saroj Nalini Dutt Memorial Association (S.N.D.M.A)

December 2017: Like every year KNS attended Loreto College fete and sold their bags from the Project "Prayas : Say No to Plastic" in the exhibition which was held on 9.12.2017.



On 20 December 2017 we celebrated birth centenary of Prof Asima Chatterjee with a seminar "Scientific Awareness among Youth in Contemporary India"

Prof Banasri Hazra, direct student of Prof Asima Chatterjee with research background on Natural Products used in treating diseases narrated her association with this great scientist and educated the college students about her work.

Dr Ratnamala Roy spoke on "Thalassaemia" and its effects and how society can be educated. The Chief Guest for the occasion was Dr Kinjalkini Biswas, Principal, Muralidhar Girls College. About 30 college students attended the seminar.

January 2018: From 30 January to 1 February we arranged a Science Camp at Kamala Chatterjee School for Girls.

Eminent personnel from Birla Industrial and Technological Museum demonstrated amazing experiments in Physical Science, a solar equipment for acquiring pure drinking water using SOLAR ENERGY was demonstrated by a scientist from North Bengal Institute Of Rural Technology.

A world of new technological innovations was opened to them by a professional who also conducted Career Counselling sessions for the girls. The students were also educated on women health and hygiene. A cookery class was conducted by one of our members.

70 girl students of class 9 participated in this camp.



Feb 2018 : On 22nd February 2018 our President Smt Manjula Chatterjee presented the annual report and yearlong calendar of KNS at Vivekananda Vignyan Mission for Vibha Bengal planning team meeting. Ms Soma Dasgupta and Ms Monica Barua of KNS were also present at the meeting.



On 28 February 2018, Science day was celebrated with B.Sc students of South Calcutta Girls' College at Acharya Bhawan (Prof J.C. Bose's residence cum museum). Two lecturers interacted with the students. One presentation deliberated on the experiments of Sir J C Bose and their relevance. The second presentation was about Sir C V Raman's entire journey of his famous discovery. It was of immense benefit to the students.



Two lecturers interacted with the students. One presentation deliberated on the experiments of Sir J C Bose and their relevance. The second presentation was about Sir C V Raman's entire journey of his famous discovery. It was of immense benefit to the students.

March 2018: Shakti Sthapana Diwas was celebrated at Halwasia Conclave on 22 March 2018. Shakti Prerna Samman was given to Prof Sudipta Sengupta, professor in structural geology in Jadavpur University, Kolkata and a trained mountaineer. She is one of the first Indian women to set foot on Antarctica as part of the Indian team for Antarctica Expedition.



Shaista Shamim was helped with the iShakti Support. She is from a ragpicker's family residing in a slum area. Her board exam results were exceedingly good despite the adversities and hardships. She aspires to graduate from a good college and is determined to help each girl in Tiljala shed (her slum area) become educated and self-reliant.



Many other organizations were invited to this programme. They shared their work experience with us.

Our Computer Classes are running twice a week from January 2016 in 2 batches, twice a week .

From Kolkata Nivedita Shakti Charitable Trust we have given 527 dresses to an underprivileged school at 24 Parganas South, run by S.N.D.M.A. Name of the school is Mirpur primary school. There were children from KG 1 to Class IV.

We have distributed Dhotis to aged people in a slum area.

We are happy to inform you that we are conducting monthly meeting regularly.



PRADNYA SHAKTI GOA

Sangini “Na Fikar Na Rog”

Introduction: Workshops on creating awareness among village women for the regular use of sanitary napkins and to keep themselves healthy were conducted in different villages of Bhind District

Date: 1st week of March

Villages: Rama, Khidarpura, Mudiya Kheda, Bakshipura

All Asha karyakarta and Anganvaadikaryakarta attended the program. Girls from the age of 14 and above also attended the program. It was difficult to discuss such topic openly but gradually success was achieved by talking with women personally.

Outcome: Village women demanded a vehicle to supply sanitary napkins at lower cost so that they can easily get napkins at their local area.



Sangini Pad Van



Area covered: Bhind District, At least 5 villages of all 10 blocks of Bhind.

In order to fulfill the demand of sanitary napkins at lower cost Sangini pad van is moving door to door in different villages of Bhind District.

Blood test camp With Lalima Abhiyan

Introduction: Organized in collaboration with district administration in villages of Bhind. Under the abhiyan blood test is done to check the hemoglobin of girls as well as women of villages and iron medicines are distributed to those who have less hemoglobin. Awareness to take food in proper proportion of iron and protein was also done

Team from District Hospital CMHO supported the program by providing blood testing kit and medicines.



