ANDHRA LOYOLA COLLEGE

AUTONOMOUS :: VIJAYAWADA - 520 008

Established : 1954

A CHRISTIAN MINORITY COLLEGE WITH CONSTITUTIONALLY PROVIDED RIGHT OF ADMISSION
(AN ISO 14001 : 2015 INSTITUTION)
THE ONLY COLLEGE IN BOTH THE TELUGU STATES TO HAVE BEEN RANKED AMONG
THE TOP 150 COLLEGES BY NIRF SINCE THE INCEPTION OF THE RANKING IN 2017
SELECTED UNDER THE STAR COLLEGE SCHEME OF DBT AND FIST PROGRAMME OF DST, GOVT.OF INDIA
SELECTED FOR ENHANCEMENT OF QUALITY AND EXCELLENCE UNDER RUSA BY MHRD, GOVT.OF INDIA

7.1.10 STUDENT ATTRIBUTES

A College Dedicated to All-Round Development of its Students

Andhra Loyola College
(Autonomous)
VIJAYAWADA-520 008.
Web: www.andhraloyolacollege.ac.in   e-mail: contactalc@gmail.com

STD	: 0866
Main Off.	: 2476082
Inter	: 2476965
Degree	: 2481907
P.G.	: 2474902
CoE	: 2473251
Fax (Principal)	: 2474531
Fax (Correspondent)	: 2486084

Andhra Loyola College plays a crucial role in shaping the attributes of students, equipping them with the skills, knowledge, and attitudes necessary for personal and professional success. The college facilitates a wide range of student attributes through various programs, resources, and experiences. Here are some of the key attributes that help students for their holistic development:

1. Academic and Intellectual Development

Critical Thinking: Encourage students to analyze, evaluate, and synthesize information, fostering the ability to think critically and solve complex problems.

Research Skills: Through Coursework and Community Service Projects, students learn to conduct thorough research, assess sources, and draw evidence-based conclusions.

Subject Mastery: Specialized programs and updated curricula enable students to gain deep knowledge and expertise in their chosen fields.

2. Professional and Career Readiness

Technical Skills: Offer training in technical skills relevant to various industries through Skill Development Courses, such as latest programming and laboratory techniques.

Workplace Competencies: Internship prepare students for the professional world, teaching them about workplace expectations and norms.

Career Services: Career counseling, job placement services and drives, and networking opportunities help students transition from academia to the job market.

3. Personal and Social Development

Communication Skills: Emphasize the development of both written and oral communication skills through Language Lab and organize workshops and certificate courses in Soft Skills.

Leadership and Teamwork: Students have opportunities to participate in student organizations, and work in teams, building leadership and collaborative skills.

Ethical and Civic Responsibility: Course in ethics, NSS, NCC, ALANA, ALERT, DOVE and community service projects encourage students to become responsible and ethical citizens.

4. Global and Cultural Awareness

Language Skills: YESJ offers foreign language courses for enhancing students' ability to communicate across cultures.

5. Innovation and Creativity

Entrepreneurship: Programs in entrepreneurship and innovation encourage students to develop new ideas and start businesses. One such idea is Student Need Store established on the campus by students of management.

Creative Arts: Course in Visual Communication and Kaladarshini school of fine arts allow students to express themselves and explore creative talents such as music, theater, and visual arts.

6. Health and Well-Being

Physical Wellness: Provides facilities and programs for promoting physical health, such as gym, indoor stadium, Football, Cricket, Athlete, Basketball, Tennis grounds for sports teams.

Mental Health Support: Counseling services, stress management programs, and mental health awareness initiatives support students' emotional and psychological well-being.

By providing comprehensive educational experience and support systems the college help students become well-rounded individuals ready to contribute meaningfully to society and the global workforce standing up to the Mission of the college "Men and Women for Others".

ANDHRA LOYOLA COLLEGE

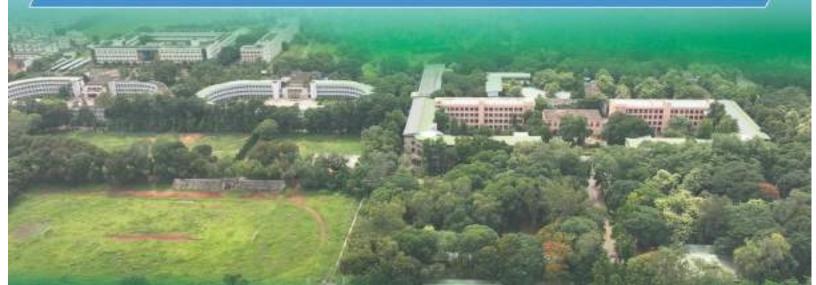### AUTONOMOUS :: VIJAYAWADA - 520 008

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7.1.10 CODE OF CONDUCT POLICY

A College Dedicated to All-Round Development of its Students

Andhra Loyola College
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3. CODE OF CONDUCT POLICY

3.1 Policy Statement:

Andhra Loyola College strives to uphold its core values and inculcate in students a culture of being honest and transparent in their personal and professional life, respectful of the opinions and beliefs of others, practicing their profession with conscience and dignity, and making their contributions to the society with accountability and commitment.

3.2 Objectives:

The Students of Andhra Loyola College (Autonomous) Vijayawada are expected to be aware of college code and abide by it to enable ALC to meet its own clearly stated objectives, standards and performance targets within a supportive environment.

3.3. Responsibility:

Management, Principal and the faculty; related Committees

3.4 Code of Conduct:

Discipline, both in personal and professional matters, is essential for the success of a student. Orderly behaviour on campus will improve one's self-esteem and will help in having good inter-personal relations. The following guidelines on conduct will help in maintaining discipline on campus and they shall be adhered to by all.

3.6 Professional Ethics and Academic integrity:

The Institute prioritizes fostering a learning environment grounded in ethical principles, social responsibility, and professional integrity. This commitment extends to academic work, where students are expected to demonstrate honesty and responsible scholarship by acknowledging the contributions of others. In essence, the Institute seeks to cultivate future professionals who embody the highest ethical standards.
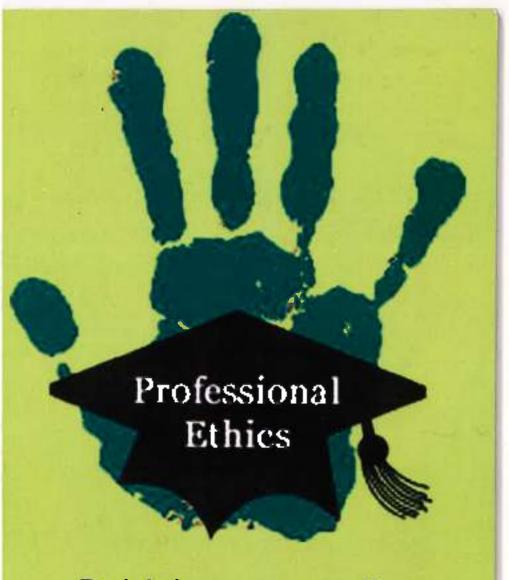
3.5 Guidelines:

The college upholds a professional environment. Students are expected to maintain decorum, wear uniforms, and represent the college positively. Strict action is taken against misconduct, ragging, substance abuse, and inappropriate behaviour. Punctuality, attentiveness, and responsible use of technology are emphasized.

3.6 Breach of Code of Conduct:

The college has a laid-out procedure to address breaches of conduct. A committee investigates and determines the appropriate action. This could range from dismissing a complaint to issuing a formal reprimand documented in the student's record. In severe cases, the college may involve law enforcement.

Andhra Loyola College plays a crucial role in shaping the attributes of students, equipping them with the skills, knowledge, and attitudes necessary for personal and professional success. The college facilitates a wide range of student attributes through various programs, resources, and experiences. Here are some of the key attributes that help students for their holistic development:

Principal

PRINCIPAL
ANDHRA LOYOLA COLLEGE
VIJAYAWADA-8.

Professional Ethics

Dr Job Sudarshan, Ph.D.,

ANDHRA LOYOLA COLLEGE

(Autonomous)

PROFESSIONAL ETHICS

K. Job Sudarshan, Ph.D.,
Head, Dept. of Ethics and Religion

Professional Ethics

K. Job Sudarshan, Ph.D.,

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Professional Ethics

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1.3   Ethical dilemmas

1.4   Moral autonomy

1 5   Moral Development. Kohlberg's theory- Gilligan's theory

1.6   Consensus and controversy

1.7   Theories about right action

1.8   Self interest

1.9   Customs and religion

1.10   Uses of Ethical theories

*We have grasped the mystery of the atom and rejected the
Sermon on the Mount. The world has achieved brilliance without
wisdom, power without conscience. Ours is a world of nuclear
giants and ethical infants.* - Omar Bradly

1.1 Professional ethics

Professional ethics concerns the moral issues that arise because of
the specialist knowledge that professionals attain, and how the use

of this knowledge should be governed when providing a service to the public. The professional carries additional moral responsibilities to those held by the population in general. This is because professionals are capable of making and acting on an informed decision in situations that the general public cannot, because they have not received the relevant training. For example, a lay member of the public could not be held responsible for failing to act to save a car crash victim because they could not give an emergency tracheotomy. This is because they do not have the relevant knowledge. In contrast, a fully trained doctor (with the correct equipment) would be capable of making the correct diagnosis and carrying out the procedure and we would think it wrong if they stood by and failed to help in this situation. You cannot be held accountable for failing to do something that you do not have the ability to do.

Most basic guiding principles of professional ethics are common knowledge They include such day do day concerns as - Do return value to your customer (internal and external) in all business decisions; .Do return value to your community locally and globally; Do deliver quality in a timely fashion; Do be honest in your work by telling the client, customer, or boss that the task or project you are working on will not meet the target date; Do for help in order to meet the project or task deadline. A professional will not feel slighted if he or she acknowledges that he or she needs help; When you accept an assignment, do start using words like *we, us* and *ours*. A professional never works at cross-purpose with the employer; If the employer wants respect from employees, he/she should treat all employees as professionals in their own right. Remember, if you treat someone as a professional, they will (hopefully) treat you like one too; Do things for the good of yourself, the customer and the profession. You are not a true professional if you don't deliver

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outcomes that satisfy all three of these areas; Do provide respect to others. This means truly thinking of their beliefs and desires, and the contribution they make to the organization, however small. Do not tell the client, customer, or boss that you can do something when you cannot. Do not steal from your employer. Do not underestimate your capabilities

A professional is . . .

A member of an occupational group who-

1. Sees other members, including those employed elsewhere, as peers / colleagues.
2. Exercises judgment in the performance of occupations tasks and follows relevant professional standards.
3. Accepts the professions agreement to work in a morally permissible way (often expressed as a code of ethics) as determining in part the obligations of the role.
4. Define the profession's special relation to the market place. Members earn livelihood in professional roles, accepting certain standards.
5. In the form of- codes, other measures; continuing education, support mechanisms for members

Professional ethics- Nature and Scope

Professional ethics is a study of moral and how there to a professional organization through which different organizations work for the public by improving the standards of life and the form of ethics includes not only the analysis of moral norms and moral values but also attempts to apply the conclusions of this analysis to that statement professional ethics consists of all those techniques procedures and tools that leaders of particular organization invent to manipulate their environment. The rapid evolution of scientific technologies raise now ethical issues for professionals.

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* The entire refrigeration unit had been shutdown as a measure to reduce the cost and this led to increase of temperatures to a higher level.

* One of the disappointed workers unscrewed a pressure gauge on a tank and inserted a hosepipe into it, knowing that it would cause damage, but not to this extent.

* Scrubber has also been shut down.

* Flare tower was also not in an operating condition.

* Unfortunately there were no emergency drills or evacuation plants available.

Some of the Environmental issues of concern to engineers are releasing harmful substance into air and water, using toxic substance in food processing and disturbing land and water balances.

4.4 Computer Ethics

The professional issues in the computer ethics are computer failure, and health conditions. The other major issues in Computer ethics can be listed as power relationship, job elimination, customer relations, biased software, stock trading, unrealistic expectations, political power and military weapons With respect to property, the computer ethics are concerned with embezzlement, data and software.

In the area of privacy the ethical issues are many. They are cyber crimes, computer virus, techno stress, cyber scams and frauds, internet defamation, software piracy, cybersquatting, inappropriate access, data bank errors, hacking, and legal responses.

Definition of Computer Ethics

Computer ethics is a set of moral principles that govern individual or a group on what is acceptable behavior while using a computer.

And with biotechnology and genetically engineered food production, companies are accused of following a profit motive even as they promote the technology as a means to address world hunger. Environmental concerns also feature quite strongly on this issue.

With increased consumerism, there has been a rise in the number of environmental groups campaigning on various issues such as environmentally friendly products. To varying extents then, environmental concerns are issues that sometimes make the mainstream news. However, a cover story of Down To Earth magazine from Delhi-based Centre for Science and Environment as an example, warns that the latest craze in green and ethical consumerism may just be another way for corporations to exploit people and make money by misrepresenting the facts As another example of this, EarthDay Resources' annual Don't Be Fooled Awards highlight some of what they call the corporate "greenwashing" that goes on through advertising and lobbying campaigns.

There are countless examples where corporate involvement in various issues could contribute to environmental problems as a result. Corporations are major entities in the world and thus have an enormous impact (negative and positive) on all our lives. And concerns of overly corporate-led globalization contributing to environmental problems are increasing, as reported and documented by countless environmental and social justice groups around the world.

A high profile case that brought to fore the issue of environmental ethics in India is the Bhopal gas tragedy. The reasons for the disaster at Bhopal

* The tanks used to store Methyl Iso-cyanate were overloaded to a tune of 75%.

* The emergency plant was also filled with a large amount of chemicals.

It is a set of moral principles that govern the usage of computers. One of the common issues of computer ethics is violation of copyright issues. Duplicating the copyrighted content without the authors approval , accessing personal information of others are some of the examples that violate ethical principles.

Ethical rules for the computer users

Some of the rules that the individuals should follow while using computer are listed below:

* Do not use computer to harm other users.

* Do not use computers to steal other's information.

* Do not access files without the permission of owner.

* Do not copy copyrighted software without the authors permission.

* Always respect copyright laws and policies.

* Respect the privacy of others , just as you expect the same from others.

* Do not use other user's computer resources with out their permission.

* Use Internet ethically.

* Complain about illegal communication and activities, if found, to Internet service Providers and local law enforcement authorities.

* Users are responsible for safeguarding their User Id and passwords. They should not write them on paper or anywhere else for remembrance

Users should not intentionally use the computers to retrieve or modify the information of others which may include password information, files etc.

Professional Ethics

The renowned Indian Philosopher Dr S Radhakrishnan states "The present crisis in the human affairs is due to a profound crisis in human conscience, a lapse from the organic wholeness of life."

Moral motivation of action is more desirable than doing something out of duty. There is then quite a sharp distinction between the requirements of justice and of beneficence. Beneficence requires that we act on some maxims that foster others' ends. This factor prominently comes into play in the area of Professional Ethics.

Profession, along with autonomy, justice and responsibility has been discussed as fundamental moral values. Profession calls for a specialized set of ethical values, beyond normal socio-personal ethics. For example, Profession calls for partiality toward those who cannot serve or protect themselves and to those with whom the professionals are in sacred and committed relationship of responsibility and trust.

Dr Job Sudarshan has been working in Andhra Loyola College for the last 15 years as Head, Department of Ethics and Religion; and Student Counselor (Psychological). After doing his Masters in Human Genetics and Doctoral studies in Delhi University in Human Biology, he took to serious study of Psychology (in which he earned a Masters Degree), Social Work and Ethics He is poised to submit a doctoral thesis in Social Work on Guidance and Counseling of Adolescents.

VALUE EDUCATION

FOUNDATION COURSE

Complied by

K. Job Sudarshan, Ph.D.,

Head, Dept. of Ethics and Religion

ANDHRA LOYOLA COLLEGE

(Autonomous)

A College with Potential for Excellence by UGC

Re-accredited with 3.65/4.00 at 'A' Grade by Naac

VIJAYAWADA - 520 008

FOREWORD

I am pleased to see that the Department of Ethics and Religion, Andhra Loyola College, has prepared this volume for publication. This is a result of many years of fine tuning of the subject matter related to our Value Education program.

Andhra Loyola College has always put clear emphasis on faith and character formation of her students in accordance with the Jesuit educational norms. According to the All India Catholic Educational Policy - 2007, "Education by its very nature is a transformative process, namely changing human persons, and through them Society and its structures. This activity of transformation is a spiritual, humanizing and liberating activity and constitutes the core mission of education." It serves to establish a just social order, and to restore the integrity of God's original creation.

Its target groups are the Deprived and the Marginalized, the poor, Dalits, Tribes, Slum Dwellers, Migrants, Child laborers, Unorganized labor, OBC's and Woman in Particular.

Education is a powerful and essential agent of social transformation. Jesuit education seeks to lead men and women to a personal encounter with God, constantly seeking to know the meaning and vocation to life, and to openness and transparency of character. We strive to make our students to understand the sacred space of the human person, become aware of the inalienable Human Rights, live as a responsible citizens and work towards nation building.

We are confident that with the help of God, with the dedicated service of our Priests and Religious and Lay faithful, and the collaboration of all our committed faculty members, this dream will become a reality.

I am positive that this volume will equip our students in acquiring skills such as problem solving, coping with emotions and stress, decision making, critical thinking, creative thinking, effective communication, good interpersonal relationship, self awareness, and empathy building.

Fr. Dr. Francis Xavier, S.J.
Principal

INTRODUCTION

"A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values..." - Kothari Commission (1964-66).

Andhra Loyola College is an autonomous college bestowed with "College with potential for excellence" (CPE) status by the UGC.

The Jesuit management is committed to values and teaching of value education for all the first year and second year degree students. The course is now taught as one of the Foundation Courses under the Choice Based Credit System (CBSC). Nearly 1500 students are taught value education by the Department of Ethics and Religion.

The present form of he syllabus is the product of more than 10 years of trial and error efforts. We studied the course content in the sister institutions such as Loyola College, Chennai and St. Joseph College, Tiruchirapalli, and fine tuned our course. After a process of careful standardization, we are now pleased to publish a Value Education text book tailor made for our students. Value Education taught by the Department of Ethics and Religion is the only subject taught to all the students i.e. BA, BSc, and BCom.

Aim

The Conservative Aim of education implies that the old values, which are essentially the soul and spirit of our culture and sensibility, should be allowed to perpetuate. All the same time value education should equip the young to take a careful look at the old values and be able, either to reject or embrace them. New times and contingencies demand new value systems. Accepted norms loose their relevance and may become completely unacceptable. Some values turn into counter values with changing times.

Value Education has assumed over the years a much wider scope, than just moral instruction. A basic understanding of issues such as human rights, media analysis, Abortion, environment, future challenges, and career is imperative. The aim of value education should be, to equip the students for the world they are facing today. They must be helped to form opinions and be able to state them with conviction.

An average teacher informs, a good teacher inspires, an excellent teacher transforms.

"How can we build the value into human mind? Our attempt should be to suggest and persuade, not to command or impose. The best method of suggestion is by personal example, daily life and work, and books read from day to day - Dr. S. Radhakrishnan Commission (1948-49).

May God guard us, the teacher and the disciples.

May both of us experience bliss.

May we obtain the vigor to know the harmonious ecstasy.

May our learning process be enlightened.

May we not detest each other.

(Kenopanishad)

Job Sudarshan

This Compliation has drawn the material from the following sources:

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PART - I

VALUE EDUCATION, BASICS

Everyday we meet life situations which call for thought, opinion making and action. Everything we do, every decision we take is based on our consciously or unconsciously held beliefs, attitudes and values.

Value literally means something that has a price, something precious, dear and worthwhile. It is something one is ready to suffer and sacrifice for. Values bring direction and firmness and provide a great source of motivation. Values are central to ones life, since they are normative in all our actions and undertakings. Children and youth of today are confronted by many more choices than those in previous generations. Then how can a young person learn how to direct his life through a world full of confusion and conflict?

DEFINITION

A value is a mental or emotional position adopted with respect to the environment through behavior, ideas, feelings, and imagination. Values need not be static. They can change or grow.

"A value is something that is chosen from alternatives, is acted upon and enhances creative integration and development of human personality." Value is not an attitude, belief, feeling or a goal. Value is an area of our lives which meets seven criteria. Each of our actions reflects our values. We learn to understand, sift, question, and finally decide to act. This process is called **Value Clarification**. Value clarification is a method by which a person discover from his own behavior his feelings and priorities, such as what important choices they make and act upon in daily life.

I.   Choosing

1.   One must **choose** freely without pressure or fear of punishment. If there is any kind of force, the result will not last beyond the influence of that force.

2. Choosing **out of many alternatives**. One must have many alternatives before a choice is made. If there are no alternatives there cannot be a choice. For example one has many ways to spend a weekend, and when one among them is chosen, that choice will point to ones values.

3. Choosing after **knowing the consequences**. Valuing involves careful examination of the consequence of each alternative. Impulsive and rash choices do not lead to values. Values must emerge for understanding and judgment. Only when the results of each possible choice are clearly understood, intelligent choice can be made.

II. Prizing or Cherishing

4. Cherishing involves a **feeling of pride and happiness** over the choice. It should create a good feeling in the heart. When we value something, we cherish it, respect it and hold it dear. Values flow from choices that we are glad to make.

5. **Affirming** your values publicly and telling others about our convictions is a natural out come of our satisfaction about values we hold.

III. Acting

6. Values involve **acting** according to the choice made. Just having good intention is not enough. When we truly have a value it shows in all aspects of our life. Students should be encouraged to act out their values.

7. Repetition and consistency is needed to incorporate the values in the behavior. The value will show up in different life situations. It becomes a pattern of action, and **part of the personality.**

Accepted Norms

The contemporary society, the religious group or law of the land recognize the actions of the human being as being normal. Honesty, concern for others, truthfulness, are some examples. Usually they are good values. However, accepted norms need not necessarily be "good." The submissive role of women is an accepted norm in many cultures. One should not be afraid of taking a good look at the accepted norms and

must be willing to revise them. Accepted norms of one generation may not remain so in the next. Likewise, accepted norms may differ from culture to culture. Love and courtship which is accepted in the West is very much frowned upon in India.

Counter Values

Murder, stealing, bribes and so on, are counter values. They are harmful to the social structure and they are usually against the laws of the land. Anything opposed to the accepted norms of the given society, is a counter value.

People profess many values but may not practice them. For example a merchant insists upon honesty among his employees. But he may not be honest himself in his dealings. A husband wants his wife to be chaste and pure. He may not follow the same value.

Why Value Education?

Some think that the family and religion should deal with values. Many teachers feel that they are not competent to deal with this subject.

Some feel that we should transmit a pre-existing set of values to the students i.e. values that are commonly held to be right desirable and good. Modeling approach is to encourage the students to have a role model and catch values. There is also the reward and punishment approach. Explanations and nagging is done without bothering to help the students to understand the reasons for those norms of behavior. Some try to help the students to discover their own values. This also involves teaching them how to apply values in real life situations.

It is usually accepted that "Values cannot be taught, they are caught" (by individuals from real life observations). However, a systematic exposure to value education in schools and colleges is desirable for the following reasons.

1. To enable the students to have an approach to life.

2. To shape character. A man of values is a better son, better husband and a better friend.

3. To help the students to follow the evolution of human behavior and have a historical perspective of how people respond to situations from generation to generation.

4. To enable the students to clarify values and to evolve efficient approach to problems.

5. To develop critical thinking and to have a grasp of reality.

Classification of Values

1. **Personal Values.** Values practiced by persons for the sake of their own satisfaction and conviction. When he practice and cherish these values they does not usually affect others. Adaptability, passion for perfection, cleanliness, creativity, self control, prudence, dignity of labor, originality, optimism, self confidence, self criticism, courage, introspection, contentment, beauty, sportive spirit, simplicity, initiative and so on, are some examples.

2. **Social Values.** These are the values that are necessary for healthy relations with others. Some examples are sacrifice, sense of humor, friendship, cooperation, empathy, gratitude, charity, tolerance, civic sense and love.

3. **Moral values.** A person should have a sense of right and wrong. It is the process of using justified means for justified ends. Right living and conduct, truthfulness, nonviolence, chastity, dedication, loyalty, trustworthiness, and integrity are some examples.

4. **Spiritual Values.** These values are concerning the relationship of man with God. The idea of perfection makes people to desire this kind of values. Pure knowledge, consciousness and peace take man closer to the spiritual dimension. While speaking truth is a moral value, moving towards the ultimate truth is a spiritual value. Detachment to the world, faith, forgiveness, devotion is some of the spiritual values.

Ethics

Ethics is a branch of philosophy. Philosophy means "love of wisdom." The other branches of philosophy are Metaphysics, Epistemology, Logic, and Aesthetics.

Ethics concerns human conduct, character and values, and the nature of right and wrong actions. It deals with questions such as, what makes right things right and wrong things wrong. What are the proper values of life. Ethics study the voluntary actions (actions done intentionally). The Ethician is concerned with the moral character of voluntary actions such as accepting a bribe, or treatment of children. Thus, ethics is the science of right living and systematic study of moral ideals, goals, motives, choices and patterns of good and bad conduct.

Ethics and Morals. While ethics is the systematic general science of right and wrong conduct, morals are the actual pattern of conduct and a direct working of rules of moral action. Moral principle govern out decisions. A young women gets a job and gets married leaving her family in financial troubles. We casually throw a news paper into a vacant seat in the bus to reserve a seat while other struggle to get into the bus. Our morals determine our actions.

The various approaches to ethics are **1. Relativism**. What is right and wrong depends upon the particular time and culture. So, no basic standards exist by which a culture may be judged right or wrong. **2. Objectivism**. There are objective standards of right and wrong which can be discovered and can be applied to every one. **3. Subjectivism.** Moral standards are subjective matters of individual taste and opinion. **4. Hedonism.** Belief that pleasure is the highest good. **5. Epicureanism.** Pleasure should be the goal of human activity, but true pleasure depends upon self control, moderation and honorable behavior. The wise person avoids pleasure, which may cause pain later. **6. Utilitarianism.** Human conduct should be based on what produces the greatest good for the greatest number of people.

VALUES CONTAINED IN MAJOR RELIGIONS

1. HINDUISM

Invaders and travelers from areas Northwest to India called the people living on the other side of River Sindhu as Hindus. The religion practiced by them has come to be known as Hinduism. Hinduism is often called "Sanatana Dharma" It is indeed a way of live, since beliefs and rituals of this religion has become an inseparable part of the daily life of the people.

Founder

Hinduism existed since the advent of Aryans (c. 2000 B. C. or earlier). As such we cannot name a single person as the founder of Religion. However, it is necessary to study the life and works of Adi Sankarachara (c. 788-820 A.D) at this point. Since the 3rd century B.C., Hinduism was in a state of decline and decay, due to the onslaught of Buddhism and Jainism (these two religions are said to be "rebellious daughters" of Hinduism, since they came into existence in protest against the decadence of Hinduism- superstition, caste system, Brahmanism and so on). The untiring efforts of Sankaracharya have restored Hinduism to its past glory. Sankaracharya deserves a unique place in the Philosophical history of India and Hinduism.

Life of Adisankara

Sankara was born in 788 AD in Kaladi village in Malabar, Kerala. Lord Shiva appeared to his parents Shivaguru and Aryamba and promised to give them a son. The child was extraordinarily gifted. He learned the script of his mother tongue when he was one year old. During his 3rd year he gained knowledge to understand Kavyas and Puranas. Later on, he learned Vedas and various Hindu scriptures. He left home at the age of eight as a child Sanyasi and went in search of a Guru. He found Govinda

on the banks of River Narmada and became his disciple. He went on to Kashi and took some disciples.

