



**SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE
AND M.H. MEHTA SCIENCE COLLEGE, PALGHAR**

Department of Foundation Course

PROJECT REPORT

FYBMS – Foundation Course

Academic Year 2022-2023

Prepared by
**Department of Foundation Course
Sonopant Dandekar Arts, V.S. Apte Commerce and
M.H. Mehta Science College, Palghar**

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Sonopant Dandekar Shikshan Mandali's
Sonopant Dandekar Arts,
V. S. Apte Commerce &
M. H. Mehta Science College, Palghar

Estb.: 14 August 1968

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Date : 01/11/2022

Notice

Department of Foundation Course (BMS)

This is to inform you that all the **First Year Bachelor of Management Studies (Sub. Foundation Course)** students are required to submit the hard copy of your final project report by **15th November 2022**. All submissions should be made to the **Foundation Course Department, Staff Room** during office hours from 09.30 am to 02.00 pm. Ensure your report is properly.

Dr. Kiran J. Save
Principal

PRINCIPAL
Sonopant Dandekar Arts College,
V.S. Apte Commerce College &
M.H. Mehta Science College
PALGHAR (W.R.)
Dist. Palghar, Pin-401404

University of Mumbai



**Revised Syllabus
and
Question Paper Pattern
of Courses
of
Bachelor of Management
Studies(BMS) Programme
First Year
*Semester I and II***

**Under Choice Based Credit, Grading and
Semester System**

(To be implemented from Academic Year- 2016-2017)

Board of Studies-in-Business Management, University of Mumbai

Bachelor of Management Studies (BMS) Programme

Under Choice Based Credit, Grading and Semester System

Course Structure

FYBMS

(To be implemented from Academic Year- 2016-2017)

No. of Courses	Semester I	Credits	No. of Courses	Semester II	Credits
1	Elective Courses (EC)		1	Elective Courses (EC)	
1	Introduction to Financial Accounts	03	1	Principles of Marketing	03
2	Business Law	03	2	Industrial Law	03
3	Business Statistics	03	3	Business Mathematics	03
2	Ability Enhancement Courses (AEC)		2	Ability Enhancement Courses (AEC)	
2A	Ability Enhancement Compulsory Course (AECC)		2A	Ability Enhancement Compulsory Course (AECC)	
4	Business Communication - I	03	4	Business Communication -II	03
2B	*Skill Enhancement Courses (SEC)		2B	**Skill Enhancement Courses (SEC)	
5	Any one course from the following list of courses	02	5	Any one course from the following list of the courses	02
3	Core Courses (CC)		3	Core Courses (CC)	
6	Foundation of Human Skills	03	6	Business Environment	03
7	Business Economics-I	03	7	Principles of Management	03
Total Credits		20	Total Credits		20

*List of Skill Enhancement Courses (SEC) for Semester I (Any One)		**List of Skill Enhancement Courses (SEC) for Semester II (Any One)	
1	Foundation Course - I	1	Foundation Course- II
2	Foundation Coursein NSS - I	2	Foundation Coursein NSS - II
3	Foundation Course in NCC - I	3	Foundation Course in NCC - II
4	Foundation Course inPhysical Education - I	4	Foundation Course inPhysical Education - II
Note: Course selected in Semester I will continue in Semester II			

Bachelor of Management Studies (BMS)
Programme
Under Choice Based Credit, Grading and Semester System
Course Structure

(To be implemented from Academic Year- 2016-2017)

Semester I

No. of Courses	Semester I	Credits
1	<i>Elective Courses (EC)</i>	
1	Introduction to Financial Accounts	03
2	Business Law	03
3	Business Statistics	03
2	<i>Ability Enhancement Courses (AEC)</i>	
2A	<i>Ability Enhancement Compulsory Course (AECC)</i>	
4	Business Communication - I	03
2B	<i>*Skill Enhancement Courses (SEC)</i>	
5	Any one course from the following list of the courses	02
3	<i>Core Courses (CC)</i>	
6	Foundation of Human Skills	03
7	Business Economics-I	03
Total Credits		20

<i>*List of Skill Enhancement Courses (SEC) for Semester I (Any One)</i>	
1	Foundation Course - I
2	Foundation Course in NSS - I
3	Foundation Course in NCC - I
4	Foundation Course in Physical Education - I

**Revised Syllabus of Courses of Bachelor of Management Studies
(BMS) Programme at Semester I
with Effect from the Academic Year 2016-2017**

Skill Enhancement Courses (SEC)

5. Foundation Course -I

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Overview of Indian Society	05
2	Concept of Disparity- 1	10
3	Concept of Disparity-2	10
4	The Indian Constitution	10
5	Significant Aspects of Political Processes	10
	Total	45

Sr. No.	Modules / Units
1	Overview of Indian Society
	Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference
2	Concept of Disparity- 1
	Understand the concept of disparity as arising out of stratification and inequality; Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media; Appreciate the inequalities faced by people with disabilities and understand the issues of people with physical and mental disabilities
3	Concept of Disparity-2
	Examine inequalities manifested due to the caste system and inter-group conflicts arising thereof; Understand inter-group conflicts arising out of communalism; Examine the causes and effects of conflicts arising out of regionalism and linguistic differences
4	The Indian Constitution
	Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution
5	Significant Aspects of Political Processes
	The party system in Indian politics; Local self-government in urban and rural areas; the 73rd and 74th Amendments and their implications for inclusive politics; Role and significance of women in politics

SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE AND M.H. MEHTA SCIENCE COLLEGE, PALGHAR

Class : FYBMS Academic Year : 2022-2023
 Subject : Foundation Course - II Sem. : II

Sr. No.	Roll No.	Name of the Student	Title of the Project	Signature
1	96001	MANDAL SANGEETA ANUP	Make a presentation on Urbanization and problems of housing in urban areas.	<i>Sangeeta</i>
2	96002	CHAUDHARY RESHAM KRISHNA KUMAR	Perform a street play on how the changing values have negative impact on our lives	<i>Chaudhary</i>
3	96003	VEMULA ASHA VENKATESH	Undertake a programme to educate the youth regarding disadvantages of changing lifestyles in our society.	<i>Asha</i>
4	96004	GUPTA GANESH SURESH	Review the causes of farmers' suicides and suggest remedial	<i>Shravan</i>
5	96005	SHARMA RITIK RAJESH	Conduct a survey on impact of mass media on youth.	<i>Ritik</i>
6	96006	NAIK VEDANG MARUTI	Engage in debate regard Genetically Modified Crops.	<i>Vedang</i>
			Conduct a study on Genetically Modified Crops	
7	96007	RATHOD VIKRAM GOPALSINGH	Create a public awareness campaign on criminal activities by youth and make a presentation of the same.	<i>V. Rathod</i>
8	96008	KINI TANVI KESARINATH	Make a case study presentation on farmer suicide and agrarian crisis in India.	<i>Tanvi</i>
9	96009	RAUT UDHAV PANDURANG	Undertake a case study on development of dams and human rights violation.	<i>Raut</i>
10	96010	SALIAN SHRAVYA GANESH	Visit to NGOs involved in protection of human rights and make note of responses regarding violation of human rights due to nuclear power projects.	<i>Shravya</i>
11	96011	MOULE DARSHANA KRUSHNA	Engage in group discussion on causes of crimes committed by youth.	<i>Darshana</i>
12	96012	VANMALI TANVI MANOJ	Analyse the causes of suicide among the youths with reference to particular cases	<i>TANVI</i>