SHAKTI DELHI

Activity - 1 : Meeting on 18 February 2018 at A-4 Gulmohar Park August Kranti Marg, New Delhi. 'Vichar Manthan'



ACTIVITY - 2 : A One Month Long Programme on Women for Science : Science for Women (A Unesco Initiative)

ADVISORY COMMITTEE

Prof. Ashutosh Sharma Secretary, DST	Prof. K. VijayRaghavan Secretary, DBT
Ms. A. Jayakumar Secretary General, VIBHA	Shri. Pawan Jaggi Ex-Chairman, ARSD College
Dr. Gyantosh K. Jha Principal, ARSD College	Prof. S C Garkoti Rector II, JNU
Ms. Praveen Ramdas Secretary, VIBHA	Dr. Rupesh Chaturvedi Director R&D, JNU
Dr. Garima Gupta DBT (STAR Scheme)	

Convener
Dr. Rajeev Singh
Atma Ram Sanatan Dharma College
University of Delhi, (110112 110011)
E-mail: raajeev@arad.ac.in

Co-convener
Dr. Anu Singh
Jawaharlal Nehru University
(110170 110000)
E-mail: anucosng@jnu.ac.in

ORGANIZING COMMITTEE

Dr. Vinita Tuli, ARSD	Dr. Sumit K Mishra, VIBHA
Dr. Vibha Narang, ARSD	Dr. Ranjana Arya, Shakti (JNU)
Mr. Kapil Kumar, ARSD	Dr. Meenakshi Dua, Shakti (JNU)
Dr. Neeta Arad, ARSD	Dr. Pratima Solanki, Shakti (JNU)
Dr. Meenakshi Gupta, ARSD	Dr. Ruchita Pal, Shakti (JNU)
Dr. Subash Mohapatra, ARSD	Dr. Smita Sundaram, Shakti (JNU)
Dr. Anil Kumar, ARSD	Dr. Neetu Singh, Shakti (JNU)
Mr. Vishnu Kumawat, ARSD	Dr. Usha Singh, Shakti (JNU)
Mr. Raj Kumar Bhagat, ARSD	Dr. Meenakshi, Shakti (IIT-D)
Mr. Amit Kumar, ARSD	Ms. Malarkodi, Shakti (TERU University)
Mr. S. Subramaniam, ARSD	Mr. Anu Ganjanathoppil, Shakti (Lawyer)
Mr. Manish Kumar, ARSD	Ms. Sonal Tiwari, Shakti
Dr. Anjana Kumar Singh	Ms. Aparna Shett, Shakti (Deshbandhu)
Mr. Ravinder Pant, ARSD	

SUPPORTED BY

CONTACT
Vijayas Bharati
C-484, Chakrabarti Vasti Rd
Defence Colony, New Delhi - 110024

Women for Science: Science for Women
Conferences & Medical Camps
Highlighting the Challenges and Opportunities for Women in Science

9 Feb - 8 March 2018

9 Feb 2018	Atma Ram Sanatan Dharma College (ARSD), University of Delhi
	ARSD College
22-23 Feb 2018	Vivekananda College Lakshmi Bai College
8 March 2018	Jawaharlal Nehru University

Organizers

Events Coordinated by: Indraprastha Vigyan Bharati

MOTTO OF THE PROGRAMME

Women must get a chance to give expression to their creativity and abilities because it is essential for the balanced development of any society to achieve the universal 2030 development agenda. The idea of 'He For She' was formulated by United Nations and proclaimed 11th February as 'International Day of Women and Girls in Science'. UNESCO appreciated UN's efforts for Gender Equality and Women Empowerment and promote participation of women and girls in science.

Vijnana Bharati, ARSD College (STAR Scheme), University of Delhi and Jawaharlal Nehru University, New Delhi, stands in solidarity with the theme and has decided to organize the day with a series of events and lectures dedicated to role of women and girls in sciences.

DETAILED SCHEDULE

Event I - One Day Conference "Women for Science, Science for Women"

9 Feb 2018, ARSD College, University of Delhi, Dhaula Kuan

TIME	SESSION
8.30-9.30	Registration of Participants/ Interaction
9.30-10.30	Inaugural Session
10.30-11.00	High Tea
11.00-11.45	Session I - 'Role and Contribution of Women in Development of Sciences in India'
11.45-12.30	Session II - 'Health Issues Concerning Women Working in Research Labs: A Balancing Act'
12.30-01.30	Lunch
01.30-02.30	Session III - 'Promoting Independence and Entrepreneurship in Women'
02.30-05.00	Cultural Activity by Teams of Students on the Theme "Nari Shakti"
05.00-5.30	Closing Remarks

Event II: Comprehensive Health Camp for Young Women

A health camp to spread awareness for better health by accessing Vitamin D levels in young women and providing medical consultation based on BMI and other parameters.