Once Sankara while walking along with his disciples, comes across an untouchable coming with 4 dogs. He orders the untouchable to move out of his way. The man asks him whether Shankara wants his body to move away or his soul. The man argues that his body is no different from the body of Shankara and as for his soul, it is the same soul that dwells in all creatures. Shankara realizes his mistake and pays respect to the untouchable. It turns out that the man is infact Lord Shiva coming with the four Vedas. Ordered by Lord Shiva, Shankara writes the meaning of Brahma Sutras. This book is the source of Shankara's "Advaita." He also wrote commentaries for Gita and the 10 Upanishads.

Shankara toured the length and breadth of India and extensively discussed with various scholars and defeated all in argument. Thus he re established Vedic religion. He established Peethas in four corners of India. Jyothi Peeth in Badartinath in North, Kalika Peeth in Dwaraka in the West, Govardhan Peeth in Puri Jagannath in the East, and Sharada Peeth in Sringeri in the South. He also established Kamakoti Peeth in Kanchi.

Sankaracharya's philosophy proposes that The visible things are illusion. He taught that human life is full of grief, and grief is the result of desire. He proposed that people keep on being born again and again. Liberation from the cycle of births is "Moksha." Advaith theory proposes that the spirit that dwells in humans is no different from that of the Brahman.

History and Evolution of Hinduism

1. Vedic Period. Origin of Vedas is believed to be supernatural. They are also called "Shrutis"- only to be heard from the "Guru." Rig, Yajur, Sama and Adharvana Vedas are basically chantings praising Gods such as Agni, Indra, Varuna, Vayu, Soma and so on. For many hundreds of years the only tokens of Hindu religion are the Vedas and the sacrifices recommended in it.

2. Upanishadic Period. Also called Brahmanic era. This period is characterized by a more serious search for truth and philosophy of God. More than fourteen **Upanishads** were compiled during this period. (The term Upanishad means "to sit by the side of" (the Guru) and learn The popular doctrine of Reincarnation was introduced during this period. This period lasted upto 200 B.C.

3. Classical Hinduism. (200 B.C. to 1000 A.D.) **Gita** was written during this period which has shaped the values and beliefs of Hinduism. Eighteen **Puranas** were written during this period. More and more importance is given to rituals. The caste system and concept of Avataras, (coming of God in mortal form to put down evil from time to time) became well defined. The most influential teachers of this era are Sankaracharya, Ramanuja and Madhvacharya. Hinduism withstood the attacks from Buddhism and proliferated.

4. Contemporary Period. Hinduism is a constantly changing phenomenon. With the writing of **Itihasas** (such as Ramayana, and Mahabharata), Shastras and Kavyas it was enriched. Two major divisions- Shaiva and Vaishnava- became more definite, leading to strife.

5. Presently Hinduism has been taking new shapes, with new Swamis and Godmen becoming popular. Hindu fundamentalism (sponsored by various Hindu militant groups) is on the rise in response to the spreading influence of other religions in India. Political power is also sought by parties such as BJP and Shiva Sena whose aim is to re-establish Hindu ideals in the land.

Scriptures

Scriptures are classified under 1. Shrutis, 2. Smritis, 3. Itihasas, 4. Puranas, 5.Aagamas, 6. Darshanas. Other religious books include Kavyas and Shastras.

Shrutis are the four Vedas. They are the most authoritative sources of religion. Each Veda is divided in to 4 parts. They are Samhita, Brahmanaka, Aranyaka, and Upanishad. Rig Veda, consisting of 1017 hymns, is the most ancient. Ten **Upanishads** are the most important out of the 108 existing ones. They serve as concluding parts of the Vedas, hence they are called "Vedanta." It is said that there is no Hindu thought that is not rooted in Upanishads. Some of them are Chandogya, Isa, Katha, Mandaka, Brihada Aranyaka, Aitareya etc.

Smritis mean those that are "remembered. Their teaching is based on Vedas. Manu, Yagnavalkya and Parasara are the sages who wrote Smritis. Smriti is a code of law that regulates individuals, families and societies in their daily conduct, manners and customs in their particular social surroundings.

Itihasas (History) are the two great epics Ramayana and Mahabharata. They contain stories of interest through which fundamental teachings of Hinduism are impressed upon the minds of people. Religion of the Vedas and Smritis is depicted through the noble deeds of great men.

Puranas are written to popularize the religion of Vedas and give them a concrete form by means of myths, stories, legends, lives of saints, kings and Gods. There are 18 Puranas such as Skandha, Markandeya, Siva, Vishnu etc. Among them Bhagavatha and Vishnu Puranas are the most popular.

Darshana literally mean light or vision. Each of the six Darshnas points out a way of looking at the truth. They are highly philosophical.

Kavyas written by ancient Sanskrit poets such as Nishadham, Manusambhavam are also considered as the Hindu scriptures. **Shastras** are the books on science. They are Charaka Samhita (Medicine), Surgery by Shusruta, Astronomy by Aryabhatta and so on.

Bhagavadgita

Gita is set within the epic Mahabharata. It derives its inspiration from Upanishads and counted as one of them. It explains ethics and truth in a positive manner. When the mighty warrior Arjuna wants to gives up war, Bhagawan Krishna teaches him his "Dharma." The main teaching of Gita is that men should do their duty, whatever it is, and do not look for the result. It is called Nishkama Karma. Bhakti Margam is another important teaching. In anything men do, they must do it as an act of Bhakti towards God. Gita also taught that the Soul (Atma) is eternal. It proposed the caste system as being created by God, basing on the Guna (Traits) and Karma (Deeds). Gita also proposes that whenever there is a threat to the Dharma, God becomes incarnate. He destroys the evil forces and rescues the good. There are 18 chapters in Gita. Each chapter is called Yoga. Vishada Yoga, Gnana Yoga, Karma Yoga and Bhakti Yoga are some of them. Gita is one of the most widely read and followed scripture of Hinduism. Some of its slokas are very popular.

Values and Counter values found in Hinduism.

1. Hinduism teaches that God is one (Ekam Sat, Vipra bahudha Vadanthi). But the learned people call Him by various names. God is the ultimate truth. And as we call the one substance by various

names, God also responds, no matter by what name you call. He gets the worship no matter to what form of God you offer your devotion (Pooja). God is both manifest and unmanifest (Obscure)

2. Gita teaches that it is the highest duty of man to do his duty. But each man should perform his duty without any desire for the result (Nishkama Karma).

3. Hinduism teaches love and kindness towards all the life forms. And also towards fellow human beings. Charity is given high value.

4. Guests (Atithi) are to be values and served. Thus hospitality is given high priority.

5. Parents are teachers should be given the same respect as gods (Mathru Devobhava...).

6. Personal devotion to God (Bhakti) is given much importance.

7. Teachings of Hinduism envelop the day to day life, thus it is a very practical religion.

8. Sacrifice is taught and followed as the highest virtue. Non violence is the greatest virtue (Ahimso Paramadharma)

9. The highest virtue in Hinduism is tolerance. Hinduism assimilated many religious philosophies and thoughts over the centuries.

10. The Karma doctrine teaches that, deeds done during the previous existence follow the person into the next.

11. Every one must suffer for the evil done by him. So, a Hindu is inclined to accept failure and difficulties as his fate. This attitude kills the fighting spirit, essential for a dynamic living.

12. A Hindu considers Janani (mother) and Janmabhoomi (Motherland) as equivalents of heaven.

13. The deep rooted superstition in Hinduism is a cause of major concern for modern reformers. It leads to exploitation.

14. Women are given low status. A woman does not have any independent   existence apart from her husband. Cruel practices such as "Sati"are now largely extinct.

15. Caste system has served its purpose in the ancient Indian society. Now it is increasingly being questioned. It is considered to be a basically unjust system, which creates social inequality and discrimination. Untouchability is the ugly side of caste system.

The Gods now being followed in the comtemporary Hindu society are not mentioned in the ancient writings, Thus Hinduism is a continuous stream of consciousness. Rama, Krishna, Venkateswara, Shiva, Ayyappa, Durga (in her various forms) and others are popular Gods. Badarinath, Hardwar, Hrishikesh, Vaishno Devi, Kashi, Puri, Ayodhya, Dwaraka and others in North India, Tirupati, Srisailam, Rameshwaram, Sabarimala, Kanyakumari, Madurai Simhachalam, Vijayawada and others in South India, are well known pilgrimage places.

Some of the popular Hindu festivals are Sankranti, Mahasiva Rathri, Deepavali, Dussera, Vinayaka Chathurthi, and others.

Some of the important saints and modern philosophers include-Sankaracharya, Ramanujacharya, Nimbarka, Vallabhacharya, Krishna Chaitanya, Meera Bai, Tulasi Das, Jaya Deva, Chandi Das, Dayananda Saraswati, Vivekananda, Arabindo, Tagore, Gandhi, M.N. Roy, and Jiddu Krishna Murthy and so on.

2. ISLAM

Surah Al-Fatehah (Chapter 1: The Opening)

1. In the name of Allah, Most Gracious, Most Merciful.

2. Praise be to Allah, the Cherisher and Sustainer of the worlds;

3. Most Gracious, Most Merciful;

4. Master of the Day of Judgment.

5. We worship you alone, and we seek your help.

6. Show us the straight way,

7. The way of those on whom Thou hast bestowed Thy Grace, those whose (portion) is not wrath, and who go not astray.

The word "Islam" means "Submission." Historically Islam is the youngest of all major religions.

Life of Prophet Mohammad

Prophet Muhammad was born in Mecca in 570 AD. in Saudi Arabia. He lost both his parents very early in life. He worked as a shepherd boy during his childhood and later joined a traveling merchants group. He soon earned a good name as an honest and trustworthy person. After a few years he married the owner of the caravan, a rich lady called Khadijah. He started thinking about the nature of God. In the city of Mecca there was a structure known as Kaba (Cube), which was used by all Arab tribes to deposit images of their respective Gods. Judaism and Christianity were already known in those parts of the world. Mohammad was determined to know the truth about God. He consulted learned men of all religions but his hunger for truth was not satisfied. He started contemplating on these matters. Once at the age of 40, when he was meditating in a cave, he saw a great vision of the angel Gabriel from God who commanded him to 'recite.' After this he started receiving the Holy Quran from God at various times. After his death, his followers compiled all those sayings as a book which is now known as Quran.

From that time onwards Prophet Mohammad started preaching to his people that there is one God, master of all. He condemned worship of many Gods. The people of Mecca persecuted him for this. Finally in 622 AD, the Prophet left Mecca with his small band of followers and migrated to Medina. This is officially recognized as the birth of Islam. The people of Mecca tried many times to destroy the prophet and the Muslims. The prophet always fought alongside his followers and was wounded many times. The courage and leadership shown by the prophet during those days were truly exemplary. Later the prophet himself led an army against Mecca and defeated it.

Until his death in 632, the prophet continued to receive revelations from God. He is considered by the Muslims as the most excellent example and role model for them to follow. After the death of the prophet there was a struggle for leadership. Those who followed his son in law Ali are called Shia's, and those who followed the friend of Prophet Mohammad Abu Bakr and now known as Sunnis. Islam spread far and wide very quickly and now it is the world's second largest religion.

World Muslims

Muslims represent between 19.2% and 22% of the world's population. One of every five persons in the world is a Muslim. Not all Muslims are Arabs, Not all Arabs are Muslims. Apart from Saudi Arabia, the birth place of Islam, large number of Muslims are present in India, Pakistan, Indonesia and other countries.

The Basics of Faith

1. Belief in One God (Allah). This is the most fundamental belief of the Muslims. Allah is the creator and master of all mankind. Allah is the Arabic name for God used by Muslims of the world as well as Arab Christians

Say: He is God, the One and Only; God, the Eternal, Absolute; He begets not, nor is He begotten; And there is none like unto Him (The Quran, Ch. 112).

2. Angels. Muslims believe in angels. Angels are invisible and powerful servants of God. Angels fight on the side of Muslims in their wars. Angels bring messages from God.

3. Divine Books. Torah (Old Testament) Zabur (Psalms), Injeel (New Testament Gospel), Quran is the final book which is sufficient for all matters of faith and practice. All the Divine Books as revealed by God to various prophets.

Quran: The Holy Book

Original and intact as given by the Prophet in Arabic after 23 Years of Revelations (610 - 632 C.E.) the Holy Quran contains 114 Chapters; Each chapter (called Surah) have a distinct name. To explain the historic context and verses commentaries are needed. They are Sunnah and Hadith (Approvals, disapprovals of the Prophet). Hadith books are compiled after the death of the Prophet

Quran: Verse 8:61. But if the enemy incline towards peace, do thou (also) incline towards peace, and trust in God: for He is One that hears and knows (all things).

4. Belief in Prophethood. Some of the Prophets are *Adam, Noah, Abraham, Ishmael, Jacob (Israel), Joseph, Benjamin, Moses, Aaron, David, Solomon, John, Jesus, Muhammad (peace be on them)* Mohammad is the last and most excellent one. He is the perfect role model in everything.

5. Life after Death and the **Day of Judgment, Heaven and Hell.** Allah will closely question each human being about his/her actions on Qayamat day. Every one will have to give an account of his life.

Practices (Five pillars of Islam)

1. **Confession**. Every Muslim should confess with his mouth that "God is One and Mohammad is His prophet." This is the most basic of all rituals.

2. **Prayers** (Salah) Five daily prayers from Dawn to Late Evening regulate a Muslim's day. Prayers involve ablution, standing, bowing, prostrating, and sitting postures. Prayers are made facing Kabah (Mecca). Prayers are in Arabic as taught by the Prophet. Additional Prayers are optional. The Friday noon prayer should be made in the local Masjid.

3. **Charity** (Zakat) Every Muslim is required to give 2.5% to the poor on yearly earnings. A Muslim must be a charitable person. Removing a stone from the road is charity. Greeting with a smile is a charity

4. **Fasting** (Ramadan) *O ye who believe! Fasting is prescribed to you as it was prescribed to those before you, that ye may (learn) self-restraint. (The Quran)*

Ramadan is the 9th month in Islamic Lunar calendar. Daily, dawn to sunset Muslims fast for 29/30 days. Muslims read the entire Quran during the month. Eidul-Fitr is the feast at the end of the month.

6. **Pilgrimage (Hajj)** *Pilgrimage* to Mecca once in life time for able Muslims. About 2-3 million Muslims perform Hajj each year from all over the world.

Way of life and values

Food. *O ye who believe! Eat of the good things that We have provided for you, and be grateful to God*, if it is Him ye worship. Meat of animals found dead, blood, the flesh of swine**,** Alcoholic beverages (such as beer and wine) and intoxicants, Meat on which name of God is not invoked at time of slaughtering are forbidden.

Mothers. The Qur'an elevates kindness to parents (especially mothers) to a status second only to the worship of Allah.

Your Lord has decreed that you worship none but Him and that you be kind to parents. Whether one or both of them attain old age in your life, say not to them a word of contempt nor repel them, but address them in terms of honor. (Qur'an 17:23)

And We have enjoined on every human being (to be good) to his/her parents: in travail upon travail did his/her mother bear him/her and in years twain was his/her weaning: (hear the command) "Show gratitude to me and to your parents: to Me is (your final) destiny." (Qur'an 31:14).

Human equality in Islam Prophet Muhammad (Peace be on Him) said: *"No Arab has any superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab. Nor does a white man have any superiority over a black man, or the black man any superiority over the white man. You are all the children of Adam, and Adam was created from clay"*

Justice in Islam

"Do not let your hatred of a people incite you to aggression." (Quran 5:2).

"And do not let ill-will towards any folk incite you so that you swerve from dealing justly. Be just; that is nearest to heedfulness." (Quran 5:8).

'Oh you who believe, stand up firmly for justice, as witnesses to God, even if it be against yourselves, or your parents, or your kin, and whether it be against rich or poor; for God can best protect both.

Repel Evil with Goodness. Nor can goodness and evil be equal. Repel (evil) with what is better: Then will he between whom and thee was hatred become as it were thy friend and intimate!

Those who spend (freely), whether in prosperity, or in adversity; who restrain anger, and pardon (all) men; for God loves those who do good.

Strive for peace and justice for all ! Suicide is a Grave Sin

O ye who believe! Eat not up your property among yourselves in vanities: But let there be amongst you Traffic and trade by mutual good-will: Nor kill (or destroy) yourselves: for verily God has been to you Most Merciful! (Quran, 4:29).

Institutions. Masjid (Mosque) is the place of worship. It also serve as a community place where teachings from Quran are given. Madarasas are schools where scholars learn religious knowledge from Quran. Dargah is a place of worship for some Muslims. It is a tomb of a holy man where Muslims offer requests.

Celebrations. Birth, circumcision, wedding and other occasions are celebrated.

Jihad (Holy War). This is a much misunderstood concept, because of a few terrorist fundamentalist groups, all the Muslims of the world are often misunderstood. Jihad is the war fought by Muslims against their enemies. They believe that death in this war ensures heaven.

Complete dependence on Allah. A Muslim always says "inshah Allah" which means 'if it is the will of God.'

3. CHRISTIANITY

Christianity is an offshoot of Judaism. It is now the largest religion in the world with more than 200 crores. There are 3 main sects namely Catholic, Eastern Orthodox and Protestant. The main idea in Christianity is complete identification with Christ.

Life of Christ

Christ was born 2000 years ago among the Jews. He was born to virgin Mary in the village called Bethlehem near Jerusalem in the present day Israel. His birth is announced by angel Gabriel as being a result of the power of God. He is to be named Jesus (Saviour, because he will save his people from sin and death). Wise men from far off lands came to worship the Christ child. King Herod a cruel despot, who was the ruler of the land at that time, wanted to kill the baby. In this attempt he ordered all the babies below the age of 2 years in the area killed. Joseph to whom Mary was betrothed took Mary and the child to Egypt and stayed there until Herod is dead. They later returned to a town called Nazareth. And Jesus grew up helping Joseph in the family trade of carpentry.

When he was 30, Jesus left home and started traveling all over Palestine teaching about the kingdom of God and need for repentance of sins. He performed many miracles such as raising the dead, giving sight to the blind and so on. He started condemning the religious leaders of his time for their evil ways and for turning the truth of God into a dead ritualistic religion. For this, the religious leaders started plotting his death. The Jews were expecting a 'messiah' who will liberate them from the oppressive rule of the Romans. When Jesus claimed to be the expected messiah and son of god, majority of the Jews rejected him. They blamed him of blasphemy.

Jesus called 12 men to be his disciples. Some of them are Peter, John, James, Mathew, and Thomas. They traveled with Jesus and took part in his preaching and deeds. Thus Jesus preached to the Jews for more than 3 years. Finally the religious leaders arrested Jesus, and forced the Roman Governor to give him death sentence Jesus was crucified on a cross. He died and was buried. On the third day he rose again and appeared to many of his followers. On the 40th day he ascended to heaven. Christians believe that he will come again to judge all men and to take away his Church(those who believe in him as their savior).

Scriptures

The Bible consisting of 2 parts (Old Testament and New Testament) has a total of 66 books. These books are written by 40 authors spread over a period of 1600 years. In spite of this all the 66 books point out the same thing- i.e. the coming of Christ to die as a sacrificial lamb for the sins of mankind. "Sermon on the mount" found in the book of Mathew is one of the most excellent teachings ever. The Ten commandments, part of the law given to the people of Israel through the prophet Moses is the basis of moral and legal principles followed all over the world. The following are some of the commandments

1. There is no other God than the true God, worshipping of idols is a sin
2. Honor your father and mother
3. Do not kill
4. Do not commit adultery
5. Do not steal
6. Do not bear false witness
7. Do not covet

Christianity aims at an inner change of heart and rejects outward show of religion. It emphasizes a personal relationship with God. Christ taught that God is our father and all those who believe in him can approach him in prayer talking freely to him. Christians believe that all humans sinned and needed a savior. Those who believe in Jesus experience forgiveness and salvation. All those who believe in God come together every Sunday to worship God together. This is the Church which promotes the idea of all the Christians being one body with Christ as the head.

Values found in Christianity

1. Love and charity are given importance. Christians are famous worldwide for their sacrificial service activities.
2. There is a strong sense of togetherness and brotherhood expressed in weekly meetings in Chrches
3. High level of morality and proper way of life is emphasized. Holiness is a commandment from God to be strictly followed.
4. Christians believe in life after death, and all will have to stand for judgment. This is a strong motivation for clean living and obedience to God.

PERSONALITY

1. TIME MANAGEMENT

Although all people have different talents, skills and personalities, each has exactly the same amount of time. Effective people know the importance of learning to use that time wisely. A prominent time management consultant, R. Alex Mackenzie, writes, "Time is the scarcest resource. Unless it is managed, nothing else can be managed." Time, unlike water, timber, and coal, cannot be saved for a rainy day, or accumulated like raw materials. People turn machines on and off. They replace workers. Time continues its march at a fixed rate of sixty minutes each hour, twenty-four hours each day. Time, unlike other resources, can neither be turned on or off nor be replaced. In spite of its preciousness and vast potential, people waste time so thoughtlessly. Do you love life? Then do not squander time, for that's the stuff life is made of.

Self Assessment

Before people can plan for better time management, they must decide what results they want, or what goals they want to accomplish. They must have realistic goals for effective time management. They do this by taking stock of their personal strengths and weaknesses, character traits, values, interests and abilities. This exercise helps you to examine your personal characteristics and to use them as a framework for self-assessment. Take a sheet of paper and write the answers to each question.

Physical: Do I have good health? A high energy level? Do I usually feel okay about the way I look? Am I so self-conscious of my physical appearance that it prevents my doing what I would like to do? Do I consider my age an asset or a liability in the things I most want for myself?

Emotional: Are my emotions on an even keel? Do my mood swings get in the way of what I want to accomplish in life? Do anxiety, worry, and fear

sometimes cripple my efforts? Do I live with depression much of the time? Am I generally buoyant and optimistic? Do I enjoy occasional arguments and conflict? Do I go out of my way to avoid conflict?

Intellectual: Do I have the education that will help me to get what I want out of my work? Is reading a pleasure or a pain? Expressing my ideas? What about writing? Is my thinking theoretical (abstract) or practical? Rigid or flexible?

Social: Am I self-confident or shy in social situations? Do I accept people easily? Do people usually trust me? Do I feel the need to control other people or to make them dependent on me? Do I enjoy competition?

When you have completed this exercise, read it through one more time. This exercise will help you catch a picture of yourself.

Setting Priorities

The first step in good time-management means setting priorities. Doing this requires an awareness of the things that have to be done. Serious-minded people prepare a list of things they must do and prioritize those items. They decide the items to do first and those that can wait. Next, they consider how to achieve them.

Once they have prepared a comprehensive list of everything they need to do, they review it carefully and identify the most urgent tasks. These, of course, receive highest priority. The whole purpose for list making is to be certain that they consider all projects and give the highest priority to the most important.

Setting priorities is no easy task because it requires a balance between

- Urgency
- importance
- relationship to other tasks
- time required to finish
- human relationships

The priority grid can help you in learning this skill. It shows how people can handle different types of tasks, assignments, meetings, and commitments, depending on their relative urgency and importance. For example:

1. Low urgency/low importance. They can be postponed, ignored, avoided completely, or shift them to someone else.

2. Low urgency/high importance. They can handle them or delegate them to an efficient man so that you can spend time solving more urgent problems.

3. High urgency/ low importance. You should probably handle these items if you have time available. Otherwise, delegate to others.

4. High urgency/high importance. You should definitely handle these matters.

   (Give examples for all this from daily life).

The Pareto Time Principle

This rule states that 80 percent of the value of a group of items generally concentrates in only 20 percent of them. This interesting principle validates itself time and again. For example:

- 80 percent of all telephone calls come from 20 percent of the callers.

- 80 percent of meals ordered in restaurants come from 20 percent of the menu items.

- 80 percent of the radio and television audience select only 20 percent of all programs.

- 80 percent of the sales of a clock-making company come from 20 percent of the models.

In time-management, it means that 80 percent of results come because people complete 20 percent of their tasks. For example, if a person keeps a daily things-do-today list of ten items, he can expect to be eighty percent effective by successfully completing only the two most important tasks.

Things to-do-Today List

Most people realize the value of a "things-to-today" list, and many have used this idea when faced with unusual projects. Parents, for instance, planning their daughter's wedding usually make such lists as reminders to do.

Everyone who has used such a list knows that is works. They can see what they have to do and cross off each completed item. When people have a lot of things to do, they can save themselves time and energy by writing items down rather than relying on their memories.

A, B, C Priorites

The simplest system for setting priorities is to rank tasks by the order of importance on the things-to-do list. Another way labels by each items as A. B or C. These labels mean:

A - High importance or value. B – Moderate importance or value. C – Low importance or value

People who use this system get maximum results out of their time because they complete the A's first and save the B's and C's for later. Taking account of the time of the day and the urgency of the tasks, some break the lists down further so that A tasks become A-1, A-2 and A-3. They do the same thing under B and C. Most important, they concentrate on A tasks, the priority items.

Time Wasters

Time-management experts ask their clients draw up a list of their major time wasters. Once listed, they rank them in order of the amount of time consumes. Some focused on problems rather than on opportunities for improvement. Here are some time wasters people mention:

- Procrastination or laziness
- too much talking or socializing
- attempting too much at once
- failure to delegate
- unnecessary meetings
- constant flow of visitors
- Telephone interruptions.

Once they have drawn up their list, they study it closely and ask themselves:

- "Which major time-wasters do I cause?"

- "Which are caused by other people?"
- "Which ones can I avoid or control better?"

By answering these questions carefully, they begin to realize that they are responsible for both their major time-wasters and for finding solutions to their time problems. What's more, they also realize that managing themselves is essential to managing their time. Most people blame others for their poor use of time. They grumble about outside causes and events. However, they themselves have the most control over each of their days' hours. Personal ineffectiveness is a difficult truth to acknowledge and the insight often brings pain. Yet it is an insight they must grasp if they want to overcome time-wasting habits.

People frequently ask, "Where has the time gone?" Time does not go anywhere. It simply passes at the rate it always has, while people achieve far less than they would like. It would be better if they asked themselves, "How could I have planned so poorly and left so much to be done in so little time? "When people undergo a thorough time analysis, they discover that the we generate the most time wasting in such things as:

- Making excuses or explaining past failures.
- Lack of self-discipline that result in lack of planning and of priorities and sometimes over-commitments.
- Indecisiveness that leads to procrastination and inefficient shifting from one task to another.
- Perfectionism that makes people work on projects long after they reach the point of diminishing returns.
- Impatience with detail and responding to the urgent that results in undue haste, frequent mistakes, and management by crisis.
- Negative emotions such as hostility, frustration, and worry, that interfere with good judgment and divert energy better spent in getting things done.
- Excessive tension that disrupts thought processes and interferes with accomplishment, sometimes producing physical and mental fatigue, thereby shortening the time left for productive work.
- Insecurity that makes leaders unduly defensive.

2. GOAL SETTING FOR LIFE

Effective people are proactive and future-oriented. They have escaped from the purely reactive or past-oriented mode of living. They do not wait for things to happen to them. They take charge. They do not spend great portions of time responding to unanticipated events not of their own making. They find ways to anticipate future events and influence them in advance.

People who get what they aim for, because they

- have clear goals

- develop plans and schedules for achieving goals

- assume personal responsibility for implementing and following these plans and schedules

- Persevere in the face of setbacks.

WHY SET GOALS

The old saying, "If you don't know where you are going, any road will take you there," negatively captures the rationale for establishing life goals. Here are important reasons why effective people set goals.