13	96013	PATIL KRUTIK JAGDISH	Urbanization and migration.	Patil
14	96014	BHOOTKALYA VANSH RAJENDRA	Make a presentation on urbanization and problem of housing in urban areas	Patil
15	96015	CHAURASIYA NAVNEET ARJUN	Health problem associated with urbanization.	Navneet
16	96016	PATIL KRISH AJIT	Globalization and its impact on Youth.	Krish
17	96017	PATIL LAWANYA SUJIT	Globalization and its influence on life style	Sujit
18	96018	BALSARA KANAN KALPESKUMAR	Globalization and its influence on Indian culture	Balsara
19	96019	GHARAT AKANKSHA ANIL	Globalization and its impact on agriculture	Gharat
20	96020	SHEKHAWAT MANISHA PRAHLAD	Positive effects of globalization.	Ms
21	96021	CHAUDHARY NAUSHEEN RAFIUDDIN	Corporate farming and Contractual farming.	Nausheen
22	96022	PATIL GAURAV SANTOSH	Development projects in India – Environmental loss and Economic gain.	Gpatil
23	96023	GHATAL SANKET RAMU	Impact of technology and communication.	Sanket
24	96024	PATEL JAVERIYA SIYAB	Impact of mass media on Youth.	Patel
25	96025	PATEL ZOHA SARJIL	Impact of mass media on culture.	Zoha
26	96026	BHUYAL DIVYA MAHENDRA	Increasing crime among Youth.	Divya
27	96027	CHAUDHARI HEMARAJ GOPAL	Increasing Suicide among Youth.	Hemraj
28	96028	KHAN MEHEK SAMIR	Visit NGOs involved in protection of human rights due to various projects.	MK
29	96029	RAJPUT PRIYA BABUSINGH	Farmers Suicides and agrarian distress.	Priya
30	96030	TAMORE PARTH BIPIN	Measures to prevent farmers Suicides..	Parth
31	96031	PATIL SANIKA MOHAN	NEP-1991 and its impact.	Sanika
32	96032	PATIL PAYAL BALKRISHNA	Make a presentation on Urbanization and problems of housing in urban areas.	Payal
33	96033	KOLEKAR MUKTI SUBHASH	Perform a street play on how the changing values have negative impact on our lives	Mukti
34	96034	GOWARI YASH PANDHARINATH	Undertake a programme to educate the youth regarding disadvantages of changing lifestyles in our society.	Gowari
35	96035	PRAJAPATI ANKIT SANJAY	Review the causes of farmers' suicides and suggest remedial Conduct a survey on impact of mass media on youth.	Ankit P.
36	96036	YADAV NILAM RAMASHANKAR	Engage in debate regard Genetically Modified Crops.	Yadav

37	96037	SINGH BABALI MANOJ	Conduct a study on Genetically Modified Crops	Singh
38	96038	PATIL SIDDHI CHETAN	Create a public awareness campaign on criminal activities by youth and make a presentation of the same.	Siddhi Patil
39	96039	RAUT SAKSHI JITENDRA	Make a case study presentation on farmer suicide and agrarian crisis in India.	Raut
40	96040	RAUT KUSH RAKESH	Undertake a case study on development of dams and human rights violation.	-
41	96041	GAIKAWAD SAKSHI SHANTARAM	Visit to NGOs involved in protection of human rights and make note of responses regarding violation of human rights due to nuclear power projects.	S. Gaikewad
42	96042	VAZE NIDHI YATIN	Engage in group discussion on causes of crimes committed by youth.	Vaze
43	96043	GUPTA AMAN RAJESH	Analyse the causes of suicide among the youths with reference to particular cases	Aman G.
44	96044	KADU RUTTI JAYESH	Urbanization and migration.	Kadur
45	96045	GUPTA HARIOM NARSINGH	Make a presentation on urbanization and problem of housing in urban areas	H. Gupta
46	96046	GARKAL SNEHAL ASHOK	Health problem associated with urbanization.	-
47	96047	PATIL NIRMITI PANKAJKUMAR	Globalization and its impact on Youth.	Patil
48	96048	GUPTA VINITA SHIVNANDAN	Globalization and its influence on life style	Gupta
49	96049	TIWARI SACHIN SUSHIL	Globalization and its influence on Indian culture	S.S. Tiwari
50	96050	GHOSALKAR AISHWARYA PRASHANT	Globalization and its impact on agriculture	A. Ghosalkar
51	96051	GAWAD GAURAVI SHRIKANT	Positive effects of globalization.	Gawad
52	96052	SHAH NIDHI GOPAL	Corporate farming and Contractual farming.	Nidhi S.
53	96053	YADAV KRISHNA RAMNARAYAN	Development projects in India – Environmental loss and Economic gain.	K. Yadav
54	96054	SHAIKH AYESHA DILAWAR	Impact of technology and communication.	A. Shaikh
55	96055	KOLHEKAR PRATIK BHARAT	Impact of mass media on Youth.	P. Kolhekar
56	96056	HATKAR HARSHADA SIKANDAR	Impact of mass media on culture.	H. Hatkar
57	96057	JADHHAV SANJANA TATYA	Increasing crime among Youth.	J. JadHAV
58	96058	CHAURASIYA ANSHU TULSI	Increasing Suicide among Youth.	A. Chaurasiya

59	96059	CHAUDHARI ARYA KIRAN	Visit NGOs involved in protection of human rights due to various projects.	<i>Arya chandhasani</i>
60	96060	CHAUDHARI AASTHA JAGRUT	Farmers Suicides and agrarian distress.	<i>Aastha G</i>
61	96061	CHAUDHARI HARSH RAVINDRA	Measures to prevent farmers Suicides..	<i>Harsh G</i>
62	96062	RAUT MOLISA NATESH	NEP-1991 and its impact.	<i>Raut</i>
63	96063	VANMALI AISHWARYA NITIN	Positive effects of globalization.	<i>Van</i>
64	96064	PATEL NANCY MEHUL	Corporate farming and Contractual farming.	<i>Nancy</i>
65	96065	DIXIT SIDDHI CHANDRESH DIXIT	Development projects in India – Environmental loss and Economic gain.	<i>Siddhi</i>
66	96066	SINGH AYUSH RAJEEV	Impact of technology and communication.	<i>Asingh</i>
67	96067	KHATIK PURAN HARISH	Impact of mass media on Youth.	<i>Khatik</i>
68	96068	CHAUHAN PRIYA RAMASHRE	Impact of mass media on culture.	<i>Chauhan</i>
69	96069	SAVLA KRUPA KETAN	Increasing crime among Youth.	<i>K.K. Salte</i>
70	96070	CHAUDHARI GANESH RAJESH	Increasing Suicide among Youth.	<i>G. Chaudhary</i>
71	96071	YADAV AACHAL SHESHMANI	Visit NGOs involved in protection of human rights due to various projects.	<i>Aachal</i>
72	96072	BHATIYA PRARTHANA BHAVESH	Farmers Suicides and agrarian distress.	<i>Bhathiya</i>
73	96073	BARTWAL SNEHA RABINDRA	Measures to prevent farmers Suicides..	<i>PNETA B</i>
74	96074	SHINDE SNEHAL SATISH	NEP-1991 and its impact.	<i>SSS</i>
75	96075	CHAUBEY SHRISHTY SANTOSH	Review the causes of farmers' suicides and suggest remedial Conduct a survey on impact of mass media on youth.	<i>Shrishty</i>
76	96076	VEDHEKAR TEJAL AKSHAY	Engage in debate regard Genetically Modified Crops.	<i>Tejal</i>
77	96077	SINGH SANJANA SHAILENDRA	Conduct a study on Genetically Modified Crops	<i>S. Singh</i>
78	96078	GUPTA SUMIT RAJESH	Create a public awareness campaign on criminal activities by youth and make a presentation of the same.	<i>Sumit G</i>
79	96079	SINGH AMAN ABHAY	Make a case study presentation on farmer suicide and agrarian crisis in India.	<i>Asingh</i>
80	96080	KUSHWAHA SHIVESH CHANDRASHEKAR	Undertake a case study on development of dams and human rights violation.	<i>Shivesh P.</i>