22 - 23 February 2018

1.	ARSD College, (University of Delhi)	BMI analysis Vitamin D level assessment
2.	Vivekananda College, (University of Delhi)	Other tests &
3.	Lakshminai College, (University of Delhi)	Medical consultation

Event III - International Women's Day Celebration

8 March 2018, Jawaharlal Nehru University,
Convention Centre, New Delhi

TIME	SESSION
9.00 - 9.30	Registration
9.30 - 10.30	Inaugural Session
10.30 - 11.00	Tea and Interaction
11.00 - 12.00	Session I - Panel Discussion: 'Access to Justice: The Key to Opportunities for Women in Science'
12.00 - 1.00	Session II - Felicitations 'Scientific Innovations that Made Life Better for Women'
1.00 - 2.00	Lunch
2.00 - 3.00	Valedictory

9 February, 2018

Women for Science - Science for Women

One Day Conference on 9th February 2018

Atma Ram Sanatan Dharma College, University of Delhi

EMINENT SPEAKERS

MEET AND INTERACT

Dr. Bindu Dey
Secretary,
Technology Development Board



Lakshmi Menon
Serial Social Entrepreneur

Tripti Singhal Somani
Founder - StemED, TEDx Speaker



Prof. Rama Jayasundar
Professor, AIIMS

Prof. Vinbha Tandon
Prof & Chairperson, JNU



Dr. Sangeeta Nagar
Scientist 'E', TIFAC



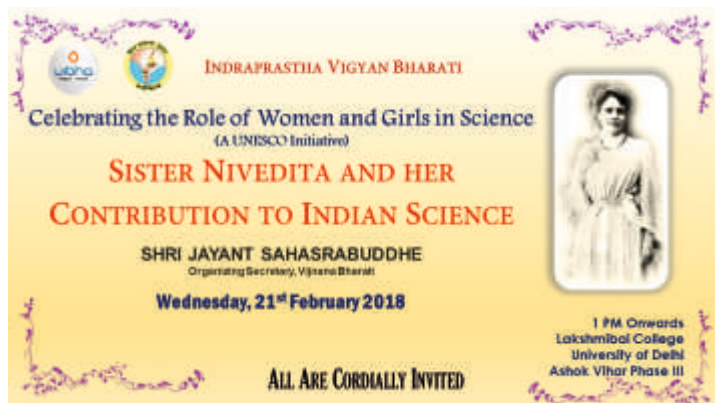
Event on 21 February at Rani Laxmibai College, University of Delhi

Shri Jayant Sahasrabuddhe Ji, Key note Speaker

Guest of Honor :

Dr. Reeta Bhattacharya. Kolkata
Nivedita SHAKTI

Ma. Praveen Ramdas, Secretary
General, Indraprastha VIBHA



Event 8 February at JNU

Details of Programme Schedule:

Guest of Honor:

Dr Omkar Rai, DG STPI, Ministry of IT and President Indraprastha
Vigyan Bharati

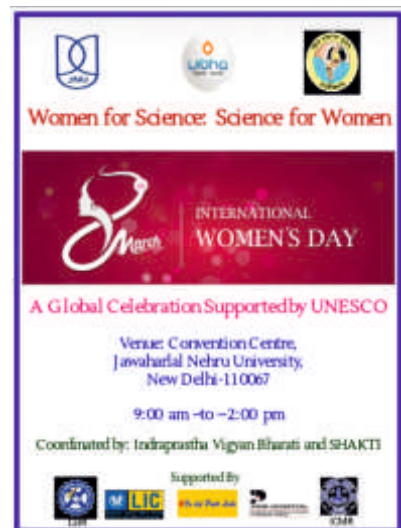
Prof. Rama Jaya Sundar. AIIMS

Dr Vatsala, Principal Rani Laxmibai College

Ms Manvi Dikshit Sharma, Advocate

Ms. Naminita Gogoi Director, National Institute of Health &
Family welfare.

Prof Vibha Tandon, Professor SCMM, JNU



International Women's Day	
'Women for Science: Science for Women'	
A United Nations Observance (UNESCO)	
8 th March, 2018	
Venue: Auditorium II, Convention Centre, Jawaharlal Nehru University	
09:00-09:10 AM	Registration
09:30-09:45 AM	Inaugural Session by Dr. Rangana Arya (JNU)
09:30-09:40 AM	Light Ignition & Sanskrit Vachana (Organized by Dr. Rachita Pal, Dr. Pooja Singh, Dr. Sneha Sandhu)
09:45-09:45 AM	Welcome Address by Prof. Vibha Tandon (JNU)
09:45-09:50 AM	Address by Prof. S. C. Garkati, Sector II (JNU)
09:50-09:50 AM	Address by Shri Omkar Rai (DG, STPI, Ministry of IT and President, Indraprastha Vigyan Bharati)
10:00-10:45 AM	Address by Chief Guest Mrs. Manvi Dikshit Sharma Advocate Title: Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act 2013, Vishalika Gokhale, ICC Vote of Thanks by Dr. Anu Singh (JNU)
10:45-11:00 AM	High Tea and Interaction
11:00-12:30 PM	Session I - Panel Discussion
11:00-11:05 AM	Invitation of Panelists on Stage by Moderator Dr. Rangana Arya (JNU)
11:05-11:15 AM	Introducing Theme of Panel Discussion
11:15-11:30 AM	Access to Justice: The key to opportunities for women in science Discussion (15 min for each Panelist)
11:35-12:30 PM	Question-Answer Session and Concluding Remarks
12:30-12:45 PM	Presenting Memorabilia to Distinguished Panelists
12:45-01:00 PM	Session II - Felicitation
01:00-01:10 PM	Valedictory
01:30-01:35	Address by Dr. Rajesh Chatterjee (JNU)
01:35-01:45 PM	Address by Ms. Neeta Ganguly, MP of Rajya Sabha
01:45-02:00 PM	Summarizing 'Women for Science, Science for Women' Program by Dr. Rajesh Singh (AIIBD College, University of Delhi)
2:00-3:00 PM	Lunch