1. Goals give direction in life

People without goals are going to drift and get nowhere. Let's see how this works by analogy. When people go out in a sailboat, they cannot always go the direction the wind blows. Even so, they select their destination and start sailing toward that destination. They set their sails and the wind does the work. It make no difference whether the wind is against them or behind them, they use the wind to reach their destination. Goals give life a sense of purpose and a set of guidelines for living. If people are inconsistent in what they do, it won't make sense and others won't trust them because of their inconsistency. They often feel alone and misunderstood. Having a sense of purpose provides stability when problems, even major ones, erupt. Life goals act as the solid "anchor points" when everything else becomes "a tower of sand."

2. Goals promote enthusiasm

Inherent in any goal setting is some level of effort required to achieve it. Goals range from the ridiculously easy to impossible daydreams. Individuals who pursue challenging but achievable goals are more enthusiastic and motivated to work toward those goals than people pursuing either the too-easy or the too-difficult goals.

Effective people say that they find excitement in having goals and actually visualize themselves moving toward them. When people know the kind of goals they want, they can decisively take actions that lead into that future. Goals guide them where to put their energies and help them to operate more effectively and enthusiastically.

3. Goals give a results-orientation

Goals make people concerned about accomplishment and progress. Goals help them focus on results and take the emphasis off activity. What really matters is not how much people do (activity), but how much they get done (results).

Goal-setting emphasizes results rather than only emphasizing means. Once people state specific time-phased, measurable goals, it

- Helps them to evaluate their performance and progress.

- Enables them to see how far they have come.

- Helps them take responsibility for their own lives and their actions.

- Brings about the highest probability of accomplishment, self-satisfaction, and joy.

- Generates energy and rewards.

PERSONAL SUCCESS PLANS

To be successful, individuals must set goals and work toward them. If they achieve self-set goals, they are successful. Success comes in many forms and each person must decide what success means to him or her. To be consistently successful, people must develop a history of success. They form the habit of successfully achieving short-term goals. That habit caries over to the achievement of life goals.

By setting life goals early, people give themselves time to develop the knowledge, attitudes, and skills necessary to achieve the goals. Many people set unrealistic goals and become discouraged when they don't achieve. Or, with realistic goals, they don't achieve because of time. They expect to achieve their goals too quickly and not allow time to learn the skills or knowledge necessary to achieve their goals. That's just one reason for people to establish their life goals early.

Once people establish their life goals, they can break them down into smaller steps. One by one they can achieve these small steps and get closer to their ultimate life goals.

1. Crystallize your thinking

Success-oriented people determine what specific goals they want to achieve. Then they dedicate themselves to reaching them with unswerving singleness of purpose and the trenchant zeal of a crusader.

2. Develop a plan

They work out a plan to achieve their goals along with a deadline for their attainment. They plan their projects carefully – hour by hour, day by day, month by month. They organize activity and maintain enthusiasm.

3. Develop a sincere desire

Successful people know that a burning desire is the greatest motivator of every human action. The desire for success implants success consciousness which in turn creates vigorous and ever-increasing habits of success.

4. Develop supreme self-confidence

The success-oriented enter every activity without giving mental recognition to the possibility of defeat. They concentrate on their strengths instead of weaknesses, on their powers instead of their problems.

5. Develop a dogged determination to follow through

Once future-oriented people go into action, they keep to their plan regardless of obstacles, criticism and circumstanced. They construct their determination with sustained effort, controlled attention, and concentrated energy.

Opportunities never come to those who wait. They are captured by those who dare to attack.

The following are the major areas in everyone's life: spiritual, mental, physical, family, social, professional/business/financial, personal interests, and recreational. One way to visualize these areas is to use the Wheel of Life concept, divided into eight general areas of living.(teacher draw the wheel of life on black board)

We all know people who spend disproportionate amounts of time in one sector at the expense of others. Some people spend most of their time and energy on educational goals. Others pursue public activities on nearly full-time basis and neglect their family, health, and spiritual life. Such lopsided living creates a variety of human problems.

To help yourself live a balanced life and to set balanced goals, write your goals for each sector in the Wheel of Life:

Spiritual Goals: Do I spend time in prayer and mediation? Is my spiritual life balanced? What do I do for my own spiritual growth?

Educational Goals: Do I have a daily time for reading and study? Do I keep myself up-to-date in my college work?

Health Goals: Do I have a personal fitness program? Do I get as much exercise as I need? Do I have a regularly scheduled medical check-up? Do I know the warning signs of mental fatigue and emotional stress? Do I know how to respond intelligently to these warning signs?

Family Goals: Do I plan time to be with my family? Do I plan time for family recreation? Do I have a realistic operating budget for the family? Have I adequately planned for the future?

Social Goals: In what ways am I helping others? Do I share my knowledge and skills with others?

Personal Interests: What hobbies do I have? Do I subscribe to magazines or periodicals? If so, do I actually read them?

Recreational Goals: Do I plan adequately for relaxation and recreation? Do I enjoy and have fun in my personal and family recreation? Do I take regular sessions of relaxation? What pleases me most about my life? If I had to live my life all over again, what would I want to do differently? What would I like to do with the rest of my life?

In selecting your life goals, do not underestimate your abilities. Set your targets high. Make your aim in life something that will call for the fullest use of your abilities, courage, and perseverance. You will need these

qualities for any goal really worth achieving. By following the exercises and guidelines, you can learn to make full use of your talents and to bring into play the hidden powers of your mind and will.

How to Write Goals or Performance Objectives

Prioritize **Your Short-term Goals** to achieve **Your Life Goals**. If your life goals require you to fulfill a number of objectives or short-term goals, each of which brings you closer to your life goals, those objectives or short-term goals should be prioritized so that you can concentrate on the most useful or the most helpful at any given time.

S M A R T Goals. Your goal statement must express your goals clearly. It is good to remember the word SMART. It stands for Specific, Measurable, Achievable, Realistic, and Time bound.

1. Start the goal statement with an infinitive

A goal is not a "good resolution." Goals are action-oriented. The infinitive in English begins with the word "to." To lead…, To own…,To write….To achieve… and so on

2. State clearly what you want to achieve

A goal states what a person will do, by planned action mentioning time and the nature of result to be achieved.

3. Be as specific as possible

Make the goal measurable. To achieve a goal, people need to know precisely what they want. It's not enough to want to improve, they must specify how much and in what area they will improve. Instead of saying "To get good marks", they specify what they will do and how much. The easiest way to make a goal measurable is to put numbers in the goal statement or to determine a specific standard of performance. Vague goals such as, "I would like to become a better person this year" is not a proper goal statement.

4. Make the goal realistic

Sometimes people set goals they cannot achieve. Goals must be practical and possible. The potential resources of the person in terms of, time, and finances are the limits within which people set goals. In the case of personal goals, people need to move away form setting unrealistic goals they cannot reasonably expect to achieve.

5. Make goals challenging

Too-idealistic goals lead to frustration. Too-easily reached goals fail to create enthusiasm. Challenging goals demand improvement on present performances. People need goals that challenge, have meaning, and are significant enough to require them to learn something or to improve their skills in the process of achieving them. Challenging goals require that people become more effective than they have been in the past.

6. Set the date - make your goals time bound

Undated goals usually remain unattained. Termination dates force people into action, to get things done for self-development of the good of the organization. That's the whole purpose of goal setting! They must set specific time periods rather than randomly direct their energies toward some vague point in the future. If they set a time limit of one month or one year on the goal, this places a constraint on them. They know that they must take action to achieve the goal within the established time period. If they have no time target, how will they measure their progress?

7. Write the goals

Goals not written get forgotten. Without written reminders, most people forget to "do it today" or to "try a little harder." Writing it down commits people, and they are more likely be achieve a goal they have written out than one they only think about.

3. HABITS OF EFFECTIVE PEOPLE – PROACTIVE

Who am I?

I am your constant companion. I am your greatest helper or heaviest burden !

I will push you onward or drag you down to failure. I am completely at your command. You can entrust me half of the things you do. and I will be able to do them quickly and correctly for you. I am easily managed. You just have to be firm with me. Show me exactly how you want something to be done and after a few lessons I will do it automatically. I am not a machine, but I work with the precision of a machine and intelligence of a human. You may run me for profit or run me for your ruin. - it makes no difference to me. Take me, train me and be firm with me. And I will place the world at your feet. Be easy with me and I will destroy you.

I am Habit!

Sow a thought, Reap an act. Sow an act, Reap a habit. Sow a habit, Reap a Character. Sow a character, Reap a destiny.

Seven Habits of Effective People

1.   Be Proactive
2.   Begin with an end in mind (Goal Setting)
3.   Put first things first (Prioritize)
4.   Relationship Bank account (Interpersonal Relations)
5.   Think win win
6.   Seek first to understand and then be understood (Communication)
7.   Synergize.

What exactly are habits? Some are good such as Exercising, Planning ahead, Showing respect to others. Some are bad- Thinking negatively, Feeling inferior, Smoking. Some really does not matter- Eg. Reading news paper from back to front, Sleeping without a pillow, Writing with left hand etc.

Habit 1- BE PROACTIVE

It is the key to the other 6 habits. Proactive means feeling " I am the force, I am the Captain of my own life, I can choose my attitude, I am responsible for my own happiness or unhappiness, and I am in the driver 's seat of my life, not in the passenger's seat." Proactive people take initiative. They decide for themselves. They create opportunities and do things without any one telling them to do.

There are two types of people- Proactive and Reactive. A reactive person spend all his life responding to words and actions of others. He feels happy when people praise him or be kind to him. He feels miserable when others scold him are harm him. He does things because he is forced to do them. When he fails he is dejected saying "that is what I am." He can't choose anything on his own.

Reactive language	Proactive language
I will try	I will do it
That is what I am	I can improve
There is nothing I can do	Let us look at all options
I have to	I chose to
I can't!	here should be a way
You ruined my day!	I am not going to let you spoil my day

Reactive People are- Easily offended, Blame others, Get angry and say things hey will regret later, Whine and complain, Wait for things to happen to them, change only when they have to. For example someone says something to offend them. That spoils their moods. They don't do anything for the rest of the day. If it is raining, they do not do, what they wanted to and blame it on the rain.

Proactive people are- Not easily offended. Take responsibility of their choices.Think before they act. Bounce back when something bad happens. Always find a way to make things happen. Focus on things that are possible, and don't worry about things they can not change. Whether I fail or succeed shall be no man's doing, but my own. I am the force. They anticipate change and make adjustments before hand. If they happen to fail, they take responsibility and accept it. They try again.

Proactive people take initiative and make it happen. They don't wait for something to happen. They think about solutions, not the problems. They

act. They do not wait for some one to act upon them. The following are the characteristics of a proactive person.

1. **Self awareness.** He is able to stand apart from himself and observe his thoughts and actions. Look critically at him and evaluate.

2. **Conscience.** He can listen to his inner voice to know right from wrong. He pays attention to his conscience.

3. **Imagination.** He can see new possibilities. He takes new situations as opportunities.

4. **Will Power.** He has the control and power to choose what he wants to do.

Observe how many times in a day you are saying - "…I can't; "…I have to" "…You make me feel…" Do something today that you wanted to do for a long time, but never dared to do. For example, walk and introduce yourself to someone new. If you get into a fight be the first one to apologize. There are certain things you can control and change. There are others you can't control.

Identify your circle of control. Stop worrying about things that are outside your circle of control. Use your self awareness and ask "What is my most unhealthy habit?" Make up your mind to do something about it. Think of new way to improve and excel. Consult others. Get out of the path everybody is taking.

You have the power to make your own destiny. Practice to be PROACTIVE!

Think of some great people who are proactive. Gandhi believed that India can be free. Abdul Kalaam comes from a very humble background. A physically challenged person need not remain at the bottom. A girl should never loose her self respect in a predominantly male oriented society. Grab or create opportunities. Get out of the routine way of thinking. Be proactive.

4. SELF ESTEEM

Concept of self

It is overall image of or awareness we have about our selves. It exerts a vast influence on our capabilities, and failures. It has four components. **Body image** is the awareness of the person about his own body and how he feels about it. **Self image** is how the person sees himself, his opinion about what he is. This is made up of many views we have picked up as we are growing. It is mostly influenced by the way we are seen and treated by "Significant others." **Ideal self** is what the person thinks he should be. This includes the aspirations, moral ideals and values. Social self is what the person thinks about how others think about him.

Self confidence grows out of self discovery and self acceptence. It is the sign of maturity and it is needed for a well adjusted life. It leads to healthy personal relations with others. On the other hand those who are not sure of themselves tend to build defensive walls around themselves and remain self centered. This may further result in stubbornness (will not accept correction, will not change, will not admit mistakes and so on), self centeredness (self pity, not willing to praise others, critical spirit), excessive need for praise from others (boasting, seeking honors, day dreaming, need for popularity), jealousy, resentment, unwillingness to forgive, and gossiping.

Self-esteem is a measure of self worth and importance. Many people fail to realize their potentialities due to low self worth. High self-esteem is essential to know how beautiful life is and how strong and worthy we are. A person with high self-esteem is the one who know his talents and abilities and moves with confidence in himself and others.

Self-esteem is a personality characteristic that develops in early childhood. It is shaped basing on how a child's feelings are respected, valued and recognized. When a child does something out of his own initiative (something like drawing a picture), his family members tend to laugh at it, thereby sending a negative signal. If a child is ridiculed and insulted constantly, he grows up with low self esteem. It is a trait that can be strengthened at any time in life. Especially when a child is encouraged and recognized, he acquires high self-esteem. Each clumsy attempt made by the child needs to be appreciated and encouraged. That will contribute

to a pattern of high self esteem in individuals. Casual statements like "you are good for nothing," "you will never improve," "I have never seen a stupid boy like you" makes the child grow into a timid person of low self esteem.

Self-esteem is very essential for a person to be successful in life and in interpersonal relationships. A man with strong self-esteem feels happy and comfortable with oneself and with others. He is confident, dynamic, appreciative, achievement oriented, and appreciated by others. A person with high or low self-esteem can be readily detected by his personality trait.

It is an "I am OK and you are OK" attitude.

Here are some of the qualities of people with high self-esteem and people with low self-esteem.

High self esteem	Low self esteem
Optimistic	Pessimistic
Helpful	Selfish
Accept criticism	Get offended at criticism
Give compliments	Always find faults
Take responsibility	Shift blame on others
Well motivated	Lack motivation and drive
Set goal	Drift
Sensitive and caring	No concern for others
Respect others	Snub
Discuss and share	Autocratic/argue
Willing to accept ideas	Know all' attitude
Disciplined	Shabby
Humble	Arrogant
Respect authority	Rebellious
Assertive	Aggressive
Discuss ideas	Discuss people
Confident	Confused
Open minded	Secretive
Have self worth and pride	Lack pride
Consult and agree	Impose ideas on others
Enjoy decency	Enjoy vulgarity

Others easily accept persons with high self-esteem as leaders. We see many people boast and argue and try to dominate. They act aggressive and seek to control others. Some people try to show their strength on people who cannot defend themselves. Some people make others wait in order to show themselves to be busy. KCR the TRS leader challenged his opponents that he will resign his MP status and contest elections again, just to prove that the people really want separate Telangana state. Another elderly leader started saying that KCR is a 'brat' and that he helped KCR many times in critical situations and so on. Here, we clearly see that one person has proposed and idea. The other is discussing the personal shortcomings of his opponent.

A person with high self-esteem always appreciates merit in others, through words, facial expressions and actions. He confidently acknowledges help he received from others. When we treat others with dignity, respect and love, our own self-respect grows.

What are the marks of a person with low Self Esteem? Insecurity, Closed to Others, Poor Decision Maker, Anxious, Fear of Intimacy, Not able to have fun, Black and White Thinker, Poor Anger Control, High Need for Approval, Lots of Guilt, Lots of Depression

What Contributes to Low Self-Esteem? Dysfunctional Environments, Bad relationships, Codependent, Disability, Non -supportive school, work, Abused, Conditional acceptance and love.

What is Healthy Self-Esteem?

- Sense of Productivity

- Sense of Autonomy

- Sense of Uniqueness

- Altruistic

- Leadership Ability

- Sense of Competence

- Self-Confidence

- Healthy Self-Concept

- Independent Thinker

- Self-Accepting and Loving

- Good Decision Maker

Develop a healthy sense of self-esteem.

5. INTERPERSONAL RELATIONS

What are more important ? Properties or proper ties? Some people live life only for themselves. They end up lonely and disillusioned and emotionally destitute. Man is a social animal. Happiness when shared, is doubled. Grief when shared, is reduced to half. Good inter personal relations begin at home. A closely knit family produces individuals efficient in building up healthy relationships with others. When parents are too occupied with their career and earning, tend to ignore the children. They provide what the children want, but fail to give what they need- love, warmth, time together and fun. When the children grow up, they go in search of their own life and career and ignore the parents in their old age.

True happiness lies in making and holding friends. A set of values are required to maintain good inter personal relations. They are, loyalty, dutifulness, patience, courtesy, thankfulness, tolerance and so on. All relationships require mutual trust, good listening skills, a healthy sense of humor, and recognizing others as people of worth and value. Individualism, independence, irresponsible behavior, bad habits, dominating behavior, unhealthy competition, discrimination basing on caste, class or religion.

Martin Luther King said, "Life's most urgent question is- what are you doing for others?" Imagine a relationship bank account. Each of us has this account with every one of the people we know. When you smile and say hello to some one you have a relationship bank account with that person. Every time you ignore or offend him, you are drawing from that account and making it empty. And every time you help or be kind to that person, you are depositing in the account. Just a small word of appreciation, even a shy smile from far away is enough to strengthen that relationship. We can list six principles to keep good interpersonal relations.

Keep promises. Promises easily made are easily broken. Think carefully before giving your word. Once you give your word, never break it. Keeping small promises build trust between two people. Breaking promises makes

it difficult for people to believe in whatever you say, thus leading to lack of trust.

Do small acts of kindness. When you are really feeling low, suddenly someone comes up with a nice word, take you out for coffee. You feel a lot better. Very small things such as a smile, a hello or a small note of encouragement makes you feel great. You see an old lady trying to cross a busy road and help her across. All these things foster good interpersonal relations. You don't have to go out of your way to do these small acts of kindness. Just give a phone call to a class mate who was absent to the class that day, to find out if anything is wrong. Treat others as you would like them to treat you. If you have something nice to say to someone, just go ahead and say it.

Be loyal. Gossiping about friends is certain to hurt good relations. A good friend is one who stands by you in happiness and sorrow. Sweet talking when the person is with you and saying damaging things when he is absent is not a good habit. Keeping secrets, avoiding gossip, standing for others in times of difficulty are the marks of loyalty towards people who trust you. It is a good way of maintaining relationships.

Listen. Listening heals wounds. People need others to listen to them. Good listening style creates fabulous friendship. When you keep on talking about yourself people loose interest in you. Some people pretend to be listening. Some listen selectively and others practice self-centered listening. People love a good sympathetic listener.

Sorry, Please and Thank you. These three magic words are a good formula for good interpersonal relationship. Using these words tells others that you respect, and appreciate them. A sincere word of apology goes a long way to heal a relationship.

Set Clear Expectations To develop trust, it is very important that you do not send wrong signal about what you can do and what you can't. Telling everything at the very beginning is far healthier than subjecting others to disappointments, because they expected something else from you, and you could not give it to them.

6. SUBSTANCE ABUSE

Substance abuse is a comprehensive term which include abuse of the three substances - 1.Tobacco, 2. Alcohol and 3. Drugs.

A person is said to be involved with substance abuse if he uses these substances without medical prescription for non medical purposes. The primary character of substance abuse is that it is **addictive**. As the addiction progresses the higher dosage is needed. The addiction in many cases is terminal (leading to death). Most of these substances are prescribed for the treatment of diseases and other medical purposes.

Addiction is an uncontrollable compulsion to repeat a behavior regardless of its negative consequences. A person who is addicted is sometimes called an addict. Many drugs or behaviors can cause a pattern of conditions recognized as addiction, which include a **craving** for more of the drug or behavior, increased physiological **tolerance** to exposure, and **withdrawal** symptoms in the absence of the stimulus. Most drugs and behaviors that directly provide either pleasure or relief from pain pose a risk of dependency. Addictions can also be formed due to opponent process reactions.

Tobacco contains a substance called nicotine, a stimulant, which raises the activity of the central nervous system. Tobacco smoke contains carbon monoxide and substances called tars. The chemicals that make up the tars can cause lung cancer. The most common form of tobacco intake is cigarettes, cigars, snuff, chewing, Gutkha, Pan Masala and so on. Tobacco affects the respiratory system, causing the lungs to loose capacity to function. Tobacco is called the gate way to substance abuse, smoking very often lead to higher forms of addictions.

Alcohol. This term is used to refer to such beverages as beer, wine, and spirits. The various types of alcohol are Methanol, Ethanol ((the alcohol found in alcoholic beverages), propanol and so on. The alcoholic drinks are of two types. They are fermented drinks (contains 5%or less to 20% ethyl alcohol, for example Beer and wine) and distilled drinks (also called spirits containing 12% to 55% alcohol, for example, vodka, brandy, rum, whisky). The countries with highest consumption of all types of alcohol are Germany and Denmark. Many preparations contain low doses of alcohol (For example, the cough syrups that is used for babies, soft drinks,

etc.). Alcohol depresses or slows down the activity of the nervous system, thus producing a relaxing effect; however excessive drinking can cause intoxication and may lead to alcoholism. Intoxicated people may loose self control, and experience mental confusions (hallucinations). Alcohol is broken down into smaller molecules by the liver. The chemical reaction releases toxic agents. This leads to gradual cirrhosis of liver (hardening and death of the liver cells).

In many western nations alcoholism is the third major health hazard after heart disease and cancer. Two thirds of all alcoholics are men, but the effects of alcoholism are more severe among women. Alcoholics Anonymous (A.A) is a world wide organization of men and women who help each other solve their common problem.

Drugs. Drug abuse is the non medical use of a drug that interferes with a healthy and productive life. Drug addiction is a menace among the college campuses in cities.

Prescription drugs which can only be obtained legally include tranquilizers, barbiturates, stimulants, and analgesics (pain relievers). Steroids can cause aggressive behavior and liver damage.

Illegal drugs. Their possession and sale are forbidden by law. They are -

Cocaine is prepared from the leaves of Coca**.** Users eat, sniff the powered form of the drug, or inject solution**.** Crack is a crystalline form of cocaine. This is absorbed more rapidly by the body. It is highly addictive. Ecstasy is a hallucinogenic drug. It is swallowed in the form of tablet or capsule. It can permanently damage brain cells. Marijuana s also a plant product. Dried leaves are smoked. The thick resin of the plant is called Hashish. It is eaten or smoked. Heroin is made from the dried sap of the poppy plant. It contains a potent narcotic called morphine. Designer drugs are manufactured in laboratories. Usually they are of poor quality and highly dangerous.

Six Types of Psychoactive Substances

1. **Narcotics**. Lower perception of pain. Include Opium, Morphine, Codeine, Oxycodone and Heroin. Effects are Irregular heart beat and blood pressure, Impotence, collapsed veins, Blood clots, Hepatitis/AIDS/other infections, Respiratory depression/cardiac arrest/coma/death, skin ulceration, anxiety, violent behavior, delusions, multiple cancers.

2. **Stimulants**. Speed the action of Central Nervous System. They are: Cocaine, - Methylphenidate, Amphetamines, Ecstasy, and Ephedrine. Nicotine is a specific type of stimulant.

3. **Depressants**. They relax and slow down the Central Nervous System. They are- Alcohol, Chloral Hydrates, Barbiturates, and Rohypnol etc.

4. **Hallucinogens**. They affect serotonin levels and cause flash backs. They include: LSD, Psilocybin, PCP, Mescaline (Peyote), Ketamine.

5. **Inhalants**. Inhalants are substances that give off fumes, inhaled for their intoxicating effect. These fumes take the place of oxygen in the lungs. The reduced flow of oxygen to the brain creates intoxication, causing delirium, lung and brain damage, and coma. Three main categories: Nitrites (butyl or amyl), Anesthetics (nitrous oxide, halothane, ether), Solvents, paints, sprays and fuels, Nitrites, They relax the smooth muscles.

6. **Anesthetics**. Relax muscles, diminish pain, and lower breathing and heart rate.

7. **Cannabis**. Alters mood and perception of reality. Includes: Marijuana, THC, Marinol, Hash/hash oil.

THE CONTINUUM OF USE

Experimental – user tries drug out of curiosity

Recreational – use is infrequent but the user seeks out the drug

Habituation - use becomes a definite pattern.

Abuse – use continues in spite of impaired functioning.

Dependence /Addiction– use increases with continued use in spite of impaired functioning.

Signs and Symptoms of Abuse

Physical Signs. Change in appetite/eating habits. Unexpected weight loss or gain, Ataxia; lack of coordination, Insomnia; awake at strange times; lethargy, Red, watery eyes; dilated/constricted pupils; blank stare,

Cold, sweaty palms, Puffy, flushed, or pale face, Smell of alcohol or drugs on breath, body, or clothes, Extreme hyperactivity/talkativeness, Rhinorrhea; hacking cough, Needle marks on lower arms or legs, or on the bottom of the feet, Nausea; vomiting; diaphoresis, tremors of hands, feet, or head, Arrhythmia.

Behavioral Signs. Change in overall attitude/personality, Changes in friends, Changes in activities/hobbies, Drop in grades at school/performance at work; skips/late for work/school. Changes in habits at home, Difficulty paying attention; forgetfulness, An "I don't care" attitude, Sudden over-sensitivity, temper tantrums, or resentful behavior , irritability/nervousness, Silliness/giddiness, Paranoia, Excessive need for privacy; unreachable, Secretive/suspicious behavior, Car accidents, Chronic dishonesty, Unexplained need for money; stealing money/items, Change in personal grooming habits, Possession of drug paraphernalia.

Recovery. Addiction does not have to be the last point on the spectrum. Many people enter recovery, Recovery means that the substance abuser is not using drugs, Relapse is a normal part of recovery.

Relapse. Normal, predictable part of the recovery process, Not all relapses are the same, Relapse can occur at any time.

Reasons for Substance Abuse

Availability is often the most common reason. Most people make the first use of these substances out of curiosity and thrill simply because they are available. Some start using them as a mark of rebellion. Many young people find it difficult to resist peer group pressure. There are many myths surrounding the substances. Many believe that smoking enhances creativity. People take alcohol in order to forget their troubles and handle stress. Substance abuse is considered fashionable. Wrong media influences and choosing of faulty role models lead to the abuse. Once people start using the substances, they continue the practice because they become dependent on the drug.

Effects on the individual. Alcohol can damage the liver, brain and heart. Cocaine can cause high blood pressure leading to a burst vessel in the brain causing a stroke. Sharing needles among the drug addicts can lead to AIDS. Constant drug use leads to malnutrition. Overdose of any drug can cause death. Substances affect the total person. Individuals turn to crime to meet the increasing expenses of the habit. Continuing use may cause personality changes. The individual may become hyperactive or withdrawn, restless or talkative. Employees may resort to stealing or indiscriminate borrowing. In pregnant women drug intake is harmful to the growing embryo.

Effect on family and society. The money for the substance comes from the family budget, thereby robbing the family of the quality of life. Wife beating, and marital discontent results, Often the woman of the house is forced to start earning for the upkeep of the family, some through prostitution. The children thus deprived of the parental care run away and turn into delinquents and street children. Drug users working in industries, transportation and so on, endanger the lives of the public and co workers.