81	96081	SINGH SAHIL GHANSHYAM	Visit to NGOs involved in protection of human rights and make note of responses regarding violation of human rights due to nuclear power projects.	S. Singh
82	96082	DHANGE AHMED RAZA RAZI	Engage in group discussion on causes of crimes committed by youth.	Ahmed
83	96083	MANDAL NISHA SURYANARAYAN	Analyse the causes of suicide among the youths with reference to particular cases	Nisha Mandal
84	96084	MALI SEJAL GANPAT	Urbanization and migration.	S.G. Mali
85	96085	KINI DIVYA VINOD	Make a presentation on urbanization and problem of housing in urban areas	Divya
86	96086	SHAIKH AYYAN IQBAL	Health problem associated with urbanization.	Ayyan
87	96087	CHAND MANISHA GORAKH	Globalization and its impact on Youth.	Manisha
88	96088	SHRIVASTAV PAYAL RAJESH SHRIVASTAV	Globalization and its influence on life style	Payal
89	96089	PANDIT PINKI KAMLESH	Globalization and its influence on Indian culture	P. Pandit
90	96090	BAPARI NEHA NIKHIL	Globalization and its impact on agriculture	Neha Bapari
91	96091	PATIL GAURAVI DEEPAK	Make a presentation on Urbanization and problems of housing in urban areas.	G.P.
92	96092	SHAIKH ANAHA AMJAD	Perform a street play on how the changing values have negative impact on our lives	Anaha
93	96093	SHUKLA ROSHNI NAVALKISHOR	Undertake a programme to educate the youth regarding disadvantages of changing lifestyles in our society.	Roshni
94	96094	KOLI DHWANI RATILAL	Review the causes of farmers' suicides and suggest remedial	D.R. Koli
95	96095	GUPTA ASHREETAV SURENDRA	Conduct a survey on impact of mass media on youth.	Ashw Gupta
96	96096	SHIT ABHIJIT AMAR	Engage in debate regard Genetically Modified Crops.	Abhijit
97	96097	OJHA PRIYA KUNDAN	Conduct a study on Genetically Modified Crops	P. Ojha
98	96098	PILLAI PARVATI BIJU	Create a public awareness campaign on criminal activities by youth and make a presentation of the same.	Parvati
			Make a case study presentation on farmer suicide and agrarian crisis in India.	Parvati

99	96099	SALUNKHE AADESH SAMBHAJI	Undertake a case study on development of dams and human rights violation.	<i>B</i>
100	96100	JAIN RAKSHITA DILIP	Visit to NGOs involved in protection of human rights and make note of responses regarding violation of human rights due to nuclear power projects.	<i>Rakshita</i>
101	96101	KEWAT ROHIT RAJESH	Engage in group discussion on causes of crimes committed by youth.	<i>Rohit</i>
102	96102	BHANUSHALI SHRADDHA VIKAS	Analyse the causes of suicide among the youths with reference to particular cases	<i>Bhanu</i>
103	96103	CHAUDHARI MAHIR ROHIT	Urbanization and migration.	<i>Mahir</i>
104	96104	RAUT DIKSHA JITENDRA	Engage in debate regard Genetically Modified Crops.	<i>Diksha</i>
105	96105	DSOUZA KLARIN MICHEAL	Conduct a study on Genetically Modified Crops	<i>Klarin</i>
106	96106	GUPTA JIYA BIJENDRA	Create a public awareness campaign on criminal activities by youth and make a presentation of the same.	<i>Jayanta</i>
107	96107	TARE VIVEK JITENDRA	Make a case study presentation on farmer suicide and agrarian crisis in India.	<i>Vivek</i>
108	96108	GALA DHAVAL ALAN	Undertake a case study on development of dams and human rights violation.	<i>Dhaval</i>
109	96109	GUPTA SHRUSHTI SURENDRA	Visit to NGOs involved in protection of human rights and make note of responses regarding violation of human rights due to nuclear power projects.	<i>Shrushti</i>
110	96110	POTDAR GAURAV SANDEEP	Engage in group discussion on causes of crimes committed by youth.	<i>Gaurav</i>
111	96111	CHAUDHARY DARSH VINOD	Analyse the causes of suicide among the youths with reference to particular cases	<i>Darsh</i>
112	96112	YADAV MITHILESH SHIVKUMAR	Urbanization and migration.	<i>Mithilesh</i>
113	96113	RANE NIRAV ATUL	Visit NGOs involved in protection of human rights due to various projects.	<i>N.A. Rane</i>
114	96114	SHAIKH ARSHI RIDWAN	Farmers Suicides and agrarian distress.	<i>Arshi</i>
115	96115	JHA NIKHIL VIJAY	Measures to prevent farmers Suicides..	<i>Nikhil</i>
116	96116	PUJARI SHUBHAM MAKTAPPA	NEP-1991 and its impact.	<i>Pujari</i>
117	96117	PAVESH MITALI LALIT KUMAR	Positive effects of globalization.	<i>Pavesh</i>

118	96118	SAHANI PRIYANKA BIRBAL	Corporate farming and Contractual farming.	P. Sahani
119	96119	NISHAD ANJALI RAKESH	Development projects in India – Environmental loss and Economic gain.	W. Anurag
120	96120	UKEY ANURAG BHARAT	Impact of technology and communication.	Anjali
121	96121	PATIL YASHASHVI KISHOR	Impact of mass media on Youth.	Yashashvi
122	96122	MISHRA YASH VIRENDRA	Impact of mass media on culture.	Y. Mishra
123	96123	SONAWANE MADHURI RAVINDRA	Health problem associated with urbanization.	MS.
124	96124	SINGH SAURABH SANTOSH	Globalization and its impact on Youth.	S. Singh
125	96125	SINGH ANURAG PREMSHANKAR	Globalization and its influence on life style	Anurag P.
126	96126	SINGH AMAN SHABHASHANKAR	Make a case study presentation on farmer suicide and agrarian crisis in India.	Aman
127	96127	CHOUHAN ASHISH CHANDRASHEKHAR	Globalization and its impact on agriculture	Achouhan
128	96128	CHOUDHARY BHAVANA KANARAM	Impact of mass media on culture.	Chandhary
129	96129	SHARMA ANKIT RANJEET	Urbanization and its impact on environment	Asharma
130	96130	PATIL SAKSHI MILIND	Impact of drugs in society	Patil
131	96131	PARDESHI OM NANDLAL	Impact of technology and communication.	Om

Patel

Teacher Signature

HOD

GROUP MEMBERS NAME :

- 1) AMAN RAJESH GUPTA - 96043
- 2) SUMIT RAJESH GUPTA - 96078
- 3) SHIVESH CHADRASHEKHAR .K. - 96080
- 4) SAHIL GHANSHYAM SINGH - 96081
- 5) YASH BIRENDRA MISHRA - 96122

TOPIC : RURAL URBAN CONSIDER IN FIVE
IMPORTANT FACTORS.