KASHIKA SHAKTI

1st Formal Meeting to lay the foundation of Kashika shakti U.P.

Date-3rd December, 2017

Venue-Residence of Dr. Manju Lata Tripathi,8GF,Old Medical Enclave,Ved Vyas Colony, Opp-Malviya Bhavan, Banaras Hindu University,Varanasi, U.P.,221005

No. Of Members-

Name of Members-Prof Alka Agrawal (Medicinal Chemistry),Dr.Sujata Kar (Ayurveda), Dr. Shubhra Ojha (Educationist), Dr. Manju Lata Tripathi (Educationist, Chemist, Social service), Charulata Mishra (School Teacher), Dr. Poonam Rani Shukla (Psychologist), Dr. Priyadarshini Gedam Tiwari (Asst. Prof. Ayurveda), Nikita Dwivedi (Science P.G. Student)

1st Formal Meeting to lay the foundation of Kashika shakti U.P.



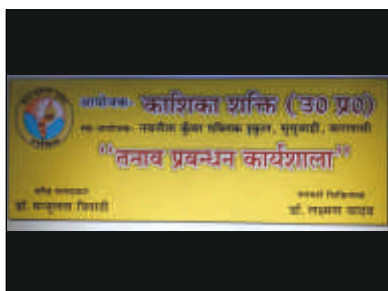
3. Republic day celebration

Donation of sewing machine and financial help for opening of Kashika Shakti Rural Skill Development centre at SMD Memorial Public School, Kodpur, Ramnagar, Varanasi, U.P.



4. Stress management Counselling of teachers and students of board classes. Counseling of School Teachers of 10th &12th classes by Kashika Shakti U.P. (Counsellor Laxman Yadav, BHU)

Counseling of School Students of 10th &12th classes by Kashika Shakti U.P. (Counselor Laxman



Yadav, BHU)

- 5. Symposium on Environment and Health
- Seminar on Women Health on World Women's Day 8th March 2018
- Panel Discussion on legal, social, educational and health related issues of women
- Panelists:-
- Vipasha Goswami (Lawyer, Lucknow High Court)
- Sunita Bhargava (Pad women of Varanasi)
- Anjali Agrawal (Past Association Treasurer of Inner wheel Club of India)
- Savita Mankhand (Past district Chairman of Inner wheel club of Varanasi)
- Prof. Neelam Gupta (Principal, State Ayurvedic College Handia Allahabad and Dean at State University of Allahabad)



6. Science day celebration



SHAKTI UTTARAKHAND

1. Sister Nivedita 150th Birth Anniversary Celebration
27 September 2017, 10.00 AM – 12.30 PM
Venue: Vigyan Dham ucost, RSC, DEHRADUN



Topic: Sister Bhagini Nivedita - Contribution in development of Indian science

2. International Women's Day celebration
TOPIC: Real meaning of modernization for young generation
Health and safety issues for women

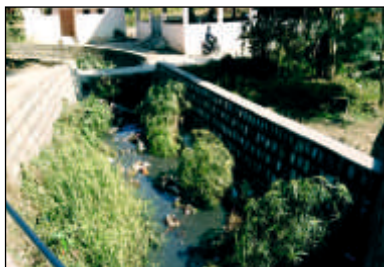
Women rights

VENUE: DOON UNIVERSITY DEHRADUN

8 March 2018 from 2.00 PM to 6.00 PM



3. Project: save river Assan
By making people aware about pollution.
By examining possibility of water treatment plant



4. Shakti participation in VIBHA program

- Himalaya divas
- Workshop on cyber security



GWALIOR SHAKTI

Event Name: Bhagini Nivedita Commemoration lecture series

Date: 29th January 2018

Venue: Galav Sabhagar, Jiwaji University, Gwalior

Number of attendees: 200

Chief Guest: Prof. Sangeeta Shukla (V.C. Jiwaji University)

Mukhya Vakta : Shree Jayant ji Sahasrabuddhe, Rashtriya Sangathan Mantri VIBHA

Introduction: Bhagini Nivedita commemoration lecture series on Bhagini Nivedita and her contribution in science was organized in collaboration with women development cell Jiwaji University Gwalior On this occasion Shri Jayantji delivered a lecture on Bhagini Nivedita and her contribution in science.