Substance abuse is entirely a matter of personal value. In a society where substances are easily available, where it is an accepted norm for men and women to take these substances, it is matter of moral courage and determination to decide to stay away.

PART - II

SOCIAL ANALYSIS

The task of social analysis is to throw light on the processes and mechanisms which shape our society.

Definition

Social analysis means a systematic and scientific study of the socioeconomic, political and meaning systems in society and their inter connections. Social analysis is a process through which one obtains a complete picture of social situation of which we are part and which we want to transform. In order to hit at the root of underdevelopment and injustice, it is necessary to engage in a scientific analysis of our society. Social analysis has to be an ongoing process as the situation keeps changing.

Principles of Social analysis

The **first principle** is to approach social reality as to totally, be it the village, or the nation. No social element can be explained by itself, it has always to be situated within the whole.

The **second principle** is the need to discover what is not directly visible in society. For example, caste may not be seen openly in urban society; every one knows that it exists. It is a social structure which influences social behaviours very strongly, through rules, organizations and hierarchy of authority.

The **third principle** is that social facts do not speak by themselves; they have to be organized. It means that one must have the tools to put them together in a meaningful manner. Just as a mere accumulation of facts may be more confusing than helpful to understand society.

Approaches and Difficulties

We can have two approaches to social analysis: one, academic, and the other action oriented. The academic approach studies particular social

situation in a detached, fairly abstract manner, dissecting its elements for the purpose of undertaking, while the action oriented approach looks at reality from an involved, committed stance, discerning situation for the purpose of remedy and action. However, this distinction between academic and action oriented should not betaken too far. For, one can be 'academic' in the sense of serious, scholarly pursuit of knowledge, yet at the same time be committed to social change. Social analysis should be directed at greater commitment to the cause of social justice.

Various forces and factors shaped the Indian society and made it what it is. Feudal system, illiteracy, family dynamics, religion and superstitions, value system, climate, culture, caste system and world view are some of these forces. Globalization started a few decades ago worldwide introducing many breathtaking changes. Coupled with urbanization and privatazation, it has brought unprecedented changes in the Indian society.

Globalization is a process of interaction and integration among the people, companies and governments of different nations, a process driven by international trade and investment aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development on prosperity and on human physical well-being in societies around the world.

Globalization is not new, though. For thousands of years, people, and later corporations have been buying from and selling to each other in lands at great distances. The famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of he First World War in 1914. Since 1950, the volume of world trade had increased by twenty times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from $468 billion to $826 billion.

This current wave of globalization has been driven by policies that have opened economies domestically and internationally. In the years since the Second World War and especially during the past two decades, many governments have adopted free market economic systems, vastly increasing their own productive potential and creating myriad new opportunities for international trade and investment.

Technology, has been the other principle driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life. Information technologies have given all sorts of individual economic actors, consumers, investors, business, valuable new tools for identifying and pursuing economic opportunities, including faster and more informed analysis of economic trends around the world, easy transfers of assets, and collaboration with far-flung partners.

Globalization is deeply controversial, however, Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western World at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labour, goods and ideas that constitute the current wave of globalization

In order to find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies. However, globalization is the single largest factor in changing of the social order and dynamics in India.

Globalization had brought about urbanization, privatization, increase of nuclear families, imbalance of wealth and spending capacities. It has directly resulted in westernization, rising divorce rates, large scale migration of young people to other countries and so on. This in turn brought about many consequences both positive and negative.

2. STATUS OF WOMEN
(Gender Inequalities)

Gender refers to the social classification on men and women, the way society distinguish them and assign them social roles. Gender is man made. Just having male and female bodies does not necessarily have to determine their characteristics, roles or destinies. There is nothing in a woman's body, which stops her from wearing shorts or climbing trees. And there is nothing in a man's body that prevents him from cooking, and looking after the children. These gender differences are created by society. We cannot deny that there are biological and anatomical differences between males and females. The inequalities that exist between woman and man can be questioned and challenged. Every society prescribes different norms for girls and boys.

The term "gender" is used to describe those characteristics of women and men that are socially constructed, in contrast to those that are biologically determined. Boys and girls are taught what the appropriate behavior and attitudes, roles, and activities. They are conditioned as to how they should relate to others. These learned attributes are what make up gender identity and determine gender roles.

A gender analysis identifies, analyses and helps to act upon inequalities that arise from the different roles of women and men, or the unequal power relationships between them. It also studies the consequences of this "gender bias." Since these inequalities most often disadvantage women, a gender analysis highlights women's problems. (WHO Gender Policy, 1998).

Case Study

Sarita, a film actress started acting in films after she was married. Her husband Subbaiah who resides in Cuddapah, went to court requesting restitution of conjugal rights (asking the court to order Sarita to get back to Cuddapah and fulfill the role of a wife). Sarita refused and asked that Subbaiah can move to Chennai rather than her moving back to Cuddapah. Subbaiah then applied for divorce and it was granted.

What are the various considerations that emerge out of this case with respect to the attitude of the people concerned?

Stereotyping

A woman is expected to be gentle, caring and obedient. The men are expected to be aggressive, strong and rational. Though the constitution guarantees equality, in practice there is very little equality. Even when the wife holds a more important position, she is still expected to fulfill the role of a domestic housewife and do the chores such as cooking, sewing, washing etc. However most professional cooks, tailors, and laundry people are men. In poor families boys are given preference in schooling over girls. At work place woman faces harassment.

The roles defined by our culture

"Karyeshu dasi, Karaneshu manthri, Bhojyeshu mata, Shayaneshu Rambha, Kshamaya dharitri" is very much a male oriented norm.

Spaced are gendered. Pubs, pan shops, football stadiums are domains of men. Kitchen and public well is very much women's domain.

Language is also gendered. Men use abusive language without hesitation. But if a woman use such language people are horrified.

Use of masculine as the standard. E.g. Chairman, Sportsman, One-man show etc.

Words like secretary, Nurse, and Kindergarten teacher are associated with women. The terms boss, pilot, farmer brings to mind only the men.

Advertisements of washing soaps, cooking oil on the TV show women. While men are shown in ads dealing with two wheelers etc.

Birth of a female child is frowned upon. Male and female children are often referred to as "plus" and "minus" respectively.

Case study

Mr. Sangameswara Rao and his wife are childless. They decide to adopt a child. Whom should they adopt, a boy or a girl? They adopted a girl. It is a happy family.

Women make up half of the population of this planet. Yet they are out numbered by men 10 to 1 in prisons. Women do not fight wars. They bring up children and generally do all the beneficial service to human society.

Wife battery (beating), selective termination of female fetuses, Dowry deaths, Sati, the portrayal of women's roles in popular films and traditional literature such as the epics (Ramayana etc.), "Pativrata" concept and so on reflect the status of women.

Women's Right to hold property

Until 1937 women have **no right to hold property**. In 1937 "Hindu Women Property Act was made. According to this she can hold it but cannot sell, transfer or mortgage property. At her death the property goes to the relatives of her husband. In 1956 an Act was passed giving absolute right to the woman over her husband's property. NT Rama Rao promoted an amendment to the Hindu Succession Act, making it a daughter's right to have a share in her father's property. According to this any daughter born after 1986 or unmarried on the day of the passing of this law becomes a co-partiary (copartner) member of the family.

Indicators of the Status of women

"You can tell the condition of a nation by looking at the status of its women" - said Prime Minister Jawaharlal Nehru. The persistence of hunger and abject poverty in India and other parts of the world is due in large measure to the subjugation, marginalization and disempowerment of women. Women suffer from hunger and poverty in greater numbers and to a great degree than men. At the same time, it is women who bear the primary responsibility for actions needed to end hunger: Those actions are- education, nutrition, health and family income. Looking through the lens of hunger and poverty, there are seven major areas of discrimination against women in India:

1. Malnutrition Most India women suffer from anemia Malnourished women give birth to malnourished children, perpetuating the cycle. India has exceptionally high rates of child malnutrition, because tradition in India requires that women eat last and least throughout their lives, even when pregnant and lactating.

2. Lack of Education Families are far less likely to educate girls than boys. Far more likely to pull them out of school, either to help out at home or from fear of violence. Dropout rates are higher for girls.

3. Overwork Women work longer hours and their work is harder than men's. Yet their work is unrecognized. Technological progress in agriculture has had a negative impact on women.

4. Unskilled condition In women's primary employment sector – agriculture, - extension services overlook women.

5. Mistreatment In recent years, there has been an alarming rise in atrocities against women in India, in terms of rapes, assaults and dowry-related murders. Fear of violence suppresses the aspirations of all women. Female infanticide and sex-selective abortions are additional forms of violence that reflect the devaluing of females in Indian society

6. Powerlessness While women are guaranteed equality under the constitution, legal protection has little effect in the face of prevailing patriarchal traditions. Women lack power to decide who they will marry, and are often married off as children. Legal loopholes are used to deny women inheritance rights. Women's suppression is rooted in the very fabric of Indian society — in traditions, in religious doctrine and practices, within the educational and legal systems, and within families.

7. Poor Health Females receive less health care than males. Many women die in childbirth. Working conditions and environmental pollution further impairs women's health.

Empowerment of Women

Women's advancement involves the process of empowerment. It is a process, by which women achieve increased control over public decision making. This is to break the pattern of the male domination of society and the continued subordination of women.

There are five levels of the women's empowerment framework, namely - welfare, access, conscientisation, mobilization and contorl.

Welfare means an improvement in socio-economic status, such as improved nutritional status, shelter or income, When women are the passive recipients of benefits that are 'given' from others it is the zero level of empowerment.

Access to resources and services stands for the first level of empowerment, since women improve their own status, relative to men, by their own work and organization arising from increased access to resources and services.

Conscientisation is defined as the process, by which women collectively urge to act to remove one or more of the discriminatory practices that impede their access to resources. Here, women form groups to

understand the underlying causes of their problems and to identify strategies for action for gender equity.

Mobilization is the action level of empowerment by forging links with the larger women's movement, to learn from the successes of women's similar strategic action elsewhere and to connect with the wider struggle.

Control is the level of empowerment when women have taken action so that there is gender equality in decision making over access to resources, so that women achieve direct control over their access to resources.

But one needs to understand that these five levels of women's empowerment are not really a linear progression but helical and circular along with being interconnected. The empowerment occurs when women achieve increased control and participation in decision making that leads to their better access to resources, and therefore, improved socio-economic status.

India - an overview

In India out of the population of 100 crore, 12 crore women live in poverty.

India is one of the few countries where males significantly outnumber females, and this imbalance has increased over time..

India's maternal mortality rates in rural areas are among the worlds highest.

From a global perspective, India accounts for 19 percent of all lives births and 27 percent of all maternal deaths.

Higher female mortality between ages one and five; and high maternal mortality rates result in a deficit of females in the population.

Chatterjee (1990) estimates that deaths of young girls in India exceed those of young boys by over 300,000 each year.

Every sixth infant death is specifically due to gender discrimination."

Of the 15 million baby girls born in India each year, nearly 25 percent will not live to see their 15th birthday.

The most striking aspect of contraceptive use in India is the predominance of sterilization, with female sterilization (Tubectomy) accounting for 90 percent of all sterilizations.

Indian constitution grants women equal rights with men, but strong patriarchal traditions persist, with women's lives shaped by customs that are centuries old.

In most Indian families, a daughter is viewed as a liability, and she is conditioned to believe that she is inferior and subordinate to men. Sons are idolized and celebrated. "May you be the mother of a hundred sons" is a common Hindu wedding blessing.

The origin of the Indian idea of appropriate female behavior can be traced to the rules laid down by Manu in 200 B.C.: "by a young girl, by a young woman, or even by an aged one, nothing must be done independently, even in her own house". "In childhood a female must be subject to her father, in youth to her husband, when her lord is dead to her sons; a woman must never be independent."

Reformers who worked for the upliftment of women in India - Raja Ram Mohan Roy

He was born in 1772 in Bardwan district of West Bengal in a traditional Hindu family. He came under the influence of Islamic thought in childhood. He learned Persian, Arabic, Hebrew, and Greek at a tender age. He opposed idolatry and was turned out of home by his father.

Roy roamed the country for 3 or 4 years. He settled down in Varanasi and learned Sanskrit, and studied Upanishads and other philosophical literature. After the death of his father in 1803 he inherited the property and settled in Mushirabad. He promoted the "Devotion to One God" (Ekeswaropasana) idea.

He worked for British East India Company between 1805 and 1814. He translated some Upanishads into English. He wrote Bengali Grammar. He studied Buddhist, and Jain literature. Finally Roy settled in Calcutta in 1814. In his spiritual quest he was deeply attracted to Christianity, and the morals contained in it. He came into contact with Dwaraka Nath Tagore (Rabindra's grand father) in Brahma Samajam.

At this time he started his fight against Child marriages, promotion of widow remarriages, abolition of superstitions, Polygamy, Abolition of Caste and other social evils.

Most noteworthy is his fight against Sati. Sati was considered to be a mark of a "Pativrata." However majority of the women were used to be

forced into Sati. Often the woman is tied to the dead body of the husband. Her shouts for help are drowned in the beatings of the drum. The relatives of the dead person usually resort to this heinous crime.

Roy saw the Sati of his own brother's wife. He started writing in the newspapers. The British hesitated to interfere with a "Hindu" custom. But as a matter of fact sati was never prescribed in any Hindu writings. Finally on 1829 Dec. 4 the British Governor general Lord William Ben tick passed a law against Sati.

Roy later went to England in1830 and died there in 1833.

He took to heart, the idolatry-free Bhakti of Islam, the morality of Christianity and the Brahma Tatva of the Upanishads.

Others who worked in this area of gender inequalities are Kandukuri Veerasalingam, (Child marriages, Remarriage of the widows) Gurajada Appa Rao (Kanya sulkam), Raghupati Venkataratnam Naidu and others.

3. MARRIAGE AND DIVORCE

Family is a social unit based on economic cooperation, management of reproduction, child rearing, and common residence. It Includes male and female adults who maintain a socially approved sexual relationship.

Extended family includes those who are related by blood (consanguine) and/or by marriage - Family also refers to the conjugal pair and their children, as in nuclear family.

Household is a group of family members that live in the same house or share the same kitchen.   Nuclear family household consists of a conjugal pair and their children.   Extended family household is of two types- Lineal (joint) extended household and Collateral (joint) extended family household.

Purpose of marriage Is to prevent Sexual intercourse with the wrong kind of person. Incest (sexual relations between close relatives (brother and sister etc) is discouraged in human societies. The following theories explain why incest died down in human societies as civilization advanced.

Natural Aversion Theory - there is a natural aversion to sexual intercourse among those who have grown up together. Inbreeding Theory - mating between close kin produces a higher incidence of genetic defects. Family Disruption Theory – mating between family members would create intense jealousies and the family would not be able to function. Theory of Expanding Social Alliances - marrying outside the immediate family creates a wider network of interfamily alliances.

Restrictions on Marriage Partners

Monogamy- Marriage of one person to another person. Bigamy-Two simultaneous monogamous marriages. Polygyny- Marriage of a man to two or more women. Polyandry- Marriage of a woman to two or more men.

Social Functions of Marriage

1. Creates relationships between men and women that regulate mating and reproduction.

2. Provides a mechanism for regulating the sexual division of labor.

3. Creates a set of family relationships that provides for the material, ducational, and emotional needs of children.

Economic Transactions of Marriage

1. **Bride wealth:** Compensation given upon marriage by the family of the groom to the family of the bride. Approximately 46% of all societies give substantial bride wealth payment as part of the marriage process. Bride wealth is most widely found in Africa, where it is estimated that 82% of societies require the payment of bride wealth.

2. **Bride Service :** Men give labor to the bride's family in exchange for a wife. He often moves in with his bride's family, works or hunts for them, and serves a probationary period of several weeks to several years. Found in approximately 14% of societies.

3. **Dowry :** Transfer of goods or money from bride's family to the groom or the groom's family. This is practiced in less than 3% of societies. If the marriage ended in divorce, the woman was entitled to take the dowry with her.

4. **Reciprocal exchange :** Woman exchange: two families exchange males or females in marriage.

Divorce

You have probably known someone who has gone through a divorce. What were the positive outcomes of this? What were the difficulties they had to go through? Do you think they could have worked it out?

Would it have been better if they did?

Divorce Across Cultures Divorce arrangements found in the many cultures of the world vary widely. Organizations such as the Roman Catholic Church prohibit divorce outright. A Hopi woman from Arizona could divorce her husband easily by simply putting his things outside the door.

Factors Leading to Divorce. The most common cause of divorce is selfishness. It could be selfishness with time, money, work, caring and communication. Other factors of divorce may be changing value system,

physical and emotional abuse, religious differences or alcohol/substance abuse.

Personal Problems Associated With Divorce. No one ever escapes from a divorce unharmed. Hopes and dreams are replaced with feelings of rejection, security, and a loss of self-esteem. The 4 major arguments against divorce are: Divorce hurts you. Divorce hurts those around you. Single life is not what you thought it would be. Staying married is better for you.

Divorced people have more illness, more premature deaths, higher suicide rates and more accidents than those who are married. When we divorce we learn to doubt that any relationship can be permanent. Children fear that they caused the divorce and they feel rejected and alone.

Coping with Divorce

Dealing with divorce is similar to coping with a death. A person goes through three stages. Shock and numbness – one blocks out reality, denial. Reality – deep sadness and great sense of loss, depression and anxiety. Recovery – they give up their hopes and plans they had with the other person. The impact of divorce on children can affect their self-concept, school performance, peer relationships and needs.

Parents can help children adjust to divorce by decreasing conflict, continuous relationship with parents, economic stability, and consistent visitation.

AMERICA has one of highest marriage rates in industrialized world; and one of the highest divorce rates in world. It also has one of the highest remarriage rates in the world (1/3 remarry within a year). 50% OF ALL MARRIAGES ARE LIKELY TO END IN DIVORCE. By 1974 more marriages ended in divorce than by death.

HOW CAN WE PREVENT DIVORCE? Make divorce more difficult? Encourage women to stay home with children so they can't afford to get out? Encourage family self-sacrifice and less self-fulfillment? Impose more religious constraints? Should we re-stigmatize divorce?

Grounds for Divorce

Impotency at time of marriage, Adultery committed after the marriage Desertion of a spouse for more than one year, Failure to provide the

necessities of life, Habitual drunkenness, Domestic violence or physical cruelty that causes bodily injury or great mental distress. Being legally separated by a court decree for more than three years in a row. Permanent or incurable insanity, established by competent medical testimony.

DEMOGRAPHIC FACTORS AFFECTING DIVORCE:

High or low income?	low
Woman has the higher or lower income?	high
High or low education?	low
More or less religion?	less
Religion? (Jewish, Catholic, Protestant)	protestant
Race? (white, African American or Hispanic)	African American
Younger or older at time of marriage?	younger
1st or 2nd marriage?	2nd
Parents married or divorced?	divorced

FACTORS AFFECTING DIVORCE: The shift from agriculture to industrialization undermined many of the family's traditional functions. Social integration – the degree of interaction between individuals. Individualism which can take priority over family.

Adolescent marriages has twice the likelihood of divorce. Premarital pregnancy does not significantly increase likelihood of divorce. But it increases if she is an adolescent, drops out of high school, Faces economic problems. PEOPLE WHO MARRY YOUNG ARE MORE LIKELY TO DIVORCE.

The actual day to day family processes may be the most important factor. Personality problems, Home life, Authoritarianism, Differing values, Public opinion may favor ending an unhappy marriage. Staying married for the sake of the children, impact of divorce on children, hazards of Single parenting, Children living between two households, Child support, Alimony and other considerations keep couple away form thoughts of divorce.

Ideas for long lasting Marriage. Get premarital education and counseling. Follow the **6 C's - Communication, commitment, conflict resolution, children, church and career.**

Handle anger, like feeling of hunger, fatigue, happiness, etc. Make spouse your best friend. Learn conflict management skills. What couples argue about is not as important as how they argue. When solving differences, do not use: contempt, defensiveness, criticism, don't care attitude, and stonewalling. They are toxic to a marriage. Make and renew commitments.

Evaluate often and be willing to change. Frequently share appreciation.

Eliminate negative or sarcastic comments. Try marriage education before marital therapy. Get professional help before divorce.

1. MARITAL SEPARATION DISTRESS: Situational anxiety caused by separation from an attachment figure is second only to death of a spouse. All attentions are centered on spouse with feelings of anxiety and fear. Sometimes immediate effect of separation is euphoria, but usually slips into separation anxiety slowly gives way to loneliness.

2. UNCOUPLING: a quiet detachment of one of the spouses. Most divorces are uncontested and settled out of court. In NO FAULT DIVORCE no one is guilty, No adversary process, Settlements are based on equity and need, Promotes gender equality. ALIMONY means the money paid by the husband to the wife at the time of divorce. This happens in only in 15% of divorces.

4. FAMILY

Functions of the family. Family is the primary institution that transfers values to its members. Family is a nursery in which children grow up and acquire personality that equip them for the outside world. However, some families are "Dysfunctional." Improper or immature behavior of parents damage individuality and relational skills of members. Members are impaired emotionally and psychologically.

"Functional" family is where proper and mature behavior of parents cultivates a healthy balance between individuality and relational skills among members Healthy emotional, psychological growth is cultivated.

Dysfunctional family types

1. **The Chaotic Family.** Household and individuals are poorly organized Family is plagued by problems. Parents are inconsistent and indecisive Children are emotionally abandoned. Family members are not connected.

2. **The Controlling Family.** Structure in very rigid Tone is authoritative and dictatorial. Parents tend to be fault finding and critical. Value is placed on the performance. Family members are fearful and insensitive

3. **The coddling Family.** Parental authority is lacking. Feelings are over protected. Disagreements are avoided. Children are center of attraction. Family members are undisciplined.

4. **Codependent Family.** Conformity is strong in the family. Self direction is lacking. Parents are overly protective. Family members are insecure.

Functional Family type

1. The Cultivating Family. Structure and discipline is maintained. Individual responsibility is required. Children are secure. Family relationships are balanced.

Steps to cultivate the family. An ideal family emphasizes uniqueness of each member. It seeks togetherness, but encourage individuality. It maintains consistency in the message it communicates; Practices immediate and appropriate discipline. A generous margin for mistakes is allowed. It encourages appropriate expression of feelings. It promote and develop natural talents and abilities. It requires members to take responsibility of their own actions.

Domestic Violence

The use of physical, sexual, economic, and/or emotional abuse by one person in an intimate relationship in order to establish and maintain power and control over the other person is called Domestic Violence. It is a pattern of abuse that is used to assume and maintain dominance.Victims include 1.5 million women per year in the United States (~25%) and 835,000 men per year in the United States (~7.6%).

The outside world do not know about violence inside the closed doors because of 1) Lack of knowledge 2) Lack of Confidence in Intervention 3) Lack of time.

Profile of the victims. Domestic violence happens between people who are dating, married, separated, and divorced. It occurs in heterosexual as well as in gay and lesbian relationships and in adolescent dating relationships. Victims cross all socio-economic, religious, racial, ethnic and age groups.

Women represent 95% of adult victims. Domestic violence is the leading cause of injury to women in 15-44 age group in the United States. Research suggests DV results in more injuries to women requiring medical treatment than rape, auto accidents and muggings. Abused women comprise approximately 11-30% of women coming with injury to hospital emergency services.

A pattern of assaultive and coercive behavior is clear in situations of domestic violence. Physical, Sexual, Psychological abuse, threats, intimidation, emotional abuse, isolation, Economic pressure are the common forms of DV.

Those who indulge in DV cross all socio-economic, religious, racial, ethnic and age groups. The Characteristics of Batterers are - Sense of Entitlement, Controlling, Manipulative, Frequently Charming, Uninvolved parent, Show contempt for others. We usually think that Batterers have a mental, impulse control, or anger problem. It is not true - that domestic violence is exclusive to a specific socioeconomic class; Abuse only occurs

in heterosexual relationships; Abuse is exclusively caused by influence to drugs or alcohol. It affects people from all socioeconomic levels. Mainly against women in heterosexual relationships, but not always. Majority of cases are not influenced by drugs or alcohol use.

DV Is Learned Behavior. DV is NOT Caused By Illness, Genetics or gender, Alcohol or other drugs, Anger, Stress, Victim's behavior, or Relationship problems.

Isolation of victim, Societal Denial, Use of Religious Issues, Use of Cultural Issues, Threats of Retaliation and effect on Children makes the batterers so powerful.

Forms of Abuse

1. Physical Injuries mostly to areas of the body not usually seen by others. Abuse may worsen during pregnancy and injuries may be around the location of the fetus (i.e. belly)

2. Emotional. Belittling and insults. Threats and intimidation to victim. Social, financial and physical isolation. Use of children to threaten, manipulate or instill guilt.

3. Sex Against the partner's will. Intimidation

4. Economic Take away money, savings and property and restrict access

5. Spiritual. Misuse or alteration of scripture to explain abusive behavior as allowed and even required.

Effects on Children. In 85% of police calls for domestic violence, children had witnessed the violence. Witnessing parental violence is a risk factor for: Male children - to physically abuse, Female children - to become victims of abuse.

What to do if the woman ACKNOWLEDGE. Use supportive statements: "You don't deserve this." and, "Our concern is for your safety and your kids' safety." Affirm her autonomy and right to control decision-making.

Why don't the victims leave? Excuses (i.e. belief that abuser will "never do it again"). Blame and shame on self. Family – especially children. Economic constraints or Lack of Job skills. Social Isolation – don't know any resources and/or don't expect support from family, community, or law and government * Language and Culture obstacles. Alcohol and Drugs.

Leaving is a Process- Safety Issues, Threats of Retaliation, Fear of Talking about Abuse to Others, Breaking Isolation, Access to Resources, Survival Strategies, Batterer Accountability

SURVIVORS OF DOMESTIC VIOLENCE DO LEAVE! They leave when they are ready. They leave when it is safe to do so. We can support their process by providing an institutional response affirming battered women and their decision-making ability.

Domestic Violence Law

Marriages in India. Over one crore marriages take place in India every year. Divorce rates went up from 5% in 1980 to 14% now (14 out of every 100 marriages end in divorce). 5 Crore women suffer violence at home. Only 50,000 report it. Only 2 out of 100 accused are convicted under the existing dowry laws. 80% of the women suffering violence try to reconcile with their husband/family. More than half of all divorce petitions are filed by people in 25-34 age group. 57.3% of men and 57% of women.

Reasons for breakup of marriage

Forced Marriage	1.3%
Temperamental gaps	16.7%
Sexual discord (by men)	5.7%
Sexual discord (by women)	6.7
Adultery (by women)	11.7%
Adultery (by men)	10%
Cruelty (by women)	12%
Cruelty (by men)	33.7%

Punjab tops in dowry related violence. The reason for this could be the feudal and patriarchal type of family types. However this could also be because of the creation of more Women's Cells across the state, and increasing awareness among rural women about their rights.

Rahul Mahajan was accused of beating his wife Shweta. Manoj Prabhakar after 16 years of marriage was accused by his wife of dowry harassment. Former film hero Navin Nischal's wife killed herself. She left a note accusing him of being the cause of her suicide. Praveen Kaur (39) got married in 1990, within a year; she found that her husband Kamaljeet

Singh Grewal was already married. She left, and now she has not seen her two children for 5 years even though they live in the same area. Barkha Sharma (22) was married to Rajesh Kumar in Jind in 2005. She was harassed by her in laws for more dowry. She was forced to return to her parents within 5 months of her marriage. "My husband tried to throttle me to death but I survived to fight the battle for justice" she said.