CLASS : F.Y. BMS.

SUBJECT : FOUNDATION COURSE -I

SUBMITTED TO : MRS. KRUTIKA PATTI.

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PARTICULAR

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02. ABSTRACT :

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- 2) METHODS
- 3) RESULTS
- 4) CONCLUSION
- 5) KEYWORDS

01. BACKGROUND.

02. METHODS :

- 1) DATA SOURCES.
- 2) MEASUREMENT OF VARIABLES.
- 3) EXPLANATORY VARIABLES.
- 4) ETHICAL CLEARANCE.
- 5) DATA ANALYSIS PLAN.

03. RESULTS :

- 1) MAGNITUDE AND VARIATION.
- 2) FIVE MORTALITY MAGNITUDE OF INEQUALITY RELATIONS.
- 3) DECOMPOSITION OF RURAL URBAN INEQUALITY
- 4) DISCUSSION

04.) CONCLUSION.

05. KEY WORDS.

10 pages
18/11/22

GROUP MEMBERS NAME :

- 1) AMAN RAJESH GUPTA - 96043
- 2) SUMIT RAJESH GUPTA - 96078
- 3) SHIVESH CHADRASHEKHAR . K. - 96080
- 4) SAHIL GHANSHYAM SINGH - 96081
- 5) YASH BIRENDRA MISHRA - 96122

TOPIC : RURAL URBAN CONSIDER IN FIVE
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01. BACKGROUND.

02. METHODS :

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03. RESULTS :

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04.) CONCLUSION.

05. KEYWORDS.

Patel
15/11/25

RURAL URBAN GAP CONSIDER IN FIVE IMPORTANT FACTORS.

01) INTRODUCTION :-

Background understanding urban-rural gap in childhood survival is essential for health care interventions and to explain disparities in the determinates of under-5 mortality. There is dearth of information about the factors explaining differentials in urban-rural gap under-5 mortality, especially in Sub-Saharan Africa (SSA). In this study, we sought to qualify the contribution of bio-demographic, socioeconomic, and proximate factors in explaining the rural-urban gap in under-5 mortality in SSA. Methodology: This study utilized secondary data from demographic and health survey (DHS) in 35 Sub-Saharan Countries conducted between 2006 and 2016. Child (Age of 0 to 59 months) death was the outcome variable in this study. Oaxaca-Blinder decomposition was used to decipher urban-rural gap in the factor of 5 under mortality. Results signified urban-rural differentials were observed in under-5 mortality across demographic, socioeconomic and proximate factors.

In the decomposition model, about 44.27% of urban group and 74.71% of rural group had under-5 mortality in Sub-Saharan Countries.

④ Results:

Significant urban-rural differential were observed in Under-5 mortality across bio demographic, socioeconomic and proximate factors. In the decomposition model about 44.27% of urban group and 74.71% of rural group had under-5 mortality in sub-Saharan countries. Maternal age, education, use of newspaper, TV, wealth index, total child ever born, size of baby and age at first birth contributed towards explaining urban-rural gap in Under-5 mortality.

⑤ KEYWORDS:

Under-5 mortality, Global Health, sub-Saharan, Decomposition, urban-rural.

entation are regarded as key factors in the decline of under-5 death

⑥ Efforts to improve childhood survival has been persistent without prejudice to the background of beneficiaries, particularly where they live and their economic status.

⑦ The disparities in access and utilization of health care services have hampered the target of promoting Universal Health Coverage (UHC), including wide spread reduction in childhood mortalities.

Differentials in geographical area of residence and socioeconomic inequalities have been associated with several health indices.

⑧ Compared to the disadvantaged wealthier individuals enjoy greater access to quality health care services while in most countries to the rural dwellers and people of low socioeconomic class have been deprived in terms of accessibility to health care services.

⑨ The vulnerable population and those living in areas with difficult terrains as a result of their economic and social exclusion, face hindrances in accessing health care services or participating in treatment or preventive interventions and consequently be at higher risk of early death.

⑩ The reason of higher rate of under utilization of health care services among the disadvantaged communities have been attributed to affordability, lack of awareness, long distance to health facilities social norms and discrimination.

b) MEASUREMENT OF VARIABLES OUT OF VARIABLES

The primary outcome variables of this study was under-5 death occurring in the 5 years preceding data Collection. Data on under-5 death were collected by mother's recall.

c) Explanatory variables:-

The systematic conceptual framework by Moseley was the basis of selecting the explanatory variables in this study. Here we identified prominent factors of Under-5 mortality as available in DHS datasets. The place of residence urban vs rural; maternal age groups; 15-19, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, years, maternal and paternal education no education primary, secondary and higher, sex of household head Male vs female; read newspaper / magazine use of radio and watching T.V. no at all less than once a week, at least once a week almost everyday. number of children ever born: 1-4 vs > 4; marital status not currently married vs currently married (living with partners) employment status not working vs currently working birth order: 1st - 3rd - 4th - 6th > 6 type of birth order singleton vs multiple; sex of child, male vs female; size of child large, average, small maternal age at first birth < 22 years 22-28, > 28 years.

E) DATA ANALYSIS PLAN

There were no missing values for child survival status (whether a child was dead or alive). However, dead children with missing age at death were excluded from the analysis, which accounted for 0.20% of the cases. Overall distributed of under-5 mortality rate was . Overall and calculated using summary statistics and chi-square test.

We calculated the risk difference in under-five mortality between children from rural and urban areas. A risk difference greater than 0 suggests that under-five mortality is prevalent among children from rural areas (pro-rural inequality). Conversely, a negative risk difference indicates that under-five mortality is prevalent among children from urban areas. We used the Blinder-Poach decomposition method to conduct the Blinder-Poach decomposition analysis. This method allows quantifying the gap between the "advantaged" and the "disadvantaged" groups.

The DHS stratification and the unequal sampling weights as well as household clustering effects were taken into account in the analysis to correct standard errors. Data analysis was carried out using STATA 14 (StataCorp, College Station, Texas, USA).

35 countries included in this analysis, 16 countries showed statically significant pro-rural inequality (i.e. under five mortality more prevalent among children from rural areas) 2 showed statistically significant pro-urban inequality (i.e. under five mortality more prevalent among children from urban areas) and remaining 17 countries showed to statically significant inequality. As illustrated in central Africa, the urban-rural difference was largest for Cameroon (25.95) and lowest for Congo (-1.86). In western Africa, the urban-rural difference was largest for Niger (40.82) and lowest for Ghana (0.8). In Eastern Africa the difference was largest for Ethiopia (31.59) and lowest for Kenya (2.67). Among the three countries southern Africa Swaziland had the largest urban-rural difference (-28.27) and Namibia had the lowest (9.17). In the pooled analysis Niger still had the highest pro-rural inequality and followed by Nigeria (40.7) and Guinea (37.2) while Tanzania (15) and Swaziland (28.3) were the only countries that show pro-urban inequality. Two of the seven countries in middle Africa showed statically significant pro-rural inequality.