Honorable V.C. of Jiwaji University was the Chief Guest of the program and was attended by 200 students





Bhagini Nivedita Commemoration lecture series

Namaskar,

SHAKTI [A National Movement for women] in collaboration with Women Development Cell of Jiwaji University Gwalior is organizing Bhagini Nivedita Commemoration Lecture Series on *"Bhagini Nivedita and her contribution in science"* on 29th January 2018. The Lecture would be delivered by *Shri Jayantji Sahashrabuddhe, Rashtriya Sangathan Mantri-Vigyan Bharati*

We invite you to participate and use this noble opportunity to awake the Nivedita within and to commemorate the living memories of Bhagini Nivedita.

Date : 29th January 2018
 Day : Monday
 Time : 12 noon to 2 pm.
 Venue : Galav Sabhaghar, Jiwaji University Campus, Gwalior

Organizer :
Dr. Renu Jain
 Women Development Cell
 Jiwaji University, Gwalior

Convener:
Dr. Uma Sharma
 National Treasurer **SHAKTI**

Organizer: Dr. Renu Jain HOD Women development Cell Jiwaji University Gwalior
 Convener: Dr. Uma Sharma

Impact : The program was successful to develop feelings of social work among students who attended. They came to know about the groundwork done by Bhagini Nivedita.

Outcome: There is a demand for one lecture per month on Bhagini Nivedita's work in different fields.





Kerala Shakti

- *Shakti Sthapana Divas* was celebrated on 8th April at ACS-HSS, Kaloor. Dr. Chitrathara Gangadharan, the eminent oncologist was the chief guest. She spoke on early detection and prevention of cancer. Consultant nutritionist and dietician, Gayathri Ashokan spoke on how to meet the nutritional needs in modern life styles. **Shakti Prerna Samman** was given to Dr. Chitra Gangadharan for her comprehensive contributions towards medical treatment, awareness and community service.
- **"I Shakti Puraskar"**, for meritorious students for pursuing academics, was given to **Nandhitha N. of Class 9** of the same school. Founder President of Shakti, **Dr. C. P. Thara** gave away the prize.



Shakti Mahila Vigyan Bharati Samiti Raipur

Shakti Sthapana Divas 22 March

Date - 9 May 2018, Based on Theme of YOGA

Dr. Manju Jha Yoga Instructor in NIT Raipur, Director-Mritunjaya Yoga centre, was honoured with

'SHAKTI PRERNA SAMMAN' for her innovative yogasans, personalized treatments by yoga and valuable services to society. Miss Varsha Tiwari was awarded 'iShakti Support' for her international, national and state level excellent performance in yoga and training program in rural areas.

This occasion was graced by the presence of Vice Chancellor of Pt. Ravishankar University, Prof. Kesari Lal Verma, Vice Chancellor of Durg University, Prof. Shailendra Saraf, Shree Vivek Saxena, OSD CM House CG and Ex. Sangathan Mantri, Akhil Bhartiya Vidyarthi Parishad, Dr Asha Jain, renowned Gynecologist and Orator, SHAKTI Coordinator Prof. Geeta Tiwari and SHAKTI members. It was a glorious moment for the unit as we celebrated closing event of project



"The Energy Conservation Awareness Program" in association with CREDA (Chhattisgarh Renewable Energy sources Development Agency). Executive Engineer, Mr. Amitabh Sharma and Project Coordinator, Mr. Kushal Tiwari, CREDA were present in the program. They were honoured on the behalf of all the speakers involved in our project of lecture series.

On this occasion, Certificates for all the competitions of the session 2017-2018 were also distributed.

Sharada Shakti

Date: 1 April 2018.

Number of Attendees: 100

Chairperson: Mrs. Mukta Tilak, Pune Mayor

Chief Guest: 1) Mr. Jayant Sahasrabuddhe, Rashtriya Sanghatan Sachiv, VIBHA

2) Mrs. Smita Ghaisas, Chairperson and Director of Minilek India P.Ltd.

Recipient of Shakti Prerana Samman: **Mrs. Sunandatai Patwardhan**, Secretary, Pragati Pratishthan, Javhar, District Palghar, for her social service and foundation work in the tribal area of Thane and Palghar Districts. She helped these tribals to make their life comfortable by using modern Science & Technology and brought various kinds of educational, medical services. She also developed energy sources like solar power, digital communication systems, water conservation projects for developing agriculture in this area by pursuing Govt. officials.

Recipient of i-Shakti Purashkar: **Ms. Manasi Arvind Takavle** was felicitated by I-Shakti prize and

Rs. 5000/- cash. She comes from a very poor family background, appeared for 10th std. examination recently and is showing excellent academic record in spite of her family background.