The new laws

Radical new laws are ready to alter the dynamics of Indian Marriages. These laws will address invisible violence at home; Deny property rights of the husband; Make marital rape a punishable offence; Give women their economic rights; Makes it mandatory to register all marriages; Bring equality in division of property among sons and daughters. Denial of company, indifference (ignoring the wife) and deliberate sexual abstinence will be made as grounds for divorce; Recommend no-fault divorce; Allow same sex couples choice and freedom.

President A.P.J.Abdul Kalaam gave his approval to the PROTECTION FROM DOMESTIC VIOLENCE ACT on October 25, 2006.

In Vijayawada two cases were registered under this act on November 22. Later 4 more cases were registered. The cases will be tried in the Women's Magistrate Court. The date of trial should be fixed within 3 days of the complaint. Director of Woman and Child Welfare Project (Protection Officer) takes the cases.

Under the new law the Husband-Can't abuse his wife sexually, verbally, economically or emotionally. Can't force sex, pornography or any other obscene material on her. Can't smear her character, insult her for not giving birth to a son etc., Can't force her leave her job or prevent her from taking up a job. Can't stop a daughter or sister from leaving home or force her to get married. Can't use her 'stridhan' or jewellery, should return her share in the family business. Can't sell the house in which she is staying.

Cases

On Oct 26th, one day after the President signed the law, Benedict Mary, a school teacher in Tirunelveli decide to put a stop to a 15-year torture from her drunken husband. In 2004 they got separated, but the local police officer brought them together. On Oct 25th her husband beat her up again. This is the first case registered under the new law. Her husband

is now in jail. Supriya Patnaik's marriage was abusive from day one. Her husband would beat her up on very small pretext. He hit her so hard that she lost her first child. In 2002 the local police refused to arrest him. Finally only when she approached the Advocate General, the husband was arrested.Seema Pathak, a victim of abuse could not get alimony from her husband because he fabricated his income. The house in her name was taken away. He forged the documents. He was having an extramarital affair. He accused her of being immoral and forced her into divorce in 2005. Seema will be benefited from this law . Raj Kushal loved and married in 2000. His wife slapped a false dowry harassment case against him for money in 2005. She does not attend the court. Swaroop Sarkar (married in 2002) says that his wife used the marriage to extort money. She continuously taunted him for not being able to meet her financial needs.

Drawbacks. However the new law faces serious roadblocks. For example who can prove verbal or emotional abuse? "Would a man be guilty of domestic violence if he calls her a "fatso" with a view to motivating her to reduce weight?" This law is putting the men on the firing line. Marital rape, or sex without wife's consent is now a punishable offence. But who is to certify that sex is denied? This law is open to be misused by women who want to attack the husband for whatever reason. "This law will create fear and regulate the way men conduct themselves at home" - K.T.S. Tulsi, Senior Advocate.

5. CASTE

Every nation has differences of class, race or religion. But caste is peculiar to India alone. No where else does caste exist. Caste in India is an organ of Hinduism. Both caste and Hinduism are mutually supportive to each other. Caste is mentioned in the oldest religious book, the Rig Veda. In Bhagavad-Gita, God says "Caste is my creation."

Caste is a social group to which a person belongs by birth. Within a caste most people share a common culture or occupation, and usually belong to the same religious sect. Caste is mainly preserved by "endogamous" Marriages (marriages within the caste).

Origin of caste in India is not very clear. Even though some kind of division of labor existed in ancient India, it is generally believed that the caste system came into being with the arrival of Aryans probably around 1500 BC. The Aryans subdued the original people and their rulers and made them slaves. The Aryan society has a system of division of labor. And these divisions became well established with the help of endogamous marriages. There is a relation between caste and "Varna" (Color). According to the type of occupation there are 4 castes. They are Brahman (Priests), Kshatriya (warriors), Vysya (merchants), and Shudra (artisans).

In addition to this there is a fifth caste that does not come under the Hindu caste system. They are panchamas (the fifth caste) or out castes. They are considered untouchables in many places even today. One out of every 5 Indians belongs to the Panchama caste groups. Buddhism and Jainism came into existence as protest against caste system. Islam and Christianity also does not sanction castism.

Merits and demerits. Caste had a lot of relevance for the ancient Indian society. When Indians came into contact with the western thought, people started realizing that caste is unjust. Now there is an opportunity for individuals of any caste to adopt any occupation. Thus the caste distinctions are fading away. Now it is felt that caste is no more relevant.

The evils of caste are many. Discrimination. Untouchabllity and so on It is looked upon as an inhuman system that eliminates large sections of people from their fundamental rights.

Dalits. This is the name given to the people of socially and economically backward castes. Gandhiji sought to improve their position and under the leadership of Ambedkar, the Indian Constitution outlines various measures to uplift them. One such measure is providing them reservations in education and employment. Ambedkar, himself, a Dalit belonging to Mahar caste, embraced Buddhism and encouraged Dalits to do so, because it is a casteless religion. Gandhiji called them Harijans, meaning children of God. On the political scene leaders like Jagajjivan Ram, Mayavati and others are generally recognized as Dalit leaders.

Measures to eradicate Caste

Reservations. It is mainly the socio economic backwardness that keeps the lower castes in the shadow of misery. The makers of constitution felt that reservations should be provided to uplift their conditions. This has changed the conditions of dalits to a large extent, but succeeded in dividing the people of the nation. The so called forward castes resent this reservation policy. Reservation policy also denies merit and efficiency by giving jobs and seats in academic and professional courses to persons of inferior capabilities in the name of reservation. Numerable families belonging to the so called forward castes remain in utter poverty. An opinion favoring provision of reservations of economic basis, is gaining ground.

Inter caste marriages. The government encourages such marriages by announcing attractive incentives for inter caste marriages. Caste is perpetuated mainly due to marriages within the caste. The children of inter caste unions will naturally be more open and tolerant towards other castes.

Social Justice. In India many things depend upon equations of caste, religion, language and region. Caste play a large part in the elections. Caste is also a basis of much favoritism even in higher academic and administrative circle. Bringing about strict measure to implement social justice will be helpful to wipe away the caste barriers. Education is a powerful tool.

Caste in the changing times of privatization and Globalization. The new trends that are emerging in the world today will further affect the caste system. Privatization will ensure that only merit is the criterion for jobs. Reservations or caste related favoritism will be removed. The new generation of Indians in public schools are likely to reject the old values related to the traditional caste system.

6. BIOETHICS

Bioethics specially addresses issues related to Human Reproduction, Medicine, Genetic Engineering and so on. Some of the advances in human biotechnology have far reaching consequences to human future. While the rigid application of ethical scrutiny becomes a stumbling block to the useful application of science, on the other hand without moral evaluation of what scientists do and achieve, values and human dignity are at risk.

Some of the recent developments of Biotechnology are:

Cloning

Embryonic Stem Cell Research

Xenografting (Organ Transplantation)

Abortion and Euthanasia

Research into aging and longevity.

Cloning

The term "clone" is derived from a Greek word which means 'a branch." Before the scientists ever thought of cloning other advancements such a Artificial insemination, plant grafting, in vitro fertilization (Test Tube babies) and surrogate motherhood are routinely practiced. The first cloned creature "Dolly" the sheep was created in 1997 in Roselin Institute in Scotland. In 2003, Laboratory of Reproductive Technology in Italy cloned "Prometea" pedigree race-horse.

Rhelian Bishop, an American visionary has established an organization called "Clonoid" in which he claims that there are 55,000 members belonging to 85 countries. Bridgette Basellier, a French woman scientist is the Director of this institute whose aim is to create a human clone. The Bill Clinton administration had imposed a moratorium on all research on cloning for 5 years.

Cloning is essentially an a sexual or vegetative reproduction. An egg fused with a body cell and the resultant zygote is implanted into a surrogate mother. Biologically the clone is a Xerox copy of the original, but mentally and emotionally he is a separate individual. His characteristics will be shaped basing on the environment he was brought up in. For from being a robot, he will be something like a late born identical twin with his own individuality.

The state of cloning research is still at a primitive stage despite dazzling advances in the cloning of mice and other lower organism.

The clone often takes premature birth. Some clones are found to be twice the size the original, sometimes with imperfect development of organs. The life span is also found to be less than half of the original.

Clonoid claims that nearly 100 registered themselves to be cloned. Parents with a loved child who will not live long due to a terminal illness, may want as exact copy of that child.

However the legal, ethical and moral issues are many. The original may claim his clone to be his slave, individuals may order creation of their clones for future transplantation of organs from the clone. What about the fundamental rights for the clones? Upbringing in a family and society is a fundamental right of every human being. Each human being is unique in a spiritual sense. On the whole, cloning raises some vital questions on the very identity of the human individuality.

Stem Cell Research

After fertilization, the human zygote begins to multiply. At this point, the multiplying cells have the potential to develop into various organs. Scientists arrest the regular growth and induce the dividing cells to grow into specific tissues for research purpose. In future, stem cell research promises to manufacture spare organs for transplantation to the needy people.

Surrogate Motherhood

Egg and the sperm of the donors (eg. Couple who cannot have children by the normal way) is fused in vitro (in the laboratory). The resultant zygote is implanted into the womb of a woman who is willing to carry the foetus to full term and to give birth. This woman does this for a fee. Here the ethical dilemma arises regarding the claims of the surrogate mother over the child.

Euthanasia

People who lie in deep coma for a long period, people who are brain dead, people who are suffering from terminal diseases with no chance of a cure, are supposed to be benefited by this process. In this, the person concerned or his close relatives seek the permission of the state to remove the life supporting systems of the individual, thus producing death. While murder is crime, the question arises whether one can request for ones' own death? Does an individual have he right to request his own death?

Bioethical debate is necessary to ensure that the advantage and benefits we gain through biotechnological progress is available to the whole humanity and does not infringe upon the human rights of any.

Bioterror is another recent trend which deals with the risks and hazards posed by biological agents. Reports of anthrax cases and other more serious biohazards are increasing worldwide. Advances in genetic engineering are also a matter of concern unless this type of research is strictly regulated. Indiscriminate release of genetically modified (GMO) organism may impact the natural environment negatively. Bio-warfare is the use of living organism to kill people. This may involve deliberate spread of the microogranism that cause deadly disease.

Goodness of progress and development is measured by benefits to mankind. Thus the biotechnological research must be used with this objective.

Abortion

"Human life" means any living entity which has human DNA. A spermatozoa, ovum, pre-embryo, embryo, fetus, newborn, and infant are different forms of human life. However, they are not all considered to have equal value.

"Human person" is a form of human life which is considered to be a person whose life and death should be protected. No consensus exists about when this state begins. Pro-lifers generally say it happens at or very shortly after conception, when a human life with a unique DNA begins. Pro-choicers say that it happens later in gestation; some believe that personhood only begins after birth when the newborn is breathing its own.

What is the best (or least awful) option? If a woman finds herself pregnant, and does not want to be, what is the best (or least worst) solution for her, the potential newborn that she is carrying, and all the other people involved -- including her husband and their families?

1) To take no action, have the baby and raise it herself (hopefully with support from others).

2) To take no action, give birth, and give the baby up for adoption.

3) To have an abortion and terminate the pregnancy.

At some stage during pregnancy, a fetus becomes capable of feeling pain. But, there appears to be no consensus among experts about the point in the pregnancy when this happens. Many physicians and researchers of fetal development believe that synaptic connections within the fetus' brain are necessary to perceive pain. These are not formed until well into the third trimester, when fewer than 1% of all pregnancy terminations are done.

Others, believe that a fetus as early as 7 weeks after conception can feel pain. Thus, they believe that a fetus can feel pain part way through the first trimester, when most abortions are performed.

The vast majority (in excess of 90%) of abortions are sought for personal reasons:

21% feel that they do not have the financial resources to bring up a child.

21% feel that they are not ready for the responsibility to bring up a child.

16% feel that their life would be changed too much. She might have a plan for her future (education, developing a career, etc.,) that does not allow for having a child at the present time. She might be looking after an elderly parent and does not have sufficient time or energy to commit to a baby.

12% feel that her relationship with her partner is in difficulty.

11% feel that they are too young, and not sufficiently mature to become a mother.

In 8% of the cases, her children are grown and she does not want to start another family, or that she has all the children that she wants.

She feels that she lacks the emotional and physical strength to go through another pregnancy and raise the child.

She believes that raising an additional child would short-change her existing children.

She is a student and/or without a partner; she feels that raising a child would be too difficult and disruptive at her time in life.

She doesn't want other people to know that she became pregnant.

A child would interfere with her career or education.

She may fear physical abuse from a parent if they learn of her pregnancy.

In the case of a multiple pregnancy, the woman may be faced with giving birth to more newborns than she feels she can deal with.

About 6% of all abortions are sought because either the woman of fetus has medical reasons.

The fetus might have been hurt by exposure to high levels of toxic chemical, that might be dangerous to the fetus, alcohol, drugs etc. They may cause the fetus to be genetically damaged.

Some girls become pregnant at a very young age, when pregnancy can be dangerous.

The fetus has a genetic defect or other health problem. Virtually all of the couples who find that the fetus suffers from Down's Syndrome, or a similar defect, elect to have an abortion.

In the case of multiple pregnancy, sone or all of the fetuses will end up with various long-term health problems; some may not survive at all. Physicians will sometimes recommend a selective reduction process where one or more refuse are killed in order that the remaining fetuses would be born normal.

About 1% of all abortions are sought because of abusive sexual act: About ten to fifteen thousand abortions (approximately 1%) annually are sought because the conception occurred after rape or during an incestuous relationship, and the woman does not want to bear a child who was conceived in violence.

Social, medical and other factors that increase or decrease the abortion rate etc., are sex education, scare tactics, time interval between puberty and marriage, cost of abortion, emergency contraception, childless families one/two child families, genetically related couple.

The question of "pre-embryos"

Is it ethical to sacrifice pre-embryos for stem cell research, which may result in saving many lives? The assumption is that an embryo is not protected by limitations on abortion until it is implanted in the mother's womb. The pre-embryo created in a test tube through in vitro fertilization, left untouched will die. It is rumored that, in some Eastern Asian nations many villages actively supply embryos in various stages of development of the laboratories of Europe and America on commercial basis.

HUMAN RIGHTS

1. INTRODUCTION

Five Dalits were lynched in Haryana on suspicion of skinning a live cow. Post mortem examination proved that the cow died the night before the skinning. A spokesman of VHP' said that according to the "Shastras" the life of a cow is more valuable than that of a man

Some of the incidents of atrocities against Dalits came into light over the past decade. Karamchedu, Neeru konda palli and Chunduru carnages attracted nationwide attention.

Case Study. Vinod (48) worked as a Telugu teacher in a small town High school. His wife is a nurse in the local mission hospital. They have two sons. Vinod habitually tortured his wife. He used to undress and beat her regularly, and leave her locked up naked until the morning. The wife left him and the local police intervened. Vinod left town and enrolled himself in the M.Phil program full time in the University. He went on to do his Ph.D. and teach in the Univ dept. He took a 9th class girl under his care and had sexual contact for more than ten years with her. She had abortions 3 times. She finished her schooling, college education and B.Ed., and now left him free to marry anybody who is willing. All these years Vinod also had sexual contact with one or the other poor destitute young widows.

Case Study. Lakshmi, daughter of a well-known doctor took B. Tech admission into a local Engineering. College. On the second day some senior students came round to the class and started asking the new comers their caste. This girl was asked to occupy specified benches and specified computer sets in the lab, leaving the best to the students belonging to a certain caste. All the students are warned that old friendships (from the high school/Inter days) must come to an end and the students of a particular caste should not befriend students of other castes. Lakshmi left the college and took admission in another college.

In 1976 hundreds of dwellings of the poor in the Turkman gate area of the Central Delhi were ruthlessly razed to the ground. Since then even after the emergency, such happenings continued in Delhi and other towns and cities.

People have longings and rights in the following areas- physical well-being, possessions, social relations, mental health, position in the society, freedom, knowledge, creativity, moral well-being, spiritual well-being, and recognition. Factors and conditions that interfere with these longings can be termed as violation of human rights.

Remember Gandhiji's experience in a railway carriage in S Africa.

Sweepers, domestic workers, beggars, rickshaw pullers, street children, child laborers, displaced persons, women, female child, dalits, workers in the unorganized sector are some of the sections of the society whose rights are violated.

Making fun of physically handicapped, discriminating against female child, abuse of the daughter in law, dowry, exposing children to pornographic material, lock up torture, indifference towards the needs of the poor, all come under the violation of human rights.

15th Oct. A woman came to a government hospital for delivery. She was already into the labour when brought in. The staff was occupied otherwise. The baby's head started appearing and still the staff did not attend to the woman. Having been kept 4 hours in that condition, the baby died.

40% of the population of South Asia is below 18 years. Among them 13.3% are below 5 years of age. One fourth of the total number of the children of the world are in South Asia. And South Asia is the worst breeding ground for the violation of child rights.

Wombs of the mothers are proving to be slaughterhouses of female fetuses, In India about 1,12,00,000 induced abortions take place per year. Out of these 67,00,000 are done under pressure by persons other than the mother. In Tami Nadu, Maduri dt., Usilimpatti taluq alone 6,000 female infants were killed during the last 10years.

Child laborers work in Bidi rolling, glass, cement industries, manufacture of carpets, fireworks, and match boxes, soaps, mica, and other unskilled jobs in hotels, quarrying, pencil making, tanning of skins, slaughterhouses and minor industrial units.

Vaarta 14 Nov 2001. A rich family tonsured Geetha the servant maid for not feeding their baby properly. They cut her skin with a blade, braded her with burning iron.

Hindu 23 Nov 1999. In Timmasani palle of Ranga Reddy dt. Father of a boy named Balaraju borrowed 10,000 rupees from the local farmer. Balaraju has been working for the last 17 years as bonded laborer.

Human rights watch reports the case of Kausalya who works in a silk factory as a result of a 4,00 rupee loan taken by her father. She works for 14 hours standing. And she is paid 200 rupees per month. 40,000 children work in Kanchipuram and more than 85,00 children in Varanasi silk saree mills.

Rafi's father is physically handicapped and a habitual drinker. Raffia has 8 brothers. Some of them go to school and some go begging. One night Rafi tried to prevent his drunken father from beating his mother. The father mercilessly beat Rafi and turned him out of the house. The police arrested him while he was sleeping in a railway compartment in Hyderabad station. In the juvenile delinquent remand home the older boys subjected him to rape. Inhuman living conditions, torture and malnutrition exist.

Srilanka Tamils leaving their homes in the dead of the night taking a boat to India. Children lost their parents, and live as beggars and destitute.

Definition

Human Rights are generally defined as the rights which every human being is entitled to enjoy and to have protected. All societies and cultures have in the past developed some conception of rights and principles that should be respected and some of these rights and principles have been considered universal in nature. The struggle against political, economic, social and cultural oppression, against injustice and inequalities, have been an integral part of the history of all human societies. The conception of the rights, which every human being is entitled to enjoy by virtue of being a member of the human species, has evolved through history in the course of these struggles.

HUMAN RIGHTS are the rights that all people have by virtue of being human beings. HUMAN RIGHTS are derived from the inherent *dignity* of the human person and are defined internationally, nationally and locally by various law making bodies.

History of Human Rights

Antiquity. Human Rights are mentioned in the Code of Hammurabi, and in the documents listing the Rights of Athenian citizens. A significant development of the medieval times is the signing of Magna Carta (1215). Sir Thomas Aquinas' proposed his theory of natural rights in the 13th Century which influenced the awareness about human rights among the common people.

Age of Enlightenment saw the English Declaration of the Rights of Man (1689), U.S. Declaration of Independence (1776), French Declaration of the Rights of Man and of the Citizen (1789) and United States Constitution and Bill of Rights (1789). Other early developments include International Committee for the Red Cross (1863), Geneva Convention (1864), Hague Conventions (1899 and 1907), League of Nations and the International Labor Organization (1919).

Atrocities against humanity during World War II such as Hitler's genocide of Jews and the dropping of atomic bomb on Japan made the world to take urgent note of a comprehensive world wide Human Rights situation. Roosevelt's Four Freedoms Speech (January 6, 1941), the Atlantic Charter Between the United States and Great Britain (August 14, 1941), the Nuremberg and Tokyo Tribunals further gave support to this awareness. Finally after the creation of the United Nations In 1948, the UN General Assembly adopted the Universal Declaration of Human Rights.* The Declaration enumerates civil, political, economic, social, and cultural rights. But the Declaration contains no provisions for monitoring or enforcement.

I 1966, the General Assembly adopted: The Covenant on Civil and Political Rights (and its First Optional Protocol), and The Covenant on Economic, Social and Cultural Rights which, together with the UDHR, are known as the **International Bill of Human Rights**. Covenant on Civil and Political Rights prohibits discrimination on the basis of "race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status" without regard to citizenship, prohibits torture and cruel, inhuman or degrading treatment or punishment , Prohibits slavery, and Limits the use of the death penalty in countries that allow it to the most serious crimes committed by persons over 18. It also Prohibits arbitrary arrest or detention, Protects freedom of movement and residence, Protects the right to trial, presumption of innocence, right to a lawyer,

right to an appeal, freedom from self-incrimination, and freedom from double jeopardy, Protects freedom of opinion and expression, Protects freedom of association and assembly, Public emergency exception (but torture, executions, and slavery are never permissible).

Covenant on Economic, Social and Cultural Rights: Right of people to work and make a "decent living for themselves and their families" Right to safe and healthy working conditions, Right to form trade unions with the right to strike, Right of everyone to Social Security, including social insurance "widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society" It also provides Right to adequate food, clothing and housing and to the continuous improvement of living conditions, Right to education, Right to health care, Economic rights are subject to each country's ability to provide such rights progressively as its resources permit.

Revolutionary movements that began to emerge from about the last quarter of the eighteenth century to oust despotic and authoritarian political regimes made rights of man which they considered inalienable and sacred as the fundamental basis of their struggle as well as of the new order that they sought to build. The two most important declarations which inspired revolutionary movements the world over were the American Declaration of Independence and the French Declaration of the Rights of Man and Citizen.

The history of the almost entire first half of the twentieth century is characterized by the prevalence of colonial rule in large parts of the world, the rise of authoritarian governments in many countries and the establishment of fascist barbarous and aggressive regimes in some countries on the one hand and the rise of national liberation movements in the colonies and of movements of democracy and social progress in various countries on the other. The twentieth century also saw the two most devastating wars in human history - the twenty years of 'peace' between the two being mainly a period of preparation for the Second World War. Because of this, the period from 1914, when the First World War broke out, to 1945 when the Second World War ended has been described as the Age of catastrophe. It was during the closing years of this Age of Catastrophe, during the war against fascism, that the conceptualization and articulation of human rights in their present meaning took place. The most significant feature of the new conceptualization was its universality. The Universal Declaration of Human Rights (1948),

which was proclaimed in a little over three years after the UN Charter, an elaborate list of human rights intended as 'common standard of achievement for all peoples and all nations', is the contemporary statement of human rights, which are intended to be universally applicable.

The Universal Declaration of Human Rights was a statement of intent or principle, and not a treaty or a legal agreement between countries or a binding legal document. However, it influenced the constitutions and legal systems of many countries.

Evolution of the contemporary concept of Human Rights- **The first generation rights** are those that were concerned mainly with the civil and political rights of the individual or the 'liberty-oriented' rights. These were meant to impose 'negative obligations on governments to desist from interfering with the exercise of individual liberties.

The second generation rights are those, which can be said to be 'security-oriented' and provide for social, economic and cultural security. These rights - social, economic and cultural - are more positive in nature in that they make it the duty of the State to ensure that these rights are realized. The Universal Declaration of Human Rights reflects the consensus on the principles, which form the basis of the first and second generation rights.

The third generation rights are of relatively recent origin. They have evolved in response to various recent concerns over which international consensus has emerged in recent years. These include environmental, cultural and developmental rights. They are concerned which rights of groups and peoples rather than of individuals and include such rights as the right of self-determination and the right to development. The developing countries have played a leading role in bringing about international consensus on these rights. The Declaration on the Right to Development adopted by the UN General Assembly in 1986 is the most important example of these rights.

All human rights were recognized to be indivisible. **The Vienna Declaration**, issued after a conference in which representatives of 171 countries and hundreds of non-governmental organizations participated, unambiguously affirmed that "All human rights are universal, indivisible, Interdependent and interrelated". It has also been affirmed that democracy is the sole guarantor of individual rights - civil, political, economic, social

and cultural - and collective rights 'within States and within the community of States'.

As stated earlier, the Universal Declaration has influenced the constitutions and the legal systems of various countries. Many countries are signatories to the Covenants/Conventions on human rights, which means that they have undertaken to implement them. Therefore, it is the responsibility of the governments to protect and promote all these rights. However, it is necessary to remember the distinction between human rights as articulated in international declarations and covenants / conventions, and rights that are laid down in the law of the country and can be enforced, if necessary, through the intervention of the courts.

The record of the past half a century since to adoption of the UN Charter in the implementation of human rights (and even in regard to preservation of peace) has been dismal - some have called it catastrophic. The necessity of building and understanding and concern for making human rights a reality, has never been greater.

2. UNIVERSAL DECLARATION OF HUMAN RIGHTS

The whole world is shocked seeing the gross violation of human rights during the second world war. Hitler tried to exterminate the Jews. It is estimated that the Nazis killed more than 50 lakh Jews. There is unlimited human suffering. To end the war, the Americans dropped atomic bombs on two cities of Japan leading to the death of numerous civilian population. The world community decided that such large scale mishap shold never again take place.

On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed in Universal Declaration of Human Rights. The list of Human Rights elaborated in the Declaration provides a common standard of 'achievement for all peoples and all nations.' This has a worldwide historic significance. The full text of the declaration is reproduced below. 10 December is observed as the World Human Rights Day every year.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political of other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional of international status of the country or territory to which a person belongs, whether it be independent, trust, non - self-government or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offence on account of any act of omission which did not constitute a penal offence, under national or international law, it the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor attacks upon his honor and reputation. Everyone has the right to the protection of law against such interference or attacks.

Article 13

1. Everyone has the right of freedom of movement and residence within the borders for each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecution genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion of belief, and freedom, either alone or in community with others and the public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right of freedom of opinion and expression; this right includes freedom to hold opinions without interferenceand to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right of freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public services in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine election which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of a social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among the nations, racial of religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration be interpreted as implying for any State, group or person and right to engage in any activity or to
perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Human Rights Developments in India

Abuses by all parties to the conflict were a critical factor behind the fighting in Kashmir. Emboldened by the successful hijacking of an Indian Airlines plane in December 1999 that secured the release of three jailed associates, pro-independence guerrillas or "militants" in the region stepped up their attacks on civilians, as well as on camps and barracks of government forces. The Indian army, operating under the Jammu and Kashmir Disturbed Areas Act and the Armed Forces (Jammu and Kashmir) Special Powers Act, continued to conduct cordon-and-search operations in Muslim neighborhoods and villages, detaining young men, assaulting other family members, and summarily executing suspected militants. Many Kashmiri civilians were killed or injured as a result of being caught in a crossfire between soldiers and militants, or in skirmishes and shelling between Indian and Pakistani troops across their countries' common border, known as the Line of Control.

Caste violence continued to divide the impoverished state of Bihar. There, the Ranvir Sena, a banned private militia of upper-caste landlords that had been operating with impunity since 1994, waged war on various Maoist guerrilla factions, such as the People's War Group (PWG). These guerrilla groups advocated higher wages and more equitable land distribution for lower-caste laborers. The cycle of retaliatory attacks claimed many civilian lives.