In western Africa 8 of the 13 countries showed statically significant pro-rural inequality similarly in Eastern Africa 6 of the 12 countries showed statically significant pro-rural inequality.

the inequality in Under Five mortality between children from rural and urban areas. Notably, in Madagascar media access the largest contribution the Urban-rural inequality followed by father's education and process of Under-five children, child sex household head's sex parity, and mother's employment status didn't show any significant contribution to the inequality in any of the countries.

(iv) - DISCUSSION :-

In the study, we identified the pattern of under 5 children mortality using pooled data from 35 sub-Saharan Africa countries. In addition we obtained the urban Rural gap across various determinants of under-5 mortality. Similar to previous reports, this study found a range of factors associated with the death of under five children in developing countries. We also children in developing found noticeable inter-country difference in the risk difference in the risk-difference in under five mortality between urban and rural areas. In a great majority of the countries the prevalence of mortality was higher in the rural areas, with the only exception to this being Tanzania and Swaziland. In terms of region, the greatest pro-rural inequality was observed for western Africa (in Nigeria) and the greatest pro-urban inequality was observed for southern Africa (in Swaziland).

of results. For example some under-5 deaths were reported to have occurred within first 24th perhaps, some of this might have been stillbirths leading to over reporting underreporting of child death is always a concern when collecting birth histories from mothers. The mother may not wish to report such unfortunate events. Since the study utilized secondary data, variables events, since the study utilized secondary data variables on fertility behaviour and child care practices which are mostly influenced by cultural norms values, and benefits which could have affected the association were not possible to analyze.

⑥

CONCLUSION :

This study identified that high Under 5 mortality rates persist in sub-Saharan Africa countries with significant urban rural differences. Here, under 5 mortality was explained by community-level factors, household factors ~~plained~~ by community-related factors. Based on these factors maternal education and education of female child remain crucial approach to prevent child marriage or prolong the age at first birth. Maternal newborn and child health care services will also improve the progress in Under 5 mortality. The collary of these finding is that sub-Saharan Africa children need better health care support to reach the global

Group No: 10

Std: FYBMS

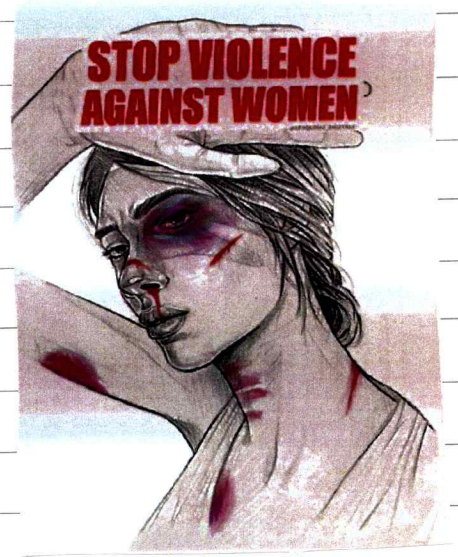
Sr. No.	Name	Roll No.
1)	Akanksha . Ghavate	96019
2)	Sakshi . Raut	96039
3)	Nomiti . Patil	96047
4)	Nancy . Patil	96064
5)	Diksha . Raut	96104
6)	Ilacim . D'souza	96105

I N D E X

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Patil
15/11/20

INTRODUCTION



Violence against women is not only the problem of modern time but retained since middle age which is called 'Dark age'. The sole property of her father, brother or husband and she does not have any will of her own. This type of thinking also crept into the minds of Indian people and they also began to treat their own women like this. One more reason for the decline in women's status and freedom was that original Indians wanted to shield their women folk from the barbarous Muslim invaders. They were not allowed to move freely and this led to the further deterioration of their status. Now they began to consider a girl as misery and a burden, which has to be shielded from the eyes of intruders and needs extra care. Whereas a boy child will not need such extra care and instead will be helpful as an earning hand. All this gave rise to some new evils such as Child Marriage, Sati, Jauhar and restriction on girl education.

Sati: The ritual of dying at the funeral pyre of the husband is known as "Sati" or "Sahagaman". According to some of the Hindu scriptures women dying at the funeral pyre of her

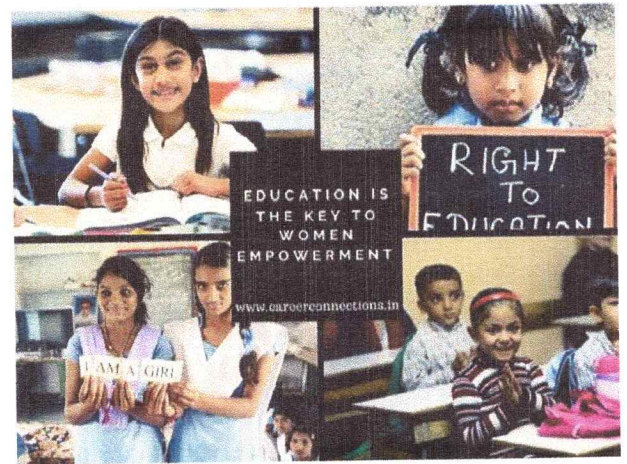
husband go straight to heaven so it's good to practice this ritual. Initially it was not obligatory for the women but if she practised such a custom she was highly respected by the society. Sati was considered to be the better option than living as a widow as the plight of widows in Hindu society was even worse. Some of the scriptures like "Medhatiti" had different views it says that Sati is like committing suicide so one should avoid this.

Jauhar: It is also more or less similar to Sati but is it a mass suicide. Jauhar was prevalent in the Rajput societies. In this custom wives immolated themselves while their husbands were still alive. When people of Rajput clan became sure that they were going to die at the hands of their enemy then all the women arrange a large pyre and set themselves, afire, while their husbands used to fight the last decisive battle known as "Shaka", with the enemy.

CHILD MARRIAGE: It was a norm in medieval India. Girls were married off at the age of 8-10. They were not allowed access to education and were treated as the material being. The plight of women can be imagined by one of the shloka of Tulsidas where he writes "Dhol, gawar, shudra, pashu, nazir, ye sab tadan ke adhikari". Meaning that animals, illiterates, lower castes and women should be subjected to beating. Thus women were compared with animals and were married off at an early age. The child marriage along with it brought some more problems such as increased birth rate, poor health of women

due to repeated child bearing and high mortality rate of women and children.

GIRL EDUCATION



The girls of medieval India and especially Hindu society were not given formal education. They were given education related to household chores. But a famous Indian philosopher 'Vatsyayana' wrote that women were supposed to be perfect in sixty four arts which included cooking, spinning, ginding, knowledge of medicine, recitation and many more. Though these evils were present in medieval Indian society but they were mainly confined to Hindu society other societies such as Buddhism, Jainism and Christians were a bit lenient. Women in those societies enjoyed far more freedom. They had easy access to education and were more liberal in their approach. According to these religions gender was not the issue in attaining salvation. Any person whether a man or a woman is entitled to get the grace of god. During the time of king Ashoka woman took part in religious preaching.

RAPE



A man is said to commit "rape" who except in the case hereinafter excepted, has sexual intercourse with a woman under circumstances falling under any of the six following descriptions :-

First - Against her will.

Secondly - without her consent.

Thirdly - with her consent, when her consent has been obtained by putting her or any person in whom she is interested in fear of death or of hurt.

Fourthly - with her consent, when the man knows that he is not her husband and that her consent is given because she believes that he is another man to whom she is or believes herself to be lawfully married.

Fifthly - with her consent, when at the time of giving such consent by reason of unsoundness of mind or intoxication or the administration by him personally or through another of any stupefying or unwholesome substance she is unable to understand the nature and consequences of

that to which she gives consent.