Kolkata Nivedita Shakti

March 2018: Shakti Sthapana Diwas was celebrated at Halwasia Conclave on 22 March 2018. Shakti Prerna Samman was given to Prof Sudipta Sengupta, professor in structural geology in Jadavpur University, Kolkata and a trained mountaineer. She is one of the first Indian women to set foot on Antarctica as part of the Indian team for Antarctica Expedition.

Shaista Shamim was helped with the “ iShakti Puraskar”. She is from a ragpicker’s family residing in a slum area. Her board exam results were exceedingly good despite the adversities and hardships. She aspires to graduate from a good college and is determined to help each girl in Tiljala shed (her slum area) become educated and self-reliant.

Many other organizations who were invited to this programme, shared their work experience with us.



Delhi Shakti

SHAKTI STHAPNA DIWAS (SHAKTI FOUNDATION DAY-22nd MARCH)

Date of event : 7 April, 2018 (Saturday)

Venue of the event “Vachaspati Sabhagar” Shri Lal Bahadur Shastri Sanskrit Vidyapeetha, Qutub Institutional area New Delhi.

Chief Guest : Prof. Ramesh Chandra Pandey, Vice Chancellor, Shri Lal Bahadur Sanskrit Vidyapeetha, New Delhi

- Eminent Speakers :** Ma. Shri Jayanta Sahasrabuddheji, Organisation Secretary, VIBHA
 Prof. Shashi Tiwari, President WAVES
 Prof Rajni Joshi Chaudhary, Director In charge Women Study Centre, SLBSRV
- Guest of Honor :** Dr Alka Rai, Registrar, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

Shakti Sthapna Diwas marked as the foundation day of Shakti observed every year on 22 march to celebrate its achievements and moving one step forward in fulfilling its mission. Shakti completed its 10 Years of existence since 2003 at Kochi, Kerala under Society Registration Act Reg. No. E.R. 294/04. The Delhi Shakti Team observed its first event on 7 April 2018 jointly with **VIBHA and Women Study Centre, Shri Lal Bahadur Sanskrit Vidyapeetha, New Delhi.**

The Programme started with lighting of lamp and Vedic mangalacharan. Dr.Ruchita Pal welcomed all the guests and dignitaries with potted plants and during the welcome address by Dr. Kinkini Dasgupta Misra, she talked about vision and mission of Shakti and its efforts as a national unit in addressing women issues through science and technology. She also informed the gathering about the formation of Shakti unit in Delhi and proposed few programmes like importance and relevance of Bhagini Nivedita in transforming women in India. This was followed by the address by Dr Alka Rai, on role of women to empower society, She remarked that today’s women do not need reservation for their survival, they are strong enough to hold the responsibility of the family, job, social aspects on their shoulders.

The keynote address given by Ma. Jayanta Sahasrabuddhe, while talking about the status of women in society he shared in-depth knowledge of role of women and contribution made by many women who were born outside India and made their contribution to the service of the countrymen.

Jayantji enlightened the audience about the contribution of great ladies who were born in foreign land but immensely contributed to the Vedanta philosophy. They were influenced by the teachings and spiritual knowledge of Swami Vivekananda. The American women who were associated with Swamiji were Sara bull, Mary Hale, Josephine Macleod, Sister Christine, and Margaret Noble (Sister Nivedita in later years). Vivekananda considered Sara Bull as his American Mother, addressing her as Dhira Mata (calm mother).

While talking about the relevance of Sister Nivedita’s teachings and contribution to motherland he talked about this Irish lady Margaret Noble who came to India and worked towards women upliftment and served her whole life for the people of India. Jayantji added how her life got turned when she was introduced to Swami Vivekananda in 1895 in London. Her original name was Margaret Noble. The name Nivedita was given by Swami Vivekananda meaning ‘Offered to Service’ or



‘Dedicated to Service’ She opened the first girl’s school and school for widows in Bagbazar area of Calcutta. She wanted to educate girl children who are deprived of even a basic education. Her dedication was so much to this cause that she used to go to every house to promote girl’s education. Nivedita made her important role in promoting Indian culture, History.

While Nivedita is remembered in various ways, what is sometimes overlooked is her contribution towards supporting one of the greatest pioneering Indian Scientist Shri Jagdish Chandra Bose. Nivedita organised the resources Bose required for his research and laboratory chiefly through gifts from Sara Chapman Bull. It was Nivedita’s dream that India should have its own high-class research institute and wanted Bose to set up one. She had even arranged for a continuous stream of funding for Bose’s work in the event of her death.

Dr. (Mrs) Shashi Tiwari ji in her speech talked about ancient women like Gargi and Maitrayee and their great contribution towards women and society. She also enlightened the audience about ancient science and discoveries that glorified golden period of India.

Dr.Rajni Joshi Chaudhary, Director-In-Charge Womens Study Centre talked about women’s role towards nation building

Dr. Anu Singh briefed about one month long programme Women for science and Science for Women, held in different colleges of Delhi on the occasion of International Women’s Day.