On April 25, upper-caste Rajputs shot and killed four Dalits and seriously injured three in Rohtas district, Bihar. Rajputs subsequently burned down the entire Dalit hamlet, leaving all twenty-five families homeless. The attack was reportedly in retaliation for the killing of two Rajputs a few days earlier by members of the outlawed PWG. On June 16, in Miapur village in Bihar's Aurangabad district, the Ranvir Sena slaughtered thirty-four lower-caste men, women, and children. Survivors reported that police left the scene when the attacking mob entered the village. The massacre was reportedly to avenge the killings by Maoist guerrillas of twelve upper-caste Bhumihars the week before, and thirty-four Bhumihars in March 1999. Some Ranvir Sena members were arrested in the weeks that followed, but there was no precedent for successful prosecutions in such cases.

Bihar was not the only state affected by caste violence. On March 12, seven members of a Dalit family were burned alive in their homes by an upper-caste mob in Kolar district, Karnataka state. The attack was preceded by the stabbing of an upper-caste man in a nearby village. Although police were aware of escalating tensions in the area, they failed to take preventive action.

In a positive move, the law commission called for sweeping changes to the country's rape laws following an increase in the incidence of sexual violence. Women's rights activists welcomed this recommendation. Female infanticide persisted as the female to male ratio continued to drop-a reflection of the lower status of women and girls, who were more

likely to be deprived of food, education, or health services, or to be seen as an economic liability under the dowry system.

Women whose relatives were sought by the police continued to be detained. In February, in Tamil Nadu, twelve women were illegally detained and tortured and repeatedly sexually assaulted in custody because of their ties to a suspected robber who had himself died in police custody. The National Human Rights Commission, a government-appointed body, also took particular note of alarming numbers of deaths in police custody.

Police brutality against Muslim students of the Jamia Millia Islamia, an institution of higher education in Delhi, made national headlines. On April 9, while searching for two criminal suspects, hundreds of police broke into one of the institution's dormitories and physically assaulted Muslim students, destroyed their property, and vandalized the campus mosque.

In June, the Indian navy alerted Sri Lankan authorities to the presence of forty-seven Sri Lankan refugees who had become stranded on an island between the two countries while fleeing to India. A Sri Lankan naval vessel then picked them up and took them back to Sri Lanka. In August, Indian authorities in Mizoram state forcibly repatriated over one hundred ethnic minority Chin refugees who had fled from Burma.

The displaced Tibetan people are victims of human rights violation.

3. RIGHTS OF WOMEN

Woman's rights are systematically being violated in India from time immemorial. In each field of existence women are victimized.

1. Social rights

2. Political rights

3. Personal rights

4. Economic rights.

A study of the status of women in India clearly shows the denial of these rights to Indian women.

As some of the cases below illustrate, women often experienced violations of their rights based on their race or nationality as well as on their sex, gender, or sexual orientation. Women experienced racism and sexism not as separate events but as violations that were mutually reinforcing. For example, soldiers and noncombatants subjected women to sexual violence in armed conflict not just because they were women but also because they were women of a particular race, nationality, ethnicity, or religion. Indeed, armed factions often portrayed acts of sexual violence against women in conflict zones as attacks on the entire community, a community typically identified by a shared race, religion or ethnicity. Likewise, women were vulnerable to trafficking into forced labor, not just because they were poor and uneducated, but also because in many countries their poverty and illiteracy was a function of discrimination against women of a particular race, ethnicity, or religion. But the impact of this convergence of racism and sexism did not end with women experiencing trafficking-related human rights violations; it also affected how government officials, such as police and prosecutors, in both sending and receiving countries perceived them. Governments treated trafficked women as illegal immigrants at best, criminals at worst. As a result, governments denied many trafficked women any meaningful access to justice or financial redress.

Women experienced widespread violations of labor rights because of their race and gender. In some cases, states created such varied

categories of workers that some women were unable to prove discrimination compared to women of different races. They were also unable to prove discrimination compared to men of the same race. For example, in the U.S. manufacturing sector, white women may be employed in the front offices as secretaries and receptionists while black men may be employed in the factory, making it impossible for black women to prove discrimination because the employer hires women and hires blacks. But states did not just violate women's rights in the public sphere; they also persisted in enforcing laws and condoning practices that discriminated against women in the private sphere. Governments defended these discriminatory laws and practices as essential to maintaining the integrity of religion and culture. Numerous governments, as in Morocco and Peru, continued to uphold laws that gave women inferior legal status within the family and that violated women's rights to change or retain their nationality. Some countries, such as Syria and Malaysia, violated women's right to enter into marriage with their free and full consent as well as their right to dissolve a marriage on an equal basis with men. The motivation behind these discriminatory laws appeared to be to keep women from marrying men of a different nationality, ethnicity, or religion.

Women's Status in the family

Laws and practices governing women's personal status—their legal capacity and role in the family—continued to deny women rights. While the type of discrimination varied from region to region, women throughout the world found that their relationship to a male relative or husband determined their rights.

Sub-Saharan African countries continued to use statutory and customary law to discriminate against women with regard to property ownership and inheritance. The explosive increase in numbers of young widows with children as a result of the Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) pandemic and wars in the region starkly exposed the critical link between denial of women's rights and extreme poverty. Zambia provided an example of a country devastated by HIV/AIDS and extreme poverty where the majority of women continued to live under customary law that denied them the right to inherit property from deceased male relatives. Although Zambia ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in the mid-1980s, and its constitution outlawed sex

discrimination, the constitution itself gave primacy to customary law in matters of inheritance. War widows in Sierra Leone faced similar prohibitions in customary law. In Nigeria, Ghana, Kenya, Uganda, and Zimbabwe, statutory law reforms over the past twenty years gave women equal rights to inheritance but judges in these countries continued to apply customary law.

Personal status laws in Syria and Morocco, among other countries, continued to curtail women's rights entering into marriage, during marriage, and at the dissolution of marriage. In Syria, the minimum age for marriage was eighteen for boys and seventeen for girls. If a woman over the age of seventeen married without the consent of a male guardian, the guardian could demand the annulment of the marriage if the husband was not of the same social standing as the wife, and as long as the wife was not pregnant. Further, a Muslim Syrian woman could not marry a non-Muslim, while a Muslim man had absolute freedom to choose a spouse. Syrian law also assigned different rights and responsibilities for women and men during marriage. A wife's "disobedience" could lead to forfeiture of her husband's responsibility to provide support. A man could legally have up to four wives simultaneously, while a woman could have only one husband. Women did not have the same rights as men to end marriage: while the personal status law provided for the unilateral and unconditional right of a husband to effect divorce by repudiation (the repetition, before the wife and a witness, of "I divorce you" three times), a woman seeking divorce was required to go to court and prove that her husband had neglected his marital duties.

Trafficking

Corrupt officials, complicit state authorities, xenophobia, and a profound lack of political will coalesced to guarantee impunity for traffickers and to exacerbate the suffering of their victims worldwide. Traffickers moved their human victims around the globe, held them in debt bondage, seized their passports, and threatened them or their families with harm if they resisted. Ever-tightening border controls and the lack of legal opportunities to migrate often forced women to turn to traffickers, increasing their vulnerability to abuse. Sold as chattel and forced to work for little or no pay, trafficked persons feared local law enforcement authorities, perceiving, in many cases correctly, that an appeal to police would end in prosecution and deportation, rather than protection.

Throughout recorded history, women the world over have been held to different standards than men. They have been consistently oppressed in nearly all aspects of life, from political to personal, public to private. In the 20th century, great strides have been taken to end this oppression and level the playing field. In India however, a number of deeply rooted traditions have made this effort particularly difficult, and as a result, women's triumphs over oppression in India are all the more intriguing. Women today are the largest oppressed group in the nation.

4. RIGHTS OF CHILDREN

"A child is defined as any person under 18 years of age. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration…"

Child rights include rights under two broad categories

1) Right to Life, The rights that help the child to live and to grow without any threat to life come under this category. Right to be born live, right to proper nutritious diet, vaccination, protection from life threatening diseases, good environment, medical facilities etc The child should be registered at birth, given a name, nationality and family identity.

2) Right to Protection, Protection from „all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse…" from economic/sexual exploitation, trafficking, and drug abuse.

3) Right to Development, The right to health, education, social security and an adequate standard of living. Free and compulsory education up to the primary level, is a right of every child. Child should be prevented from dropping out of the school.

4) Right to Participation Explicit recognition of a child's right to participate Art. 12(1). The child should have a chance to play a part in the formulation of policies and decisions that affect him. They should be given opportunities to participate is all cultural, sports and arts events.

The Convention on the Rights of the Child (CRC) states a clear prohibition of discrimination among children, formulates the overall guiding principle "the best interest of the child". This is Ratified by 192 countries (except USA and Somalia). The day of the adoption of the CRC – 20 November 1989 - is the INTERNATIONAL CHILD RIGHTS DAY

Children's rights are human rights. Respect for human dignity regardless of age Children's rights shift focus of attention to the individual child and to children as a group in society. Children's rights are comprehensive and inter-related no free speech without prohibition of violence, no right to education without an adequate standard of living. Protection of children's

rights sheds light -1) on the status of the child in society, 2) on prevalent concepts of childhood, 3)on role models attributed to children, 4) on living conditions, 5) on the status of the family and of women in that society.

Some other more recent trends in the field of children's rights include:

Structural aspects: child/youth-led initiatives and organizations, establishment of offices for children and youth and child-focused infrastructure, child rights monitoring. Child and youth participation: (locally, nationally, internationally), e.g. including political participation/right to vote. Generational aspects: non-discrimination of children as opposed to adults; distribution of wealth, access to resources; representation of interests of children and youth; demographic shifts. Rights of the girl child: (social role models/media stereotypes/ religious/cultural backgrounds, reproductive health).

Right to information: access to internet/data protection; violent content in media/TV/computer games, etc.; child pornography on the internet. Violence to children and sexual exploitation of children: global ban on corporal punishment; psychosocial support. Rights of the disabled child: (including education, vocational training).

Children and the economy: mainstreaming of child rights issues into poverty reduction programs; child labor/eliminating worst forms; effects of economic globalization and liberalization of public services (health, education - GATS); impact of the entertainment and sports industry, advertising, mass media on youth culture. Basic social services, impact of HIV/AIDS. Children in armed conflict, child combatants' reintegration; responsibilities of non-state actors/private companies; role of the Security Council; role of the ICC; child rights training and codes of conduct for peacekeeping/field personnel.

History of declarations of Child rights

1923/24: Declaration on the Rights of the Child

1959: UN Declaration on the Rights of the Child

1989: UN Convention on the Rights of the Child

1990: The UN Commission on the Human Rights appoints a Special Reporter on the Sale of Children, Child Prostitution and Child Pornography.

1990: World Summit for Children in New York. Adoption of a World Declaration and Plan of Action for the Survival, Protection and Development of Children.

1990: African Charter on the Rights and Welfare of the Child

1996: Graca Machal submits her groundbreaking study "Impact of Armed Conflict on Children"to the UN – General Assembly

1998: Six international NGOs form the Coalition to Stop the Use of Child Soldiers in order to lobby for a ban on the use of children in war and armed conflict

1999: The Human Security Network develops out of a group of like-minded countries, with a strong emphasis on the situation of children affected by armed conflict

1999: Convention No. 182 on the Worst Forms of Child Labour Organisation adopted by the International Labour Organisations

2000: Adoption of two Optional Protocols to the Convention: on the Involvement of Children in Armed Conflict and the Sale of Children, Child Prostitution and Child Pornography.

2002: The UN Commission on Human Rights mandates a major study on violence towards children

2002: Children's Forum and UN General Assembly Special Session on Children in New York. New Declaration and Plan of Action adopted.

5. GIRL CHILD

Definition of Child: The Convention on the Rights of the Child (CRC) defines a child as a person under the age of 18. A girl child is thus a female younger than 18 years of age.

Discrimination: Treatment or consideration based on class or category rather than individual merit; partiality or prejudice.

Female Infanticide: The murder of a female infant. It occurs often as a deliberate murder or abandonment of a young girl or infant.

Selective Abortion: Also called gender-selective abortion, sex-selective abortion, or female feticide-selective abortion. It involves the abortion of a fetus because it is a girl. Many women from communities or cultures with a preference for boys practice selective abortion.

Female Genital Cutting (FGC): The practice that involves the removal or the alteration of the female genitalia. It is a centuries-old practice found in many countries among people from various religions and beliefs, most prevalent in Africa.

Honor Killing: The practice of killing girls and women who are perceived to have dishonored a family's reputation by allegedly engaging in sexual activity or other improprieties before or outside of marriage. 'Improper' behavior justifies grounds for killing. It has expanded to include transgressions, which are not initiated by the girl, including rape and incest.

Currently, 60 million girls are reported as "missing" as a result of infanticide, sex selective abortions, and neglect. At least 130 million girls alive today have undergone Female Genital Mutilation, and 2 million more are at risk every year. It is reported that at least 5,000 women and girls are murdered each year for "honor's sake" by members of their own families. United Nation statistics, national reports and studies initiated by non-governmental organizations repeatedly show that girls, as a group, have lower literacy rates, receive less health care, and more impoverished than boys.

Female infanticide is the deliberate killing of a girl child. Girl children who are born in societies where poverty, overpopulation, and male biases are prevalent. It predominantly occurs in societies where girl children are not viewed as economically advantageous.

Case study- Lakshmi was 20 years old and already had one daughter. Upon the arrival of a second girl she no option but to kill this second daughter. Lakshmi refused to nurse the newborn and to silence the infant's cries of hunger she fed her a poisonous combination of sap and castor oil. The baby died soon after.

2. Female Genital Cutting (FGC) The practice that involves the removal or alteration of the female genitalia. Young or adolescent girls from cultures that believe that FGC will prevent girls from being promiscuous and prevent them from engaging in sexual intercourse before marriage. 28 African countries, Muslim populations, Indigenous groups in Central and South America. Cultural beliefs and attitudes on multiple fronts: sexual, sociological, hygienic and aesthetic, religious. Its effects are Physical ~ Pain, damage to organs, hemorrhage, chronic infections, complications with sexual intercourse and childbirth. And Psychological ~ Shock, anxiety.

Case study- Hannah was genitally cut when she was eight years old. She knew little about the procedure, but understood it to be a ritual, a ceremony, a process that would allow her to become a woman. Six women held Hannah down to perform the procedure. There was no anesthesia or pain medication at any point during the procedure, and Hannah almost lost consciousness because of the immense pain. The practitioner was then paid the equivalent of one dollar for the procedure.

3. Honor Killing. Killing of women that can be defined as acts of murder in which a woman is killed for her actual or perceived immoral behavior. Women who have failed to keep marriage contracts, refused to agree to arranged marriages, requested divorce, flirted with men other then their husbands, or for 'allowing' themselves to be raped. Most prominent in the Middle East, Southwest Asia, and Northwest Africa. For violating sexual norms or being victims of rape or other sexual rumor. This is a custom where women are treated as property and business contracts. Killing of women that can be defined as acts of murder in which a woman is killed for her actual or perceived immoral behavior.

Points for discussion: what are three reasons why women face prejudice around the world? Do you think that equal education of girls and boys would provide more equal rights and less discrimination against girls? Who should be in charge of making changes regarding the issues we have discussed today? Why do you think people continue to commit these acts, even though there are laws against them in some places? What do you think you can do to help?

Many developing countries including India face problems that affect the entire global community: hunger, poverty, HIV/AIDS and population growth. The developing world also has the most severe discrimination of women and girls. Jubilation and celebrations when a son is born, gloom and resignation at the birth of girl even midwives pull a long face as they would get no tip. In India, midwives bang a brass plate with a spoon for the boy and break an earthen pot if it is a girl. Boy is precious as a metal is, a girl- only dust. Little girls watch all this and know that a brother is more important, that boys are gems and girls are mere stones. The status of a second class citizen is conferred on a girl a birth, first by the family in which she is born and by the society as she flowers into womanhood. To compound matters, she is 'taught' within the family-that she is worthless, a liability, and servitude is her dharma. Thus she is deprived of her childhood, doing domestic chores, and develops a demeanor which is submissive and unquestioning. This psychological browbeating she is subjected to in her childhood stays with her as an adult – a sister, a wife, and a mother. She has to endure the suffering, she is told, since she is born a girl.

The value of a prostitute drops with her age. Average age at entry in flash trade 10-15 years. 50% of all sexual assaults are committed against girls age 15 or younger. Every hour, four women and girls in India enter prostitution, three of them against their will.

Son preference-a deep rooted social value – combined with poverty; illiteracy and low status of girls are among the few of the factors associated with female mortality before and at birth. 'Sex preference' in other terms, also means an 'unconscious neglect' of a girl child. Sex role socialization not only tells girls they are different but also that they are unwanted and inferior and have to be grateful for being `allowed' to go to school or to a friend's place or to work. All decisions are made for the girls by others. They are given no choices/options. A girl in her natal home is considered a temporary member, and in her husband's house, an `outsider'. Only 52% of married women take decisions about their own health and a similar number is anemic.

Declining Female-to-Male Ratio: Between 1991-2001, the sex ratio of the child population (0-6 years) fell sharply from 945 to 927 signaling the persistence of anti-female biases in certain segments of society" This is all pervasive - 79 % of the districts showed a decline in sex ratios during 1991-2002 with 35% being below the national average. Aggressive efforts are required to restrain sex selection and understand the implications for society.

Case Study

Mina, 8, with Sukhram, 22, right, and his family members, after their marriage (Rajasthan, India 1998) Under the Child Marriage (Restraint) Act, 1929, all child marriages are banned and a male adult marrying a female child can be punished with simple imprisonment extending to three months, and shall also be liable to fine or both. The parents or guardian who may be solemnizing a child marriage can also be punished and any marriage solemnized in contravention of the Act is voidable at the option of the parties on attaining majority.

A 1976 amendment to the Child Marriage Restraint Act raised the minimum legal age for marriage from 15 to 18 for young women and from 18 to 21 for young men. However, in many rural communities, illegal child marriages are still common. In some rural areas, nearly half the girls between 10 and 14 are married. Because there is pressure on women to prove their fertility by conceiving as soon as possible after marriage, adolescent marriage is synonymous with adolescent childbearing: roughly 10-15 percent of all births take place to women in their teens.

When the dowry amount is not considered sufficient, the bride is often harassed, abused and her life made miserable. The most severe dowry abuse is "bride burning", the burning of women whose dowries are not considered sufficient by their husband or in-laws. In India, 6,000 dowry murders are committed each year. This reality exists even though the Dowry Prohibition Act has been in existence for 33 years, and there are virtually no arrests under the Act. Since those giving as well as those accepting dowry are punishable under the existing law, no one is willing to complain. It is only after a "dowry death" that the complaints become public.

Conclusion

The cycle of neglect, indifference and conscious discrimination against the girl from birth in to early womanhood, dictates her future life and perpetuates her low status from generation to generation.

Some areas like health and education are in the hands of governments; but much more than that the responsibility lies with everyone. Until attitudes change, the preference for male over female will prevail-no

matter what governments do. As women's economic power grows, it will be easier to overcome the tradition of "son preference" and thus put an end to the evil of dowry. Only if one can make the girl child believe that she too is a human being, and not merely a girl, that she is essential to the society as her brother, that she can hold 'half the world' that she 'is' an asset and not a burden. This is the story of every girl child, and holds true all over the world.

ANDHRA LOYOLA COLLEGE

AUTONOMOUS :: VIJAYAWADA - 520 008

Established : 1954

A CHRISTIAN MINORITY COLLEGE WITH CONSTITUTIONALLY PROVIDED RIGHT OF ADMISSION
(AN ISO 14001 : 2015 INSTITUTION)
THE ONLY COLLEGE IN BOTH THE TELUGU STATES TO HAVE BEEN RANKED AMONG
THE TOP 150 COLLEGES BY NIRF SINCE THE INCEPTION OF THE RANKING IN 2017
SELECTED UNDER THE STAR COLLEGE SCHEME OF DBT AND FIST PROGRAMME OF DST, GOVT.OF INDIA
SELECTED FOR ENHANCEMENT OF QUALITY AND EXCELLENCE UNDER RUSA BY MHRD, GOVT.OF INDIA

7.1.10 CODE OF CONDUCT

A College Dedicated to All-Round Development of its Students

Andhra Loyola College
(Autonomous)
VIJAYAWADA-520 008.
Web: www. andhraloyolacollege.ac.in   e-mail: contactalc@gmail.com

STD	: 0866
Main Off.	: 2476082
Inter	: 2476965
Degree	: 2481907
P.G.	: 2474902
CoE	: 2473251
Fax (Principal)	: 2474531
Fax (Correspondent)	: 2486084

Student Code Of Conduct:

CODE OF CONDUCT: స్వవర్తన నియమావళి

1. Students must respect the Traditions, Authorities and Staff of the College.
   విద్యార్థులందరూ కళాశాల సంప్రదాయాలను, అధికారులను, సిబ్బందిని గౌరవించాలి.

2. Students should come to College only in uniform and with identity card.
   విద్యార్థులందరూ కళాశాలకు యూనిఫారంలోనే రావాలి. గుర్తింపు కార్డును వెంట భరించాలి.

3. Every Student should have at least 75% of attendance to take the Semester - End Examinations and 80% of attendance to take Year - End Practical Examinations.
   ప్రతి విద్యార్థి సెమిస్టర్ చివర పరీక్షలు కనీసం 75%, వార్షిక ప్రయోగ పరీక్షలు 80% హాజరు కలిగి ఉండాలి.

4. For promotion to the next academic year, a student should have written and passed a minimum of 50% of group subjects in theory of both semesters of the previous academic year.
   ప్రతి సంవత్సరం 2 సెమిస్టర్లు రెండింటికి (థియరీ) పరీక్షలు వ్రాసి, ఆ మొత్తం గ్రూపు సబ్జెక్టులలో కనీసం సగం సబ్జెక్టులలో ఉత్తీర్ణుడైతే మరుసటి సంవత్సరం చదవడానికి అర్హత లభిస్తుంది.

5. All the First Year Degree Students have to put in 60 hours of Community Service under the College Extension Programme.
   కళాశాల సామాజిక సేవా కార్యక్రమం క్రింద మొదటి సంవత్సరం డిగ్రీ విద్యార్థులందరూ 60 గంటల సామాజిక సేవ చేయాలి.

6. Students, who leave the College, for what ever reason, without completing the Course, should pay the Fee for the entire Course. No Refund of Fee is possible, once paid.
   ఏ కారణముల వలనైనా, కోర్సు పూర్తి చేయకుండా మధ్యలోనే కళాశాలను విడిచిపెట్టు విద్యార్థులు మొత్తం కోర్సుకు చెల్లించాలి. ఒక సారి కట్టిన రుసుము తిరిగి ఇవ్వబడదు.

7. All the Degree Students of the College should do atleast one Career - Oriented Certificate / Diploma Course offered by the College for a Fee, as per convenience.
   డిగ్రీ విద్యార్థులందరూ వసులుబాటును బట్టి కళాశాల ఉంచించే ఉపాధి అవకాశాలను మెరుగు పరచే కనీసం ఒక సర్టిఫికేట్ / డిప్లొమా కోర్సును రుసుముము చెల్లించి చేయాలి.

8. Bringging Disrepute to College, Ragging, Eve-teasing, Smoking, Possesion / Use of Drugs, Alocohol and Unparliamentry Language, Romantic/ Emotional involvement with opposite gender by Students on the College Campus are strictly prohibited. Students, who indulge in these will be discontinued.
   కళాశాల విద్యార్థులు కళాశాలలో కాని బయట కాని కళాశాలకు చెడ్డ పేరును తీసుకొనివచ్చే, ఇతర విద్యార్థిని విద్యార్థులను వేధించడం, ఎరుక్క పెరులను బాధింపు: పొగ తాగడం, మద్యం, మత్తు పదార్థాలను కలిగి ఉండడం, బాధలను; అవాంఛనీయ స్త్రీ - పురుష సంబంధాలను ఏర్పరచుకోవటం ఫూర్తిగా నిషేధం. వీటికి పాల్పడిన విద్యార్థులు కళాశాలలో కొనసాగనివ్వరు.

9. Parent / Guardian should meet the College Authorities whenever it is necessary.
   అవసరమైనపుడు బట్టి కళాశాల అధికారులను సిరించి సలుపడు తల్లి / తండ్రి / సంరక్షకులు తప్పక కలిసి ఉండాలి.

10. Hereby we agree to pay the total fee of the college. We also agree to get the Scholarship when it is released by the Govt.

Signature of the Student   Signature of the Parent / Guardian

Staff Code Of Conduct:

1. You will be placed on Probation for a period of six months initially, which could be extended by further five months. During the said period your services could be terminated with or Without any notice assigning any reasons for termination.

2. During the temporary period of service, your services are liable to be terminated at any time with one month's Notice or one month's Salary in lieu there of, if the Management is not Satisfied with your services or if there is no required work load. In this, the decision of the President of Loyola College Society, Guntur-Vijayawada, is final.

3. You shall not seek any employment outside the College when you are in the service of the College without the written consent of the Management.

4. You shall not leave the services of the College without giving one month's notice or paying one month's salary in lieu there of to the Management.

5. During the above stipulated period of service you will be entitled to only one day casual leave Per month.

6. You are requested to take an active part in N.S.S., Extension Programme and other Extra-Curricular Activities of the College.

7. You shall acquire the UGC prescribed qualifications for the College Teachers, abide by the Service Rules and Regulations of the College and of the Jesuit Province Society, Hyderabad, and should not offend the Cannon Law, which are in force and amended from time to time.

8. Please be informed that getting qualified in NET/SET and possessing a Ph.D Degree in the relevant subject are the UGC requirements as of now for the College Teachers. Hence, you are expected to acquire these qualifications at your earliest, if you do not have them already.

GENERAL INFORMATION AND RULES

Admission

Admission into the College is made strictly on merit with due consideration for the marginalized and weaker sections of the Society. The College reserves to itself the right of admission. A student, once admitted into a particular group, is not allowed to change his/her elective subjects (Second Language and /or Group Subjects). However, the intermediate students can do so before the last date stipulated by the Board of Intermediate Education.

Attendance

1. Theory

i. Although an attendance of 75% is sufficient for being admitted to the University, Semester End and Intermediate Public Examinations, the College insists on regular attendance at all classes. Therefore, no student should be absent from classes without valid reasons. If a student is absent even for one period either in the morning session or in the afternoon session, he/she will lose half-a-day's attendance.

ii. A student should apply for leave only in the prescribed form. Leave may be granted only at the discretion of the Principal/Vice-Principal mostly on medical ground.

iii. When a student takes leave for a day or two, he/she should submit his/her leave letter either before he/she takes leave or on the day of return from leave.

iv. If leave is requested for reasons of illness for more than two days, the students should inform the Vice-Principal the reason for their absence by the third day. A medical certificate must be attached to the application which shall be submitted as early as possible, but not later than the day of return from leave.

v. Leave letters submitted after the time limit will not be accepted.

vi. If a student is absent continuously for more than 12 working days without leave, his/her name will be removed from the rolls.

vii. Permission for representing the college in extracurricular activities like sports, games, cultural festivals, NCC, NSS etc., should be obtained in advance from the Principal/Vice-Principal, with a letter of request, duly recommended by the staff member/officer concerned.

viii. Every student is expected to check his/her attendance in the chart displayed on the notice board daily. In case of any discrepancy, he/she should get it rectified within two days. The necessary correction slips are available with the Vice-Principal.

ix. Once the list of students short of attendance is put up on the notice board at the end of the semester, no request will be entertained.

2. Practicals

The minimum attendance for practicals is 80% of the total practicals conducted during the semester.