Sixthly - with or without her consent, when she is under sixteen years of age.

Explanation :- Penetration is sufficient to constitute the sexual intercourse necessary to the offence of rape.

Exception :- Sexual intercourse by a man with his own wife, the wife not being under fifteen years of age, is not rape.

State Amendment

Manipur

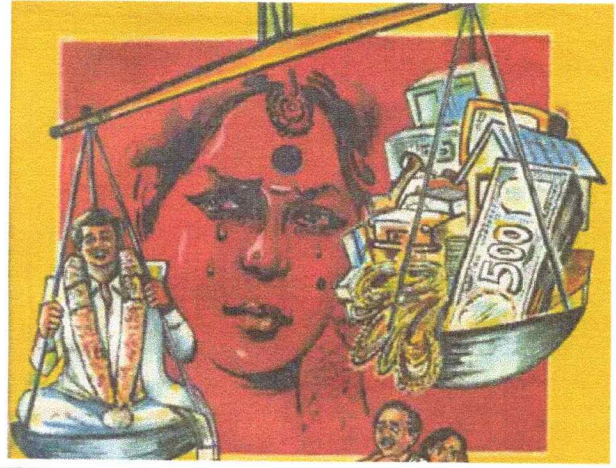
- a) in clause sixthly for the word "sixteen" substitute the word "fourteen" and
- b) in the Exception for the word "fifteen" substitute the word "thirteen".

⇒ Comments

Absence of injury on male organ of accused.

Where a prosecutrix is a minor girl suffering from pain due to rupture of hymen and bleeding vagina depicts same, minor contradictions in her statements they are not of much value, also absence of any injury on male organ of accused is no valid ground for innocence of accused, conviction under section 375 I.P.C. proper, Mohd. Zuber Noor Mohammed Changwadia v. State of Gujarat, 1999 Cr LJ 3419 (Guj).

DOWRY



i) where the evidence revealed that accused-husband killed deceased-wife for not satisfying his ~~stony~~ dowry demand but nothing on record to show involvement of co-accused in-laws with the offence committed by the accused, co-accused in-laws are not guilty offence under section 304B; Patil Paresh Kumar Jayanti Lal v. State of Gujarat, 2000 Cr LJ 223 (Guj).

ii) ~~The parties were married on 24-5-1962. After staying in the matrimonial home for two months, she returned to her parent's house and told them that her husband wanted a television set and a fridge. Her father gave her a sum of Rs. 6,000 and she left for the matrimonial home. Her husband again demanded a sum of Rs. 25,000 for purchasing a plot. Thereafter the husband took his wife to her parent's home saying that he would not take her back unless a sum of Rs. 25,000 was paid to him. After one year he took her back but he did not give up the demand for Rs. 25,000. soon thereafter~~

she left for her parent's home and came back with a sum of RS. 15,000 with a promise that the rest of the amount would be paid later on. In her husband's home she died of strangulation. The trial court found the accused guilty. The death of the deceased took place within seven years of marriage and persistent demands of dowry were made on her and she died under mysterious circumstances. The trial court framed charge under section 304B. The supreme court held that no ground for quashing the charge was made out; *Nem Chand v. State of Haryana, (1994) 3 crimes 608 (sc)*.

Essential ingredients

To attract the provisions of section 304B, one of the main ingredients of the offence which is required to be established is that soon "before her death" she was subjected to cruelty and harassment "in connection with the demand of dowry"; *prema S. Rao v. Yadda Srinivasa Rao, AIR 2003 SC 11*.

Expression "soon before her death": meaning of

The expression "soon before her death" used in the substantive section 304B, J.P.C. and section 113B of the evidence Act is present with the idea of proximity text. No definite period has been indicated and the express

ACID ATTACK



Acid throwing, also called an acid attack or viriolage, is a form of violent assault. It is defined as the act of throwing acid onto the body of person "with the intention of injuring, disfiguring [them] out of jealousy or revenge. Perpetrators of these attacks throw acid at their victims, usually at their faces, burning them and damaging skin tissues, often exposing and sometimes dissolving the bones. The long term consequences of these attacks include blindness and permanent scarring of the face and body.

These attacks are most common in Afghanistan, India, Nepal, Pakistan and other nearby countries globally, at least 1500 people in 20 countries are attacked in this way yearly, 80% of whom are female and somewhere between 40% and 70% of under 18 years of age.

OBJECTIVES

To pilot new and innovative, community-based approaches to prevent acid and other forms of burns violence against women and girls in Pakistan by improving response from the justice police and health sectors; mobilizing communities to monitor implementation of legislation and advocate for legislation reform; and encouraging individual responsibility to end this form of gender-based violence.

WHY TORTURE WOMEN

A culture against females in Pakistan.
 * In November 2003, Mansab Mai, 30, became yet another victim of acid burns when she died 13 days after being admitted to Nishaz Hospital in Multan, a traditionally patriarchal city in Southern Pakistan. She alleged that her in-laws had poured over her following a dispute with her husband over attending a family function at her parents house. She had no right to exercise her free will and attend the event. No charges were passed against her killers perpetrators of acid burnings and rarely punished & The police did not even register a case and Mansab community blindly accepted the acts of domestic violence against her.

CYBER VIOLENCE



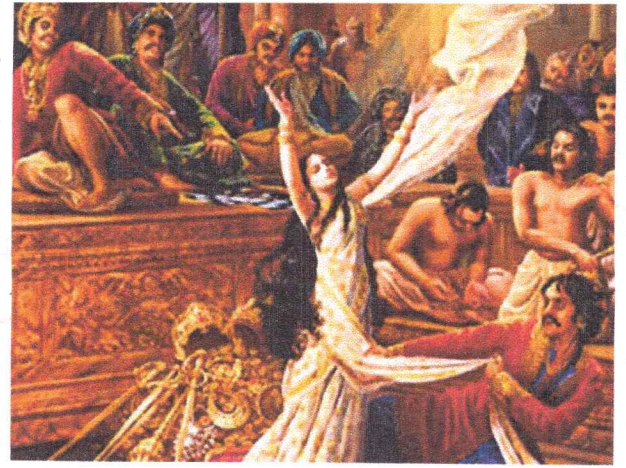
What is cybercrime?

Cybercrime is criminal activity that either targets or uses a computer, a computer network or a networked device. Most cybercrime is committed by cybercriminal or hackers who want to make money.

Cyber Violence Against Women:

Cyber violence uses Computer Technology to access women's personal information and use the internet for harassment and exploitation. Women are becoming soft targets as they often trust other people and are unaware of the consequences. Cyber crime has increased because it is difficult to detect and prove and is seldom reported. Cyber crime is away from traditional monitoring, investigating, or audit and requires specialists. Cyber crime affects women the most by subjecting them to mental and emotional harassment. Most women become distressed, humiliated and depressed under this type of crime which is challenging to address and resolve.

HISTORY



In Vaidik kal from Ramcharit manas Sita ji even the goddess called Luxmi avatar and the wife of Vishnu avatar Maryada Puroshalam Sri Ram suffered with violence like abduction. Lankadhipati Ravan abducted Sita ji.