Dr. Smita Sundaram delivered the vote of thanks to all present there and pledge was taken to work together on the path of humanity and work for the nation’s cause.

During the event competitions were conducted for the children of age 3-10 years in the adjacent hall where the children participated in drawing and quiz competitions.

Concluding session was about Shakti “A National Movement for Women” that believes in rejuvenating our society.

Programme was followed by High Tea.





Concluding Programme on
Bhagini Nivedita's
150th Birth Anniversary Celebration



Shakti observed the 150th Birth anniversary of Bhagini Nivedita with a year-long program that started on 28th October 2016 at the Indian Association for Cultivation of Science (IACS), Kolkata. Programs extolling the different facets of her life and achievements were held in different Shakti units through the year. The celebrations culminated with a national workshop on 'Role of women to strengthen the nation – In perspective of Bhagini Nivedita' organized by the Research centre of women studies, SNDT University, Mumbai, at their Juhu campus on 28th and 29th October 2017.

The inaugural session began with the SNDT song sung by students of the Women's Study Centre. Mananiya Shri Ranga Hariji and other dignitaries lit the traditional lamp to inaugurate the function. A set of 150 decorated diyas were lit to commemorate Bhagini Nivedita's 150th birth day.

Dr Ankita Bohare, General Secretary, SHAKTI introduced the theme of the workshop. Smt Sudha Tiwari, National President, SHAKTI addressed the August gathering. Mananiya Shri Ranga Hariji, former Akhila Bharatiya Boudhik Pramukh of Rashtriya Swayam Sevak Sangh was the Chief Guest and Smt Gitaji Gunde, Akhil Bharatiya Mahila Samanwaya Pramukh was the Guest of Honour. Prof. Shashikala Wanjari, Vice Chancellor, SNDT University presided over the inaugural session.

After the felicitation of dignitaries, Mananiya Shri Ranga Hariji released the special issue of "PRAMA" the theme of which was 'Bhagini Nivedita's contribution to Bharat'. Dr Reeta Bhattacharya, Secretary, SHAKTI, explained the philosophical meaning of the name of the magazine "PRAMA".



Mananiya Shri Ranga Hariji delivered the keynote address where he spoke of Bhagini Nivedita's life and activities. He described how Swami Vivekananda transformed her from Margaret Elizabeth Noble to Bhagini Nivedita by teaching the importance of women in Hinduism and how his teachings inspired her to become a Hindu Sanyasini. Hariji described her journeys with Swamiji and how she carried forth his ideology after his demise. He spoke of her role in the nationalist movement, in the field of social reformation, women's education and her contribution to setting up modern science research institutes in India.

Hariji concluded his address by exhorting the participants of the workshop and SHAKTI members to discuss the life of Bhagini Nivedita and to follow her directions in working for the nation. He quoted Swamiji's words to Bhagini Nivedita "You have to set yourself to Hinduize your thoughts, your needs, your conceptions and your habits. Your life, internal and external, has to become all that an orthodox Brahmana Brahmacharini's ought to be. The method will come to you, if only you desire it sufficiently. But you have to forget your own past and to cause it to be forgotten. You have to lose even its memory"

Guest of Honour Smt Geetaji Gunde inspired the gathering by saying that if we could work in any one of the paths of Bhagini Nivedita then only our celebration would be fruitful.

The Inauguration programme ended with the vote of thanks by Prof Archana Bhatnagar, HOD, FRM, Acting Director of RCWS.

The First session started with the Shakti Song sung by Dr. Uma Sharma, Treasurer, SHAKTI.

Dr Ila Ghosh, Principal, Govt. P G College Katni, MP, and Former Professor in Sanskrit spoke on 'Bhagini Nivedita and her Contribution in Indian Nationalism'. This session was chaired by Dr Rajasri Keshalkar, Retd Associate Prof. in Chemistry, SB College, Pune.

Smt Sadhana Joshi then presented a short Skit on Sister Nivedita a mono act with narration by Dr Ashwini Lele.



The second session was chaired by Dr Reeta Bhattacharya, Secretary, SHAKTI where Dr Sharad Renu, Akhil Bharatiya Boudhik Pramukh in Rashtra Sevika Samiti spoke on 'Bhagini Nivedita on National Education'.

The third session started with the Shakti Prerna Geet by Ashwini Lele, Ketki Ambekar, Prachi Divekar and Supriya Barve from SNTD University.

Sushri Sujata Nayak, from Telengana Kendra, Vivekananda Kendra, Kanyakumari spoke on 'Bhagini Nivedita ...Social Service and Indian Leadership'. Dr Vandana Gupta, Yoga Teacher and Ayurveda Practitioner, National President, Kesharvani Mahila Samaj, chaired this session.

The fourth Session started with a song sung by Dr Uma Sharma, Treasurer, SHAKTI. Topic was 'Bhagini Nivedita as a truer devotee of Swami Vivekananda.' Speaker was Dr Suchita Krishnaprasad, HOD, Dep of Economics, Elphinstone College, Mumbai. Chaired by Smt Parul Kumar, Kathak Dancer.