Academic Plan

As an Autonomous College, Andhra Loyola College, has adopted the semester system for undergraduate and postgraduate programmes. The academic year is divided into two semesters, each consisting of 90 instructional days. The Odd Semester is from June to October

and the Even Semester is from November to March. Each semester is a complete unit by itself. The instructional methods include conventional lectures, ICT based sessions, classroom interactions, guest lectures, seminars, symposia, field study, etc. The syllabi and the model question papers will be provided by the respective Departments.

Choice Based Credit System (CBCS)

Andhra Loyola College introduced CBCS in the Academic year   2004-2005 as the First College in the United Andhra Pradesh State.

<div align="center">

Examination and Evaluation

</div>

1. Theory

The college follows a system of evaluation based on Continuous Internal Assessment (CIA) and Semester-End Examination (SEE) for UG and PG programmes. The 100 marks allotted for each theory paper in a semester are distributed with equal weightage (50:50) between CIA and SEE.

A.   Continuous Internal Assessment (CIA)

The CIA in Theory consists of written and oral tests, assignment and regular attendance during the semester. The 50 marks allotted for each subject in CIA in each semester are distributed as follows:

Mid-Semester Test I 20 marks (15written+ 05oral)

Mid-semester Test II 20 marks

Assignments   05marks

Attendance   05marks

i.   Mid-Semester Tests: Usually, each mid-semester test is held approximately after 40 days of instruction. The dates are notified in the Handbook. The syllabus and the model question paper for each mid-semester test will be provided by the respective Departments. As the marks scored in the Mid-Semester tests are considered for final evaluation and award of class, student should take these tests earnestly. Absence from a scheduled test will be viewed very seriously, if permission is not obtained from the Principal/Vice Principal before the end of the scheduled examinations.

ii.   Re-Mid Test: Due permission may be obtained from the Principal/Vice Principal by those students who would be absent from any Mid-Semester test to appear for the Re-Mid test during the same semester. However, it may be noted that granting permission is not a mere formality, but will be decided on the merit of each case. On obtaining permission, students should register their names with the Controller of Examinations after paying the necessary fee. The Re-Mid tests will be conducted for two hours only during the preparatory holidays and the syllabus of the entire semester will be included while framing the questions.

iii. Assignments: In general, every student is expected to submit an assignment in each subject in each semester. The choice of the assignment, its nature and the time limit for submission will be decided by the staff concerned. No assignments will be accepted after the stipulated date and it will entail loss of marks under this head.

iv.   Attendance: Subject-wise attendance will be calculated in terms of percentage while

awarding marks.
Table for calculating marks for attendance:

% of Attendance	Marks
Upto75	Nil
76-80	1
81-85	2
86-90	3
91-95	4
96-100	5

NB: As each semester is a complete unit in itself, any deficiency in CIA cannot be made up in the subsequent semesters. If a student is forced to repeat a semester for some reason, all his/her CIA marks will stand cancelled. While repeating the semester, the student has to follow the syllabus and the model question paper which are in force at that time.

B. Semester-End Examinations (SEE)

The regular and Supplementary Semester-End Examinations (SEE) for odd semesters (I, III, V) are held in Oct/Nov and for both odd and even semesters (II,IV,VI) in March/April, every academic year.

i. Eligibility

a. Every student who has at least 75% of attendance in a semester is eligible to take the Semester-End Examinations.

b. Any student who has between 60% and 75% of attendance in a semester owing to health problems may be permitted to take the Semester- End Examinations on payment of the prescribed condonation fee for attendance.

c. Any student with less than 60% of attendance in a semester will not be permitted to take the Semester-End Examinations. He/she has to repeat that semester, in the event of which, all his/her earlier CIA marks shall stand cancelled. However, if any student has between 50% and 60% of attendance in a semester and has at least 85% of attendance in the preceding or subsequent semester of the same academic year, he/ she may be permitted to take those examinations, on payment of the prescribed condonation fee for attendance, without repeating that semester.

d. In semester VI, if a student has attendance between 50% and 60%, he/she may be permitted to write the examinations, at the discretion of the Principal, under the following conditions:

　* In all previous semesters, his/her average attendance has been 75% or more.

　* His/her prolonged absence is due to illness or other exigencies of life and he/she has been regular to classes at other times.

　* His/her case is recommended for consideration by a committee consisting of the Vice-Principal and the Head(s) of the Department(s) concerned.

ii. Registration

Every eligible student shall register himself/herself for the Semester-End Examinations through an application by paying the prescribed examination fee within the stipulated time. The College reserves the right of permitting a student for Semester-End Examinations on grounds of discipline, attendance, etc.

iii. Examinations

a   The question papers for Semester-End Examinations are prepared according to the latest syllabi and model question papers approved by the Boards of Studies and the Academic Council.

b   The students who repeat a semester will have to take the Semester-End Examinations with the syllabi and the model question papers which are in force at that time.

c   **For the present II & III years and Supplementary candidates only:** The candidates with arrears and the supplementary candidates will also have to take the same question paper as in the case of the regular candidates, provided the syllabus and the model paper are the same as those of regular candidates.

d   **For the present II & III years and Supplementary candidates only:** In case of any change in the syllabus and/or model paper, candidates with arrears and supplementary candidates will be provided with separate question papers based on the syllabus and the model papers pertaining to those batches.

e   The candidates with arrears as well as the Supplementary candidates will have to get the syllabus and the model paper from the Heads of the Dept. concerned, while preparing for their Examinations.

f   **Grace Period:** From the 2005-08 batch onwards, a student who is not able to complete his/her degree studies within 3 years is given a maximum period of 4 years to appear for his/her supplementary examinations to complete the Degree. In any case a student has to complete his/her Degree within seven years from the time of admission. From the 2010-2013 batch onwards, as per the guidelines of Krishna University, students must complete their Degree within six years from the time of admission.

g   All the candidates have to answer the question papers in the medium as specified in their applications for admission into the course. No change of medium will be permitted thereafter.

h   Students are permitted to write supplementary examinations with their course syllabus for a consecutive period of five examinations conducted with their syllabus and model paper. After five attempts, they must appear for the examinations in the existing syllabus and model paper.

2.   Practicals

The practical methods include laboratory work, project work, fieldwork, practical training, record work, etc. The syllabi, model question papers and the practical schedule will be provided by the respective Departments. 100 marks will be allotted to each practical examination in a semester and distributed with equal weightage for CIA and SEE (50:50).

A.   Continuous Internal Assessment(CIA):
The CIA for Practical Assessment is based on the student's performance in Laboratory Work, Project Work, Record Work etc. The 50 Marks for CIA in each semester are distributed as follows: 25 Marks for Internal Practical Exam, 20 Marks for Laboratory /Project Work and 5 Marks for Attendance.

i.   Laboratory: The assessment of laboratory work is done in each semester in specified practical hours. Students who fail to present themselves for such assessment without prior permission, will lose marks assigned for those sessions. The students with prior permission to absent themselves from such assessment may be given an opportunity to appear again in the same semester. A student who fails to attend such reassessment will

lose marks.

ii.   **Record Work:** Record work, complete in all aspects, is compulsory for assessment. The efficiency and the effort of the student are considered for the award of marks for the record work. A student who fails to produce a completed record will be restrained from submitting himself/herself for assessment.

iii. **Project Work:** The completion of Project work done during the summer vacation at the end of the II year is an essential requirement for obtaining the Degree.

B.   **Semester End Practical Examinations:** Semester End Practical Examinations will be held only at the end of every Semester. All the eligible candidates should take the Examinations only during this period. No Supplementary Practical Examinations will be held at any other time.

i.   **Eligibility**
      a. A student should have at least 80% of attendance in laboratory work in a semester to take the semester-end practical examinations.
      b. A student should possess a duly certified record.

ii.   **Registration:** All the eligible students have to register themselves for all practical examinations along with theory examinations. No student is allowed to take the practical examinations without registration.

iii. **Examinations:** For the purpose of practical examinations, students will be divided into batches. Each batch has to take the examination on a specified date and time as per the timetable announced.

3.   **Malpractice:** The College gives utmost importance to academic integrity and takes a serious view of unfair methods in all the theory and the practical examinations. Influencing the teaching and the non-teaching staff at any time by the candidates for any advantage is also considered a malpractice. Any case to malpractice at any stage makes them miscreant liable for severe punishment. The cancellation of all the written examinations – both Regular and supplementary - taken and to be taken by the candidate during that specified period is the immediate minimum punishment. If the students are caught for malpractice in the annual practical examinations, all the practical examinations of that specified period will be cancelled. If the students are booked for malpractice in the mid semester examination, all the mid-semester examinations will be cancelled and they will not be permitted to appear for the re-mid examination. If any student is found guilty of malpractice on more than one occasion during his/her stay in the college, he/she may be prohibited from pursuing further studies. A student of last semester, if found guilty of malpractice on more than one occasion, may be debarred from examinations for three years. In all cases of malpractice, the decision of the Committee on Malpractices is final and binding.

4.   Appeals

A.   **Continuous Internal Assessment (CIA)**

i.   **Valuation:** Any student who has a grievance about the valuation of Mid-Semester tests and/or assignments may bring it to the notice of the lecturer concerned, but he/she must do so within 24 hours of the receipt of the relevant answer script and get it clarified. If he/she still feels aggrieved, he/she may appeal in writing to the Principal who will refer the matter to the Appeals and Grievances Committee specially constituted for the purpose. On the basis of the recommendations of the Committee, the Principal is authorized to settle the matter.

ii. **Rectification:** Any rectification with regard to the tabulation of CIA marks, mistakes in the spelling of names, the second language opted for optional subjects, etc., displayed at the time of declaration of results, should be brought immediately to the notice of the Controller of Examinations. Such rectifications should invariably be completed before the preparation and the issuance of the marks statements of the semester concerned.

NB: The students must preserve the CIA valued answer scripts and assignment papers of each semester until the marks statements are issued.

B. **For Semester-End Examinations (SEE)**
There presentations regarding SEE should be made as noted below to the Controller of Examinations in the relevant pro-forma along with the prescribed fee receipt.

C. **Revaluation:** A candidate may also apply for revaluation of any paper in any subject within 10 days of the display of mark-lists. The criteria for evaluation are as follows:

i The student may be given advantage only when the difference of marks between the first valuation and the second one is within the range of 5-10%. In such a case, the student is eligible for a refund of 50% of the revaluation fee.

ii If the difference is less than 5%, the student concerned will not be given any advantage.

iii If the difference is more than 10%, the answer-script will be sent for a second revaluation. The average of the two revaluation marks will be considered as the final mark of the candidate.

5. Results

i **Pass:** To pass any course, a candidate must secure a minimum of 40% marks in SEE as well as in the aggregate of both CIA and SEE.

Ii **Computation of Class:** The computation of class will be carried out only at the end of Semester VI, when the candidate gets through all the six semesters. A student is eligible for the award of a class only when he/she completes the Part-I (Languages) within two academic years, the part-II (Group) subjects and the rest of the subjects with in three academic years from the date of admission into the programme.

Grading System under CBCS

Grade Point: It is a numerical weight allotted to % Absolute Marks intervals (Raw Score) on a 10 point scale. For example if a student acquires 89 marks for 100, the grade point is 8.9.

Letter Grade: It is an index of the performance of students in a said course, Grades are denoted by letters O, A+, A, B+, C, P and F.

Credit Point: It is the product of the grade point and the number of credits for a course.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters. It is expressed up to two decimal places.

Note: Any pass after the stipulated limit will be treated as third class, irrespective of the percentage of marks scored. It will be indicated by an (*) in the cumulative marks statement.

6. Memorandum of Marks

The semester-wise marks memoranda will be issued to all the registered candidates as and when they are ready. The students who are on leave on the day of the issue of memoranda of marks have to collect them immediately after their return. The authorities concerned are not obliged to give the memoranda of marks after 90 days from the date of issue. The cumulative marks statements are issued to the successful candidates at the end of the programme on payment of the prescribed fee. Students are expected to preserve all their memoranda of marks for future. It may be noted that no duplicate marks memoranda will be issued as a routine. In case of loss or damage, duplicate memoranda will be issued after completing the required legal formalities and paying the prescribed fee.

7. Cancellation and Betterment

A successful candidate is not allowed to cancel his/her CIA and SEE marks in theory and/or practicals and reappear for betterment. However, a candidate who fails in the examination for want of internal marks may be permitted to take the betterment examination only once after the completion of the course with syllabus which is in force at the time of examinations.

8. Instant Examination

Only those regular students who have passed all the Examinations –both theory and practical – up to the 5th semester but have failed in one or two theory papers of the 6th Semester are eligible for Instant Examination (theory only). The practical Examinations will not be conducted as Instant Examinations.

Supplementary Examinations ODD (and) EVEN: When ODD semester End Exams (Theory and Practical) are conducted, EVEN Semester Supplementary Exams will not be conducted. But when the EVEN Semester End Exams (Theory and Practical) are conducted, ODD Semester (Theory and Practical) Supplementary Exams will be conducted.

9. Promotion to II & III years

a. For promotion to a higher class, the academic performance of the student will be taken into consideration.
b. For promotion to the next academic year, a student should have passed a minimum of 50% of group subjects in theory of the previous academic year, after writing the SEE of both Semesters.

10. Mandatory Academic and Non-Academic Credits

Value education is integrated into the academic programme for all first and the second year degree students. A pass in this subject is obligatory for every student to get his/her degree. All the Degree Students of the College should do at least one Career – Oriented Certificate / Diploma Course offered by the College and one Open Online Certificate Course in the II-Year. All the First Year Degree Students have to put in 60 hours of Community Service under the College Extension Programme.

11. Mentoring System

Every Staff member would be in-charge of 25 students for their mentoring. The student profile book is maintained in the college, which consists of all the information pertaining to the student concerned. Each mentor will officially interact with the student twice a semester. Besides this, the student is encouraged to meet the lecturer concerned by fixing an appointment with him/her for his all-round development.

12. Identity Card

Every student will be provided with an identity card which he/she must keep as long as he/she is a student of this college. Whenever he/she approaches the Office/Departments on academic or administrative matters, he/ she must produce his/her identity card. No request will be entertained without the producing of the identity card. A long with the hall ticket, the identity card should also be brought for taking any theory or practical examination. The ID Card should be always worn around the neck.

13. General Rules of the Library
a. All the students are expected to become registered members of the library.
b. All the students will have an open access for borrowing books.
c. The degree & Intermediate students are entitled to borrow a maximum of four and three books respectively.
d. The borrowed books should be returned within 15 days as stamped on the due-date slip.
e. An overdue charge of 0.50 paise per book per day will be collected from the defaulter.
f. The defaulters will not be allowed to borrow books unless they clear the overdue.
g. The students are neither allowed to sub-lend the books they have borrowed nor borrow on behalf of someone.
h. While borrowing the library books, the students are expected to check the condition of the books. If any damage is noticed, it must be reported at the issue counter immediately. Otherwise, the borrower will be held responsible for any damage noticed at the time of returning them.
i. In case of serious damage to a book, the borrower has to replace it.
j. The loss of library books should be immediately reported to the Librarian.
k. Journals will not be issued but can be read in the reading room.
l. On entering the library, personal books and belongings should be deposited at the property counter.
m. Presentation of the identity card is compulsory for using the Reference Library.
n. The books in the Reference Library must be handled with care.
o. The students are advised to leave the reference books on the table itself after use.
p. The reference books are to be used only within the Reference section.
q. The Students' Reading Room and Reference Library will be kept open from 8.30 a.m. to 6.30 p.m.
r. Silence must be observed in the premises of the Library.

14. DISCIPLINE
a. Any student who indulges in or abets in tarnishing the image or reputation of the Institution in anyway will run the risk of having his/her admission cancelled.
b. All the students are expected to come to the College in their respective Uniform without fail. Its violation is subject to stringent disciplinary measures.
c. Possession of Cell Phones by Students in the College is strictly prohibited. Cell Phones once confiscated will not be returned.

d. Ragging, Eve-teasing, Smoking, use of Drugs, Alcohol and Unparliamentarily Language, Romantic/Emotional involvement with opposite gender by the students on and off the College Campus are strictly prohibited. The students, who indulge in such unwarranted activities, will be discontinued.
e. Vehicles should be parked only in the place allotted for the purpose.
f. It is mandatory to speak in English on the campus during the college working hours.
g. It is against the discipline of the College to sit or stand as a group/individual at the parapet of the college library lawn wall during the college working hours.
h. The College reserves to itself the right to allow or disallow the admission of detained students.

15. PROCEDURE FOR OBTAINING VARIOUS CERTIFICATES T.C., M.C., M.M & S.C.

a. Transfer Certificate

After the completion of the Degree, the T.C. application form could be obtained from the Reception Office. The form has to be filled in and 'no dues' signatures are to be obtained from the in-charges of the Library, Controller of Exams, College Office, Departments and Labs. Attach a Xerox copy of X Class or Inter T.C. A receipt for Rs.20/- has to be taken from the college cash counter. The application form with the above attachments has to be submitted to the reception office. The T.C. could be taken from the attendant in the Principal's Office.

b. Migration Certificate

(Only for those who got admission into courses offered by Universities, other than Krishna University)
A Receipt for Rs.200/- has to be taken from the College Cash Counter. Students have to submit an application in writing enclosing the Fee Receipt, Xerox copies of Degree Provisional Certificate, and Course Completion Certificate issued by our College. The M.C. could be collected from the college main Office.

c. Conduct and Course Certificate

A receipt for Rs.20/- has to be taken from the college Cash Counter. By producing the Receipt and the ID card, the Study Certificate could be collected from the college office.

d. Memorandum of Marks & Provisional Certificate

A receipt for Rs.500/- has to be taken from the college Cash Counter. Along with the Receipt, produce the ID Card or Hall Ticket at the Controller of Exams Office to get the M.M. and P.C.

e. Original Degree Certificate
The application form for the O.D. could be obtained either by downloading from the website or in person from the University Office. Fill the Form and get it endorsed by the Principal, take a DD for the required amount and attach Xerox copies of M.M./P.C. It should be submitted to the University to get the O.D.

f. Consolidated Semester Marks Sheet
A receipt for Rs.50/- has to be taken from the college Cash Counter. Along with the

DISCIPLINE

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e.   Vehicles should be parked only in the place allotted for the purpose.

f.   It is mandatory to speak in English on the campus during the college working hours. It is against the discipline of the College to sit or stand as a group/ individual at the parapet of the college library lawn wall during the college working hours.

g.   The College reserves to itself the right to allow or disallow the admission of detained students.

Principal
PRINCIPAL
ANDHRA LOYOLA COLLEGE
VIJAYAWADA-8.

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Fax (Correspondent)	: 2486084

Governing Body Code of Conduct:

- Guide the college while fulfilling the objectives for which the college has been granted autonomous status.

- Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council

- Approve new programs of study leading to degrees and/or diplomas.

- All recruitments of Teaching Faculty/Principal shall be made by the Governing Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time.

- To approve annual budget of the college before submitting the same at the UGC.

- Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development of the college

- avoiding conflicts of interest and acting in the best interest of the college and its stakeholders

- ensure that the college operates within the legal and regulatory framework governing educational institutions, including financial regulations, academic standards, and employment laws

- should be transparent and communicated effectively to relevant stakeholders, including faculty, staff, students, and the broader community

- ensuring prudent use of resources, accurate financial reporting, and compliance with budgetary guidelines

- fostering a positive and inclusive institutional culture

- evaluate performance, effectiveness, and adherence to the code of conduct, identifying areas for improvement and taking corrective action as necessary

Principal
PRINCIPAL
ANDHRA LOYOLA COLLEGE
VIJAYAWADA-8.

Andhra Loyola College
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MINUTES OF ADMISSIONS COMMITTEE

Date: 15.03.2023   Time: 2.30 PM

Location: Conference Hall

Agenda Items:

Review of Admissions for the next Academic Year of ALC

Attendees:

Rev.Fr.Principal	Chairman
Rev.Fr.Kiran Kumar	Director
Dr.P.V.S.Sairam	Vice Principal (UG)
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.K.AnilKumar,SJ	Vice Principal (II UG)
Rev.Fr.Dr.Y.T.Prabhu,SJ	Vice-Principal (I UG)
Dr.N.Srinivasa Rao	Vice-Principal (I UG)
Dr.B.Raju	Dean of Arts and Humanities
Rev.Fr.Dr.S.Melchior,SJ	Dean of Commerce and Business Admin
Dr.T.SaiMamata	Dean of Student Activities
Mr.P.Venugopala Rao	Dept. of Mathematics
Dr.P.SrinivasaSastry	Dept. of Physics
Dr.B.SyamSundar	Dept. of Commerce
Mr.L.Ekambaram	Dept. of Electronics
Mr.K.Bala Chandra	Dept. of Microbiology
Mr.P.Nagaraju	Superintendent
Ms.P.VijayaLurdu	Office Assistant
Ms.D.HimaBindu	Office Assistant

Welcome and Introductions:

The Chairperson welcomed all attendees to the Admissions Committee meeting of ALC. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Admissions Committee meeting for review and approval. Members were given the opportunity to suggest any amendments or corrections to the minutes.

Analysis of Admission Data:

The Secretary provided an analysis of admission data from the previous academic year, including applications received, admission rates, and demographic trends. Discussion centered around identifying patterns and areas for improvement in the admissions process.

Review of Admission Criteria:

The Committee reviewed the admission criteria and eligibility requirements for various programs offered by ALC. Suggestions for revising or updating admission criteria to ensure alignment with institutional goals and standards were discussed.

Planning for Outreach and Recruitment:

Strategies for outreach and recruitment of prospective students were discussed. Ideas for attending college fairs, organizing information sessions, and leveraging social media channels for promotion were considered.

Admission Procedure Refinement:

The Committee discussed ways to streamline the admission procedure and enhance the applicant experience. Suggestions for simplifying application forms, improving communication with applicants, and automating certain processes were explored.

Scholarship and Financial Aid:

Committee members discussed scholarship and financial aid opportunities available to prospective students. Strategies for expanding scholarship offerings,

promoting financial literacy, and assisting students with financial aid applications were considered.

Ensuring Diversity and Inclusivity:

The Committee discussed strategies for promoting diversity and inclusivity in the admissions process. Ideas for reaching underrepresented groups, providing support services for marginalized students, and ensuring equitable access to education were explored.

Alignment with Institutional Goals:

The Committee reviewed the alignment of admissions policies and practices with the institutional mission and values of ALC. Suggestions for incorporating diversity, sustainability, and social responsibility into the admissions process were discussed.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on admissions-related matters. Suggestions for future initiatives or improvements were welcomed.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 4.30 PM

Minutes Prepared By:

Fr. G. Kiran Kumar SJ

Director

(Fr Dr G A P Kishore SJ)

Principal

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MINUTES OF CALENDAR COMMITTEE

Date: 01.04.2023   Time: 2.30 PM

Location: Conference Hall

Agenda Items:

Next Academic Year Calendar

Attendees:

Rev.Fr.Principal	Chairman
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.K.AnilKumar,S.J.	Vice-Principal (II UG)
Rev Fr.Y.T.Prabhu,S.J.	Vice-Principal (I UG),
Rev.Fr.S.Raju	Vice Principal Intermediate
Dr..P.V.S.Sairam	Vice-Principal (II UG)
Dr.N.Srinivasa Rao	Vice-Principal (I UG)
Dr.Ch.Bhargavi	Vice-Principal (III UG and PG)
Rev.Fr.N.BujjiBabu, S.J.	Controller of Examinations
Dr.K.Rayapa Reddy	Secretary, Academic Activities
Dr B Baby Rani	Assistant Secretary – Academic Activities
Dr.M.C.Rao	Dean of Sciences
Dr.B.Raju	Dean of Arts and Humanities
Rev.Fr.Dr.S.Melchior,SJ	Dean of Commerce and Business Administration
Dr.T.SaiMamatha	Dean of Student Activities
Dr.D.BalaKaruna Kumar	Department of Chemistry
Dr.D.Tabitha	Department of Mathematics

Welcome and Introductions:

The Chairperson welcomed all attendees to the Calendar Committee meeting of ALC. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Calendar Committee meeting for review and approval.

Members were given the opportunity to suggest any amendments or corrections to the minutes.

Discussion on Academic Calendar:

The Committee reviewed the proposed academic calendar for the upcoming academic year. Key dates such as semester start and end dates, holidays, examination periods, and other academic events were discussed and finalized.

Coordination with Academic Departments:

Committee members discussed the coordination process with academic departments regarding scheduling of classes, exams, and other academic activities. Suggestions for improving communication and collaboration between departments were considered.

Special Events and Celebrations:

The Committee reviewed proposed dates for special events, celebrations, and cultural activities to be included in the academic calendar. Suggestions for organizing events such as convocations, guest lectures, sports meets, and cultural festivals were discussed.

Feedback from Stakeholders:

The Secretary presented feedback received from stakeholders, including students, faculty, and administrative staff, regarding the proposed academic calendar. Suggestions and concerns raised by stakeholders were discussed and addressed.

Alignment with Regulatory Requirements:

The Committee ensured that the proposed academic calendar aligns with regulatory requirements set forth by governing bodies and accrediting agencies. Any necessary adjustments to ensure compliance were discussed and made.

Communication Plan:

Committee members discussed the communication plan for disseminating the finalized academic calendar to students, faculty, and staff. Strategies for utilizing various communication channels such as email, website announcements, and social media were considered.

Contingency Planning:

The Committee discussed contingency plans in case of unforeseen events or emergencies that may impact the academic calendar. Procedures for rescheduling classes or exams, if needed, were reviewed and finalized.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on the proposed academic calendar. Suggestions for further improvements or adjustments were welcomed.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 4.30 PM

Minutes Prepared By:

Rev.Fr.I.Lourduraj,SJ

Vice-Principal

(Fr Dr G A P Kishore SJ)

Principal

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MINUTES OF EXAMINATIONS COMMITTEE

Date: 06.03.2023   Time: 2.30 PM

Location: Conference Hall

Agenda Items:

Review of Examination system at ALC

Attendees:

Rev.Fr.Principal	Chairman
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.K.AnilKumar,SJ	Vice-Principal (II UG)
Rev.Fr.Dr.Y.T.Prabhu,SJ	Vice-Principal (I UG)
Dr.P.V.S.Sairam	Vice-Principal (II UG)
Dr.N.Srinivasa Rao	Vice-Principal (I UG)
Dr.Ch.Bhargavi	Vice-Principal (III UG and PG)
Rev.Fr.N.BujjiBabu, S.J.	Controller of Exams
Mr.G.M.Srirangam	Deputy Controller of Exams
Sri.S.Sai Suresh	Asst. Controller of Exams
Sri.A.SivaNagarjuna	Asst. Controller of Exams
Dr.Ch.Srinivasa Rao	Dept. of Physics
Dr.B.Johnson	Dept. of Physics
Dr.K.Rayapa Reddy	Dept. of Chemistry

Dr.D.BalaKaruna Kumar   Dept. of Chemistry

Mr.T.Kamalakar Raju Dept. of Computer Science

Welcome and Introductions:

The Chairperson welcomed all attendees to the Examination Committee meeting of the autonomous college. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Examination Committee meeting for review and approval. Members were given the opportunity to suggest any amendments or corrections to the minutes.

Updates on Examination Schedule:

The Chairperson provided updates on the examination schedule for the upcoming semester, including dates for commencement, mid-term, and final examinations. Any changes or adjustments to the schedule were discussed and finalized.

Discussion on Examination Regulations:

Committee members reviewed and discussed the existing examination regulations and policies of the college.Suggestions for revisions or updates to the regulations were considered, with a focus on ensuring fairness, integrity, and transparency in the examination process.