The second example Draupadi wife of Pandavas [Dharmaraj Yudhishtir, Great-gadadhar Bheem, Great-Dhanurdher Arjun, Nakul and Sahdev]. Suffered as the violence like Assault or Criminal force to woman Duryodhan [the eldest son of Dhritrashtra called Kauravas]

Violence is the word belongs to a savage world that's why we may say that violence is prevalent since the evolution of man. Violence is the source of express ~~the~~ superiority or express possession and some historians believe that the history of violence against women is tied to the history of women being viewed as property and a gender role assigned to be subservient to men and also other women.

The UN declaration

It is not unnecessary if we defined both term of this theme Violence and Women.

The term violence not defined in constitution of India. Violence ha and Women. means in itself intentional use of physical force or power, threatened or actual, against a group or community that either results in or has high likelihood of resulting in injury, death, psychological harm maldevelopment or deprivation.

Women - The apex court in State of Punjab vs major Singh, while dealing with section 354 of INDIAN PENAL CODE had interpreted the term 'women' denoting female of any age.

It further held that an offence which does not amount to rape may come under the sweep of section 354 of INDIAN PENAL CODE.

CONCLUSION

The Act, by and large, is a valuable piece of legislation. Its shortcomings do not, on final analysis, blot out the immense benefit the Act could be of to women. A good thing about the Act is the fact it deals with domestic violence regardless of the protective afforded by personal women's rights. It also does takes up for consideration child sexual abuse, though in a limited sense (male children being excused from its purview), at a time when the practice has become rampant. Further consider it desirable to extend the Act and allow its application to male children who are also affected by the practice, and recommend such as extension.

"Article 1, (i) assures, right to development an inalienable human right, by virtue of which every person and all people are entitled to participate in contribute to, and enjoy economic, social, cultural and political development in which all human right and fundamental freedoms for all without any discrimination as to race, sex, language or religion. Sub-articles (2) rejoins that ... equals attention and urgent consideration should be given to implement, promotion and protection of civil, political, economic, social and political rights.

Sub-article (3) thereof enjoins that:- "State should take steps to eliminate obstacle to development, resulting from failure to observe civil and political rights as well as economic, social and economic rights. Article 8 casts duty on the State to undertake... necessary measures for the realization of right to development and ensure, inter alia equality of opportunity for all in their access to basis resources... and distribution of income. "The human rights for women, including girl child are, therefore, inalienable, integral and indivisible part of ~~universal~~ human rights.

The full development of personality and fundamental freedoms and equal participation by women in political, social, economic and cultural life are concomitants for national development, social and family stability and growth culturally, socially and ~~economically~~. All forms of discrimination on grounds of gender are violative of fundamental freedoms and human rights.

SUGGESTION

- Our society gives the priority to man and take women as secondary so man come to light and surrender his ego and respect women as his mother, have affection as his sister, and care as his daughter.
- Women is the lacmi of home it is not only for saying and writing in books it is the time to practice this and keep in our mind.
- Before tease any girl man think about the female member who is in his home.
- Before beating his wife man must to think about his sister who is another home.

Before kidnapping, assault, rape any type of offence a man must think about his daughter, sister, wife and mother.

~~seen~~
15/11/22

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Group No. 14

Group Member's Name

Roll No.	Name
96029	Priya Rajput
96033	Mukti Kolekar
96037	Babali Singh
96085	Divya Kini
96106	Jiya Gupta

INTRODUCTION :

Religion in India is characterised by a diversity of religious beliefs and practices. In sociological terms, 'Religion is a system of sacred beliefs and practices both in tangible and intangible form'. Religion can serve the dual role of ideology as well as institution. Whereas, the Indian subcontinent is the birthplace of four of the world's major religions; namely Hinduism, Buddhism, Jainism, and Sikhism. The preamble of Indian Constitution states that India is a secular state. Throughout India's history, religion has been an important part of the country's culture.

Religious diversity and religious tolerance are both established in the country by the law; the constitution of India has declared the right to freedom of religion to be a fundamental right.

Indian religions, sometimes also termed dharmic religions or Indic religions, are the religions that originated in the Indian subcontinent. These religions, which include Hinduism, Jainism, Buddhism, and Sikhism, are also classified as Eastern religions. Although Indian religions are connected through the history of India, they constitute a wide range of religious communities, and are not confined to the Indian subcontinent. The documented history of Indian religions begins with the historical Vedic religion, the religious practices of the early Indo-Iranians, which were collected and later redacted into Vedas, as well as the Agamas of Dravidian origin. Its origin has always been debated and discussed today by various scholars.

IMPORTANCE :

Understanding religion in the broad sense highlights the following important points about it in society :

- (1) Cultural Identity : Religion plays a crucial role for a person in giving a cultural identity. Each religion has festivals, traditions, mythologies which form a part of the tangible and intangible heritage of the country.
- (2) Values and Ethics : Religion helps in creating an ethical framework and also a regulator for values in day to day life. This particular approach helps in ~~character~~ building of a person. In other words, Religion acts as an agency of socialization. Thus, religion helps in building values like love, empathy, respect, and harmony.
- (3) Spiritual connect : People are always on the quest of fulfilling the economic and material pursuits in today's world. It is the religion which plays a crucial role in establishing our connection to the divine and developing the belief that there is a supreme energy that acts as a regulator in our day to day lives.
- (4) The idea of welfare : Each and every religion promotes its philosophy and the crux of it has always been the welfare and wellness of the people. For example, in the sanatana dharma, there are ideas like vasudhaiva kutumbakam (the whole world is a family) which nurture and cultivate love and compassion in the society.

RELIGIOUS DISCRIMINATION AMONG PEOPLE IN INDIA :

Religious discrimination is treating a person or group differently because of the particular beliefs which they hold about a religion. This includes instances when adherents of different religions, denominations or non-religions are treated unequally.

Whereas, discrimination and violence against the religious minorities, especially the Muslims and Christians have reached its point of no return in India. In the last one decade, violence against Christians and Muslims has increased leaps and bounds. These acts of violence include attack on religious personnel, arson of places of worship, physical violence, sexual assault, rape, murder, destruction of religious objects, restrictions of certain food, imposing dress code, destruction of minority institutions like mosques and churches, schools, shops, and cemeteries.

Religious differences, religious segregation, religious intolerance, religious discrimination and religious violence have been there in India as in many other parts of the world. But what India is witnessing is an unprecedented religious discrimination and violence without recourse to any legal, judicial and governance institutions. Those Indians who want religious harmony are looking for resources from their own religions and the constitution. But the upper caste and class Brahmins and Banias want to divide the Indians on the basis of religion for their political ends. The common and conscious Indians are developmental, for peace, rights, justice and cultural cum religious harmony.

* Types of Religions :-

① **Hinduism** :- Hinduism is an ancient religion with the largest religions grouping in India with around 966 million adherents as of 2011. Majority of Indians follow Hinduism. Bhagavad-Gita is the holy books of the Hindus. Hinduism advocates the four main values - Dharma, Artham, Kama and Moksha. The four are based on the understanding that the humans have varied needs. The term Hindu original a geographical description derived from Sanskrit Sindhu (the Indus river) and refers to a person from the land of the river Sindhu. Hindus following the traditional religions, call it Sanatanam, the (Original Eternal way). The adherents to Sanatanam, the original word from the adherents of Sanatanam Dharma.

② **Islam** :- Islam is a monotheistic religion centered on the belief in one God and following the example of Mohamad; it is the largest minority religions in India, about 14.2% of the country's population. This religion does not believe in idol worship. It considers prophet Mohamad as the greatest prophet and the Koran as the most sacred book. Islam prescribes their five primary duties of a devout Muslim. It was found that more 100 million of them are from low caste converts specially. The religion is regarded as 'minority religion' and the adherents are given special privileges. It makes India the country with largest Muslim.