The fifth session consisted of Group Activities where members were involved in different topics, name of the activities was "Chay pe charcha".

The sixth session was on the second day of the workshop, 29th October 2017. It began with Mantra chanting by Dr Ankita Bohare, General Secretary, SHAKTI, and Dr Uma Sharma, Treasurer, SHAKTI.

Shakti – Journey Hitherto was explained by Dr Ankita Bohare, and Dr Ruma Rawal, sang a song.

The seventh Session was taken by Mananiya Shri Ranga Hari ji, former Akhila Bharatiya Boudhik Pramukh of Rashtriya Swayamsevak Sangh. His topic was 'Bhagini Nivedita and her contribution in Indian Literature.'

The eighth session started with a dance performance on Nivedita by Dr Lalita Soni and her group.

The highlight of session 9 was Shri Jayantji Sahasrabuddhe's presentation of facts on Nivedita's contribution to Science. He is the Organising Secretary of Vijnyana Bharati.



In session 10 Dr Vandana rendered a poem followed by Sm Suchismita Pandey's call to carry forward Bhagini Nivedita's work by Shakti Karyakarta.

In the eleventh session Dipali Katre presented a mono act. The two day programme concluded with a grand valedictory ceremony where the keynote speaker was mananiyashri Jayakumar. Certificates were distributed to all participants.





शक्तिगीत

विधातुं निजं राष्ट्रनिर्माणकार्यं
तथा चाबलां दोर्बलां तां विधातुम् ।
तसत्स्नेह सौहार्दरूपप्रतीकं
शिवं चार्धनारीशसंकल्परूपम् ॥१॥

जगत्यां चकास्ते नवं केन्द्रमेकं
यदत्राभवच्छक्तिनाम्ना प्रसिद्धम् ।
परिच्छिद्य पाश्वात्यतर्कं नवीनं
स्त्रियं जागृतां कर्तुमेतत् प्रवृत्तम् ॥२॥

समाजं प्रकृष्टं विधातुं क्षमा या
नवं भारतं चित्रितुं च क्षमा या ।
भविष्यं समर्थं प्रकर्तुं क्षमा या
विकासार्थमस्याश्च शक्तेः प्रयत्नः ॥३॥

स्त्रियं शिक्षितां कर्तुमेतत् प्रवृत्तं
स्त्रियं प्रेममूर्तिं विधातुं प्रवृत्तम् ।
स्त्रियं चोन्नतं प्रापणार्थं प्रवृत्तं
चिरायुश्च भूयान्नवं केन्द्रमेतत् ॥४॥

आविवासीचे जीवन क्रांतिकारी

मुलां टिकवून राविंद्राण पुत्रभरतारचे विलाम



राविंद्राण पुत्रभरतार (डाखेद्वारे विना शीला, पुत्रा शिवा, पुत्रा चाम्पा, डॉ. जी. वार्तिकर व डॉ. कर्मवीर लोखनेकर

मुली - असा परंपरागत, पारंपरिक पुरुषांच्या जिवीत असा 'पुत्र' असावा असावा असा अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय.

असा अविवासी विलाम अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय.

असा अविवासी विलाम अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय.

असा अविवासी विलाम अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय.

असा अविवासी विलाम अविवासी विलाम होय. असा अविवासी विलाम अविवासी विलाम होय.

शेक'ती केरळ सौभानिक दिन

शेक'ती केरळ सौभानिक दिन. शेक'ती केरळ सौभानिक दिन.



शेक'ती केरळ सौभानिक दिन. शेक'ती केरळ सौभानिक दिन.

ज्ञाती व पौरोस

ज्ञाती व पौरोस. ज्ञाती व पौरोस.

बाह्यात वासना, मुली • पुण्या, २९ जून २०२३

फर्ग्युसन कॉलेजमध्ये योगदिन

फर्ग्युसन कॉलेजमध्ये योगदिन. फर्ग्युसन कॉलेजमध्ये योगदिन.



फर्ग्युसन कॉलेज मध्ये, शेक'ती केरळ सौभानिक दिन असा सारा सारका विद्यार्थ्यांमध्ये योग दिनाचा आयोजन झाले.

नहि सामान्या नारी



शेक'ती केरळ सौभानिक दिन असा सारा सारका विद्यार्थ्यांमध्ये योग दिनाचा आयोजन झाले.

आरोग्यासाठी योगाभ्यास महत्वाचा

आरोग्यासाठी योगाभ्यास महत्वाचा. आरोग्यासाठी योगाभ्यास महत्वाचा.



शांतीवीस 'शेक'तीकेरळ सौभानिक दिन' लेख, वि. वि. वि.

शांतीवीस 'शेक'तीकेरळ सौभानिक दिन' लेख, वि. वि. वि.



शेक'ती केरळ सौभानिक दिन