Preparation for Conducting Examinations:

Detailed plans for the smooth conduct of examinations were discussed, including arrangements for examination centers, invigilation, question paper setting, and distribution of answer sheets. Contingency measures for handling unforeseen circumstances during examinations were also outlined.

Review of Assessment Methods:

The Committee reviewed the assessment methods used for different courses and discussed their effectiveness in evaluating student learning outcomes. Suggestions for improving assessment methods or introducing alternative evaluation strategies were explored.

Briefing on Examination Security Measures:

The Secretary briefed the Committee on the security measures in place to prevent malpractices during examinations, such as strict invigilation, use of anti-cheating software, and monitoring of examination halls.

Discussion on Result Declaration Process:

Committee members discussed the process and timeline for result declaration, including the tabulation of marks, moderation procedures, and publication of results. Measures to expedite the result declaration process while maintaining accuracy and reliability were considered.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on examination-related matters. Concerns were addressed, and suggestions for improvement were noted for further consideration.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 04.30 PM.

Minutes Prepared By:

Rev. Fr. N. BujjiBabu, S.J.
Controller of Exams

PRINCIPAL
ANDHRA LOYOLA COLLEGE
VIJAYAWADA-8.

(Fr Dr G A P Kishore SJ)

Principal

![Andhra Loyola College header]

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MINUTES OF LIBRARY COMMITTEE

Date: 15.03.2023   Time: 2.30 PM

Location: Conference Hall

Agenda Items:

Review of Library System of ALC

Attendees:

Rev.Fr.Principal	Chairman & Library Director
Dr.G.A.Prasad Rao	Librarian (UG), Secretary
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.K.AnilKumar,SJ	Vice-Principal (II UG)
Rev.Fr.Dr.Y.T.Prabhu,SJ	Vice-Principal (I UG)
Rev.Fr.S.Raju,SJ	Vice-Principal (Intermediate)
Ms.T.Roja Mani	Librarian (PG)
Mr.N.RangaBabu	Dept. of English
Dr.R.RavindraBhas	Dept. of Telugu
Mr.K.T.S.S. Raju	Dept. of Chemistry
Dr.T.Srikumar	Dept. of Physics
Mr.M.Arokiasamy	Dept. of Mathematics
Dr.N.A.Francis Xavier	Dept. of Commerce
Mr.S.A.B.Nehru	Dept. of Comp. Science
Dr.B.SivaKumari	Dept. of Botany

Welcome and Introductions:

The Chairperson welcomed all attendees to the Library Committee meeting of Loyola College. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Library Committee meeting for review and approval. Members were given the opportunity to suggest any amendments or corrections to the minutes.

Library Collection Review:

The Committee reviewed the current collection of books, journals, and other resources available in the library. Discussion centered around the adequacy of resources in meeting the needs of students and faculty across different disciplines.

Acquisition Plan:

The Committee discussed plans for acquiring new books, journals, and electronic resources to enhance the library's collection. Suggestions for prioritizing acquisitions based on curriculum requirements, faculty research interests, and student needs were considered.

Digitalization Initiatives:

The Secretary provided updates on ongoing digitalization initiatives aimed at digitizing library resources and improving access to electronic materials. Committee members discussed strategies for expanding digital collections and ensuring seamless access for users.

Library Services and Facilities:

Committee members reviewed the existing library services and facilities offered to students and faculty. Suggestions for improving services such as interlibrary loan, reference assistance, and library orientation sessions were discussed.

User Feedback and Suggestions:

Feedback received from library users, including students and faculty, was discussed. Suggestions for addressing user concerns and enhancing the user experience were considered.

Budget Allocation:

The Committee reviewed the budget allocation for library resources and services. Priorities for budget utilization, including subscription renewals, database access, and infrastructure upgrades, were discussed.

Promotion of Library Resources:

Strategies for promoting library resources and services to increase user engagement were discussed. Ideas such as workshops, promotional campaigns, and collaboration with academic departments were explored.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on library-related matters. Suggestions for future enhancements or initiatives were welcomed.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 4.30 PM.

Minutes Prepared By:

Dr G A Prasada Rao

Secretary

(Fr Dr G A P Kishore SJ)

Principal

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MININUTES OF PLANNING AND EVALUATION COMMITTEE

Date: 07.03.2023   Time: 2.30 PM

Location: Conference Hall

Attendees:

Rev.Fr.Principal	Chairman
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.K.Anil Kumar, S.J.	Vice-Principal (II UG)
Rev.Fr.Dr.Y.T.Prabhu,SJ	Vice-Principal (I UG)
Dr N Srinivasa Rao	Vice-Principal (I UG)
Dr.P.V.S.Sairam	Vice-Principal (II UG)
Dr.Ch.Bhargavi	Vice-Principal (III UG and PG)
Rev.Fr.S.Raju,SJ	Vice Principal Intermediate
Rev.Fr.N.BujjiBabu, S.J.	Controller of Examinations
Dr.M.C.Rao	Dean of Sciences
Dr.B.Raju	Dean of Arts and Humanities
Rev.Fr.Dr.S.Melchior,SJ	Dean of Commerce and Business Administration
Dr.T.SaiMamata	Dean of Student Activities
Dr.G.Srinivasa Rao	Coordinator, IQAC
Dr.K.Rayapa Reddy	Secretary-Academic Activities
Dr B Baby Rani	Assistant Secretary – Academic Activities
Mr.G.M.Srirangam	Coordinator, B.Voc Courses & Community College
Mr.CH.VeeraiahChowdary	Dept. of Commerce
Dr.M.Srinivasa Reddy	Dept. of History
Ms.S.Srilakshmi	Dept. of Biotech
Dr.R.Kiran Kumar	University Nominee
Mr.P.Nagaraju	Superintendent

Welcome and Introductions:

The Chairperson welcomed all attendees to the Planning and Evaluation Committee meeting of Andhra Loyola College. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Planning and Evaluation Committee meeting for review and approval. Members were given the opportunity to suggest any amendments or corrections to the minutes.

Discussion on Institutional Goals and Objectives:

Committee members reviewed the institutional goals and objectives outlined in the college's strategic plan. Suggestions for aligning departmental plans and activities with the overall goals of the institution were discussed.

Evaluation of Academic Programs:

The Committee evaluated the performance of academic programs offered by the college, including student enrollment, course offerings, and faculty resources. Feedback from faculty members and students regarding program effectiveness and areas for improvement was considered.

Assessment of Student Learning Outcomes:

The Committee discussed methods for assessing student learning outcomes across various disciplines. Strategies for implementing effective assessment measures and utilizing assessment data to enhance teaching and learning were explored.

Planning for Quality Enhancement:

Plans for enhancing the quality of academic programs and support services were discussed. Initiatives such as faculty development programs, curriculum revisions, and infrastructure improvements were considered to promote continuous improvement.

Review of Accreditation Requirements:

The Committee reviewed the requirements for accreditation and quality assurance set forth by accrediting bodies. Progress towards meeting accreditation standards and any actions needed to address areas of concern were discussed.

Data Analysis and Reporting:

The Secretary presented data analysis reports on key performance indicators related to student enrollment, retention rates, graduation rates, and academic achievement. Recommendations for improving data collection methods and reporting mechanisms were discussed.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on planning and evaluation matters. Suggestions for future agenda items or areas of focus were welcomed.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 4.30 PM.

Minutes Prepared By:

Mr P Nagaraju

Superintendent

(Fr Dr G A P Kishore SJ)

Principal

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MINUTES OF SPORTS AND GAMES COMMITTEE

Date: 16.03.2023   Time: 2.30 PM

Location: Conference Hall

Agenda Items:

    Review of Sports and Games Activities of ALC

Attendees:

Rev.Fr.Principal	Chairman
Rev.Fr.K.Anil Kumar, S.J.	Director of Sports and Games &
Mr.J.V.Nagendra Prasad	Physical Education
Rev.Fr.I.Lourduraj,SJ	Vice-Principal (III UG and PG)
Rev.Fr.Y.T.Prabhu,SJ	Vice-Principal (I UG)
Dr.P.V.S.Sairam	Vice-Principal (II UG)
Dr.N.Srinivasa Rao	Vice-Principal (I UG)
Dr.CgBhargavi	Vice-Principal (III UG and PG)
Rev.Fr.S.Raju, S.J.	Vice-Principal (Intermediate)
Mr.S.A.B.Nehru	Dept. of Comp.Science
Dr.G.SahayaBaskaran	Dept. of Physics
Dr.N.A.Francis Xavier	Dept. of Commerce
Dr.G.A.Prasad Rao	Dept. of Library & Infor. Sci.
Dr.K.Rayapa Reddy	Dept. of Chemistry
Dr.A.SamuelDayakar	HoD Political Science
Dr.D.Krupa Rao	Dept. of Telugu
Mr.B.BalajiBhanu	Dept. of Electronics
Dr.R.P.D.P.L.Poonam	Dept. of MCA
Dr.B.Rajeev Kumar	Dept. of MBA

Welcome and Introductions:

The Chairperson welcomed all attendees to the Sports and Games Committee meeting of ALC. Each member introduced themselves, stating their department and role.

Review of Previous Minutes:

The Secretary presented the minutes of the previous Sports and Games Committee meeting for review and approval. Members were given the opportunity to suggest any amendments or corrections to the minutes.

Updates on Sporting Events:

The Secretary provided updates on recent sporting events and competitions participated in by ALC teams. Achievements, challenges faced, and areas for improvement were discussed.

Discussion on Facilities and Equipment:

Committee members reviewed the condition of sports facilities and equipment available at ALC. Suggestions for maintenance, repair, and procurement of new equipment were discussed.

Planning for Future Events:

The Committee discussed plans for organizing future sports events, tournaments, and intercollegiate competitions. Coordination with other colleges, scheduling of events, and allocation of resources were considered.

Student Participation and Engagement:

Strategies for increasing student participation and engagement in sports and games activities were discussed. Ideas for organizing intramural competitions, sports clubs, and recreational events were explored.

Health and Wellness Initiatives:

The Committee discussed initiatives aimed at promoting health and wellness among students through sports and physical activities. Ideas such as fitness workshops, health awareness campaigns, and outdoor recreational programs were considered.

Support for Athletes:

Committee members discussed support mechanisms for student-athletes, including academic accommodations, training facilities, and sports scholarships.

Ways to ensure a balance between academic and sporting commitments were explored.

Budget Allocation:

The Committee reviewed the budget allocation for sports and games activities. Priorities for budget utilization, including facility maintenance, equipment purchase, and event organization, were discussed.

Promotion of Sports Culture:

Strategies for promoting a culture of sportsmanship, teamwork, and fair play among students were discussed. Ideas for recognizing and celebrating sporting achievements were considered.

Open Floor for Questions and Comments:

Members were given the opportunity to raise any questions or provide comments on sports and games-related matters. Suggestions for future initiatives or improvements were welcomed.

Next Steps and Action Items:

The Chairperson summarized the key decisions and action items arising from the meeting. Responsibilities were assigned to relevant individuals or subcommittees, and deadlines were set for completion of tasks.

Adjournment:

The meeting was adjourned by the Chairperson at 4.30 PM.

Minutes Prepared By:

Mr J V N Prasad

Physical Director

(Fr Dr G A P Kishore SJ)

Principal

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ANTI RAGGING COMMITTEE

The Anti-Ragging Committee in Andhra Loyola College is established to prevent and address incidents of ragging, promote a safe and respectful campus environment, and ensure the well-being of students.

Here's an overview of how such a committee typically functions:

Formation and Composition:

➤ The Anti-Ragging Committee is constituted in accordance with the regulations set forth by the University Grants Commission (UGC) or other relevant governing bodies and may also follow state or national anti-ragging laws.

➤ The committee comprises faculty members, administrative staff, student representatives, and sometimes external stakeholders such as local law enforcement officials or members of non-governmental organizations (NGOs).

➤ A senior faculty member or administrator is typically appointed as the Coordinator of the committee

Policy Development and Implementation:

➤ The Anti-Ragging Committee develops and implements comprehensive anti-ragging policies and guidelines in line with legal requirements and institutional values.

➤ These policies define what constitutes ragging, outline the disciplinary actions for offenders, establish reporting mechanisms for victims and witnesses, and specify the roles and responsibilities of committee members.

Awareness and Prevention Programs:

➤ The committee conducts awareness programs and orientation sessions for incoming students, parents, and faculty members to educate them about the harmful effects of ragging and the consequences of engaging in such behavior.

➤ These programs may include workshops, seminars, posters, and multimedia campaigns aimed at promoting a culture of mutual respect, tolerance, and non-violence on campus.

Monitoring and Surveillance:

➤ The Committee monitors the campus environment and proactively identifies potential instances of ragging.

➤ Committee members may conduct regular patrols of campus hotspots, dormitories, and other areas where ragging incidents are more likely to occur.

➤ Surveillance mechanisms such as CCTV cameras and anonymous reporting systems may be utilized to gather evidence and deter ragging activities.

Response and Intervention:

➤ In the event of a reported ragging incident, the committee promptly investigates the matter, ensuring confidentiality and protecting the identity of the complainant.

➤ The committee follows established procedures for conducting hearings, collecting evidence, and interviewing witnesses, while ensuring due process and natural justice for all parties involved.

➤ Based on the findings of the investigation, the committee recommends appropriate disciplinary actions against the perpetrators, which may include suspension, expulsion, or legal action.

Support and Rehabilitation:

➤ The committee provides support and assistance to victims of ragging, including counseling, medical assistance, and academic accommodations if necessary.

➤ Efforts are made to rehabilitate both victims and perpetrators through educational interventions, community service, and restorative justice practices aimed at fostering empathy and promoting behavioral change.

Regular Reporting and Review:

➤ The Anti-Ragging Committee maintains detailed records of reported incidents, investigations conducted, actions taken, and outcomes achieved.

➤ Regular reports are submitted to the higher authorities of the institution, regulatory bodies, and other stakeholders, highlighting the status of anti-ragging efforts and areas for improvement.

➤ The committee conducts periodic reviews of its policies, procedures, and effectiveness, incorporating feedback from stakeholders to enhance its response to ragging and promote a safer campus environment.

By functioning effectively, the Anti-Ragging Committee plays a crucial role in fostering a culture of respect, dignity, and integrity in HEIs, ensuring that students can pursue their education in a safe and harassment-free environment.

Committee Members:

Rev. Fr. Principal	Chairperson
Rev. Fr. I. Lourduraj, SJ	Vice-Principal (III UG & PG) - Coordinator
Rev. Fr. K. Anil Kumar, SJ	Vice-Principal (II UG)
Rev. Fr. Dr. Y. T. Prabhu, SJ	Vice-Principal (I UG)
Dr. P. V. S. Sairam	Vice-Principal (II UG)
Dr. N. Srinivasa Rao	Vice-Principal (I UG)
Dr. Ch. Bhargavi	Vice-Principal (III UG and PG)
Rev Fr. S. Raju, S.J.	Vice-Principal (Inter)
Sri. Krishna Prasad	Vice-Principal (Inter)
Dr. M. C. Rao	Dean of Sciences
Dr. B. Raju	Dean of Arts and Humanities
Rev. Fr. Dr. S. Melchior, SJ	Dean of Commerce and Business Adm.
Dr. T. Sai Mamata	Dean of Student Activities
Dr. L. Subha	Women's Cell Coordinator
Mr. D. Praveen	Dept. of English
Dr. B. SivaKumari	Dept. of Botany
Ms. L. Nageswari Devi	Dept. of Comp. Science
Ms. K. SeshuLatha	Dept. of Physics
Ms. A. Lavanya	Dept. of Comp. Science
Ms. J. HariPriya	Dept. of Mathematics
Ms. S Sri Lakshmi	Dept. of Biotech.
Ms. T.Sandhya Sri	Dept. of Zoology
Ms. T. Roja Mani	Dept. of Lib. & Inf. Sci.
Dr. V. Gopala Reddy	Dept. of Telugu
Mr. P. SrinivasaSastry	Dept. of Physics
Mr. P. ChenchuBabu	Dept. of Physics

	STD	: 0866
Andhra Loyola College	Main Off.	: 2476082
(Autonomous)	Inter	: 2476965
	Degree	: 2481907
VIJAYAWADA-520 008.	P.G.	: 2474902
	CoE	: 2473251
Accredited in III Cycle at A⁺ Grade with a CGPA of 3.66 / 4.00	Fax (Principal)	: 2474531
Web: www. andhraloyolacollege.ac.in e-mail: contactalc@gmail.com	Fax (Correspondent)	: 2486084

GRIEVANCES REDRESSAL COMMITTEE

The Grievances Redressal Committee (GRC) is tasked with handling and resolving grievances raised by individuals within an organization. Here's an overview of how a GRC typically functions:

Formation and Composition:

➢ The GRC is constituted in accordance with organizational policies and may include representatives from various departments or levels of the organization.

➢ The committee is often chaired by a senior member of the organization, such as a department head or senior manager, with members representing different functional areas or employee groups.

Policy and Procedure Development:

➢ The GRC develops and implements policies and procedures for handling grievances in a fair, transparent, and timely manner.

➢ These policies outline the definition of grievances, the process for filing a grievance, timelines for resolution, confidentiality measures, and avenues for appeal if the grievance is not resolved satisfactorily.

Receiving and Processing Grievances:

➢ The GRC receives grievances from employees, students, or other stakeholders through designated channels, such as email, complaint boxes, or online portals.

➢ Grievances may relate to issues such as work conditions, harassment, discrimination, academic matters, or administrative decisions.

Investigation and Resolution:

➢ Upon receiving a grievance, the GRC initiates an investigation to gather relevant information and evidence.

➢ Depending on the nature of the grievance, the committee may interview the aggrieved party, witnesses, and relevant stakeholders, review documents, and conduct site visits if necessary.

➢ The GRC aims to resolve grievances through informal means whenever possible, such as mediation or conciliation, to achieve a mutually acceptable solution.

➢ If informal resolution is not feasible or if the grievance involves serious misconduct, the GRC may conduct a formal hearing, ensuring due process and providing an opportunity for the aggrieved party to present their case.

➢ After considering all relevant information, the GRC makes a decision and communicates the outcome to the parties involved, along with any recommended actions or remedies.

Follow-up and Monitoring:

➢ The GRC monitors the implementation of its decisions and ensures that appropriate measures are taken to address the grievance and prevent recurrence.

➢ Follow-up may involve providing support to the aggrieved party, monitoring the situation, and conducting periodic reviews to assess the effectiveness of the resolution.

Documentation and Reporting:

➢ Regular reports are prepared and submitted to the management or governing body of the organization, summarizing the number and nature of grievances received, outcomes of investigations, and trends or patterns observed.

Continuous Improvement:

➢ The GRC periodically reviews its policies, procedures, and practices to identify areas for improvement and ensure compliance with legal requirements and best practices.

➢ Feedback from stakeholders, including aggrieved parties and other members of the organization, is solicited to assess the effectiveness of the grievance redressal process and identify opportunities for enhancement.

By functioning effectively, the Grievances Redressal Committee plays a vital role in promoting a positive work or academic environment and addressing issues that may affect the well-being and productivity of individuals within the organization.

Committee Members:

Rev. Fr. Principal	Chairman
Rev. Fr. I. Lourduraj, SJ	Vice-Principal (III UG and PG)
Rev.Fr. K. AnilKumar, SJ	Vice-Principal (II UG)
Rev. Fr. Y. T. Prabhu, SJ	Vice-Principal (I UG)
Dr. P. V. S. Sairam	Vice-Principal (II UG)
Dr. N. Srinivasa Rao	Vice-Principal (I UG)
Dr. Ch. Bhargavi	Vice-Principal (III UG and PG)
Rev. Fr. S. Raju, S.J.	Vice-Principal (Intermediate)
Rev. Fr. N. Bujji Babu, S.J.	Controller of Examinations
Dr. Ch. Srinivasa Rao	Asst. Controller of Examination
Dr. M. C. Rao	Dean of Sciences
Dr. B .Raju	Dean of Arts and Humanities
Rev. Fr. Dr. S. Melchior, SJ	Dean of Commerce and Business Admin
Dr. T. SaiMamata	Dean of Student Activities
Dr. G.A. Prasad Rao	Librarian
Dr. L. Subha	Women's Cell Coordinator

INTERNAL COMPLAINTS COMMITTEE

The Internal Complaints Committee (ICC) is a crucial component of any organization, responsible for addressing complaints related to harassment, discrimination, or any form of misconduct within the workplace or institution. Here's an overview of how an ICC typically functions:

Formation and Composition:

- ➤ The ICC is formed in compliance with relevant laws and guidelines, such as the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 in India.
- ➤ The committee comprises members from diverse backgrounds, including faculty members, administrative staff, and student representatives.
- ➤ A Chairperson is appointed to lead the committee, often a senior faculty member or administrator, with a Coordinator supporting them.

Policy and Procedure Development:

- ➤ The ICC develops and implements policies and procedures for handling complaints in accordance with legal requirements and organizational policies.
- ➤ These policies outline the definition of harassment, the complaint filing process, investigation procedures, confidentiality measures, and the disciplinary actions that may be taken against offenders.

Awareness and Training:

- ➤ The ICC conducts regular awareness sessions and training programs to educate members of the institution about their rights and responsibilities regarding harassment and discrimination.
- ➤ Training includes information on recognizing harassment, reporting procedures, and the role of the ICC in addressing complaints.

Receiving and Processing Complaints:

➢ The ICC receives complaints from individuals who have experienced or witnessed harassment or discrimination.

➢ Complaints can be submitted in writing or verbally, and measures are in place to ensure confidentiality and protect the identity of the complainant.

Investigation and Resolution:

➢ Upon receiving a complaint, the ICC initiates an investigation, which may involve gathering evidence, interviewing witnesses, and conducting hearings.

➢ The committee ensures a fair and impartial investigation, giving both the complainant and the respondent an opportunity to present their side of the story.

➢ After the investigation, the ICC deliberates and determines whether harassment or discrimination has occurred based on the evidence collected.

➢ If the complaint is substantiated, the ICC recommends appropriate disciplinary action against the perpetrator, which may include warnings, suspension, or termination of employment or academic enrollment.

Follow-up and Monitoring:

➢ The ICC monitors the implementation of its recommendations and ensures that appropriate measures are taken to prevent recurrence of harassment or discrimination.

➢ Follow-up may involve providing support to the complainant, monitoring the behavior of the respondent, and conducting periodic reviews of the institution's policies and procedures.

Reporting:

➢ Regular reports are submitted to the management or governing body of the institution, detailing the number and nature of complaints received, outcomes of investigations, and recommendations for improvement.

Continuous Improvement:

➢ The ICC periodically reviews its policies and procedures to identify areas for improvement and ensure compliance with changing legal requirements.

➢ Feedback from stakeholders, including complainants and respondents, is solicited to assess the effectiveness of the ICC's processes and identify opportunities for enhancement.

Overall, the ICC plays a crucial role in creating a safe and inclusive environment within the institution by addressing and preventing harassment and discrimination effectively.

ANDHRA LOYOLA COLLEGE

AUTONOMOUS :: VIJAYAWADA - 520 008

Established : 1954

A CHRISTIAN MINORITY COLLEGE WITH CONSTITUTIONALLY PROVIDED RIGHT OF ADMISSION
(AN ISO 14001 : 2015 INSTITUTION)
THE ONLY COLLEGE IN BOTH THE TELUGU STATES TO HAVE BEEN RANKED AMONG
THE TOP 150 COLLEGES BY NIRF SINCE THE INCEPTION OF THE RANKING IN 2017
SELECTED UNDER THE STAR COLLEGE SCHEME OF DBT AND FIST PROGRAMME OF DST, GOVT.OF INDIA
SELECTED FOR ENHANCEMENT OF QUALITY AND EXCELLENCE UNDER RUSA BY MHRD, GOVT.OF INDIA

7.1.10 ORIENTATION & INDUCTION

A College Dedicated to All-Round Development of its Students

Andhra Loyola College
(Autonomous)
VIJAYAWADA-520 008.

Web: www.andhraloyolacollege.ac.in   e-mail: contactalc@gmail.com

STD	: 0866
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Degree	: 2481907
P.G.	: 2474902
CoE	: 2473251
Fax (Principal)	: 2474531
Fax (Correspondent)	: 2486084

Core Values of the Institution:
- Magis - Ever Greater
- Ad Majoriem Die Gloriam - For the Greater Glory of God
- Cura Personalis - Holistic Formation of the Person
- Owning of the Learning - Ignatian Pedagogy
- Social Concern
- Plurality of Culture and Unity in Mind and Heart
- Promoting Innovations
- Other Centeredness
- Competency
- Conscience
- Compassion
- Commitment
- Creativity

The college organizes orientation and induction programmes for students, and employees separately.
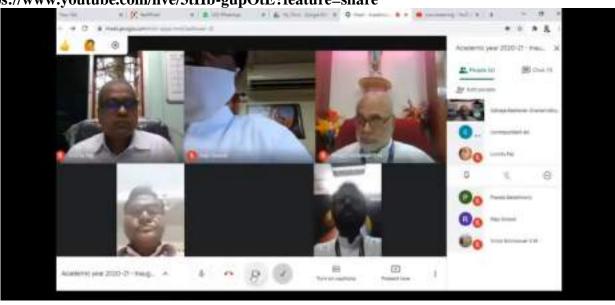
Orientation for I UG Students:

Every year during the start of the academic year for all the I UG students the Dean of Student Activities along with the Vice Principal UG organizes a one day orientation programme.

where Vice Principal UG explains to students about the code of conduct and general attendance rules, The Controller of Examinations introduces students to the examination pattern and the CBCS grading system, The Librarian explains the rules of the library, The Extension activities coordinator introduces about the activities of ALANA & ALERT and The Dean of Student Activities about the activities of the campus like Ethnic Day, Spoorthi, College Day and Sports Day. Senior students also participate to share their experience.

The students in the afternoon session are sent to their respective departments where they will acquaint themselves with the HOD, staff of the department, laboratories, activities of the departments and course structure.

The students attended an online inaugural programme this year due to covid pandemic on 27th July 2020. The Link **https://www.youtube.com/live/3tHb-gupOtE?feature=share**

The students of I UG attended an orientation programme on 21st October 2021 which was conducted in Father Devaiah Auditorium.

Commencement of Classes with Orientation Programme for the academic year 2022-23: II UG and PG on 20th July 2022; I UG and III UG on 21st September 2022

Orientation for Staff:

At the beginning of every academic year the Internal Quality Assurance Cell conducts an orientation programme to the staff about the recent trends in education and teaching learning process. The newly appointed staff after joining attend an orientation program conducted by IQAC where they learn the core values of the college, the mission and vision, the Ignatian pedagogy and rules of the college. From this program they gain knowledge of work ethics and understand the code of conduct applied for them.

The staff orientation programmes conducted by IQAC are

1. "Implementation of New Education Policy 2020 in Autonomous Colleges" and "Ignatian Leadership Program" 18th July 2022
2. Training Programme for Faculty appointed as Q Leaders by APSCHE - 5th May 2022
3. Awareness Programme on Google ClassRoom - 20th August to 25th August 2022
4. Evaluation in the Post Covid Era - 4th May 2021
5. Induction Programme for the newly Recruited Faculty members - 16th December 2021
6. Bridge course to excel in teaching Physics - 14th July to 22nd July 2020
7. Preparation of Research Article in Science - 20th July 2020
8. Installation and Usage of ALC - LMS - 7th September 202
9. Conducting Online Examinations - 2nd November 2020
10. Annual Induction Programme - 5th October 2020

Principal
PRINCIPAL
ANDHRA LOYOLA COLLEGE
VIJAYAWADA-8.