④ Christianity :- Christian faith was introduced in India by Apostle Thomas, who reached Malabar Coast in 52 AD. The Christianity gained roots in India especially after the Portuguese invasion in Goa in the 16th century and later by the British in the 17th century. Christianity is a Monotheistic religion centred. Christianity is a Monotheistic religion on the life and teachings of Jesus as presented in the New Testament. It is the third largest religion of India, making up to 2.3% of the population. The tradition of origin among Saint Thomas Christians relates to the arrival of Saint Thomas, one of the 12 Disciples of Jesus at the ancient seaport.

⑤ Sikhism :- Sikhism is a Monotheistic religion began in fifteen-century Punjab with the teachings of Guru Nanak and nine successive gurus. The holy Book of the Sikh is Guru Granth Sahib. As of 2011, there were 20.8 million Sikhs in India. Punjab is the spiritual home of Sikh and is the only state in India where Sikhs form a majority. There are also significant populations of Sikhs in the only state India, in neighboring Chandigarh, Himachal Pradesh, Delhi and Haryana. These areas were historically a part of Greater Punjab. However, there is no data for specific numbers of Nanak following in India but they are believed to be in crores somewhere around 14 Crores Karnail Singh Panjab Panjoli.

⑤ Buddhism :- Buddhism follow the teachings of Lord Gautam Budha. About 85% Buddhists in India are located in Maharashtra, Haryana and Mahayana are the two Major Schools of thought in Buddhism. Tripitaka is the Holy books of Buddhism. The main aim of Buddhism is to attain Nirvana (ultimate spiritual goal) Nirvana means to achieve enlightenment (perfect peace). Buddhism is an Indian nontheistic religion & philosophy around 8.5M about 0.7% of the population.

⑥ Jainism :- The followers of Jainism are Mostly located in Maharashtra, Gujarat & Rajasthan. They follow the preaching of Lord Mahavira. Lord Mahavira is the 24th Tirthankar of Jainism. The texts containing the teachings of Lord Mahavira are called as A-gamas. Digambar and Shwetambar are the two sects of Jainism. Jainism is a non-theistic Indian religion & philosophical system.

⑦ Judaism - Judaism is a monotheistic religion from the Levant. There is today a very small community of Indian Jews. It is the religion, philosophy & way of life of Jewish people. Judaism is based on laws and commandments the God revealed to Moses on Mount Sinai. The holiest book of Jews is Torah (set of five books of Moses). Jews are religions minority in India.

Impact of Religion on Indian Society :

India a place that is known for religious diversities. All the significant religions of the world viz: Hinduism, Christianity, Islam, Sikhism, Buddhism and Jainism are found in India.

The establishment of religion has its own effect on Indian culture which can be outlined as under :-

- * **Solidarity** :- Individuals having a place with a specific religion nearly distinguish themselves with the religious gathering.
- * **Moral qualities** :- Religion helps in the advancement of moral qualities. eg. Care for the guardians, Security of kids, helping poor people & debilitated, genuiness are sure value, lectured by religion.
- * **Social Control** :- Religion goes about as a powerful instrument of social control. By guzzling certain moral qualities, religion empowers to direct the behaviour of people.
- * **Premise of law** :- Over a timeframe, religious traditions and conventions pick up the power of law, for example, according to profound quality, support of spouse and kids is the bounden obligation of the husband. Keeping in mind the end goal to maintain this standard, arrangements for granting upkeep is made when in doubt in Hindu marriage Act and Sec 125 CRPC.

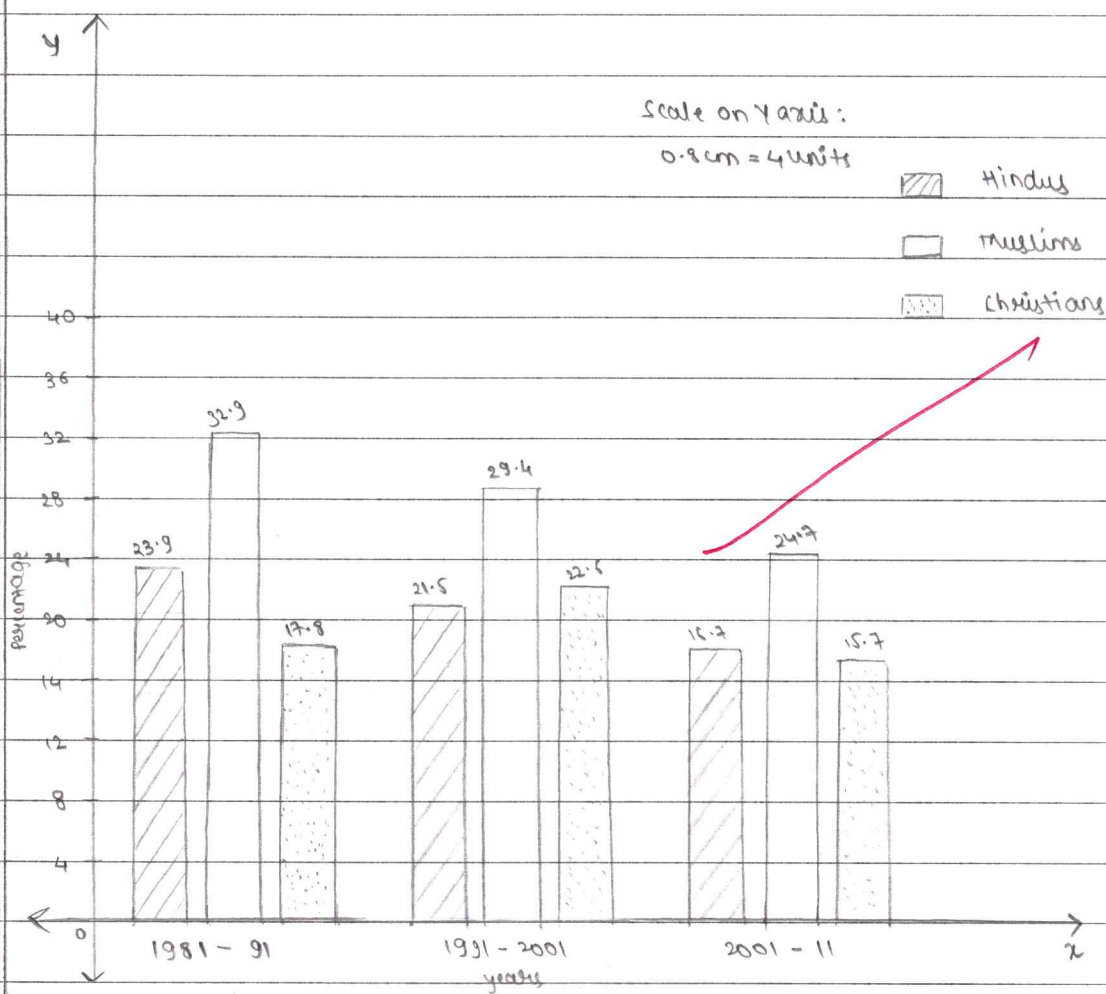
Negative Impact of Religion :-

The establishment of religion has brought on numerous issues in the Indian culture, as :

- * **Groupism :-** Religion separates individuals, such divisions may come in the method for improvement of the nation.
- * **Regular clashes :-** Individuals having a place with various religion feel that their religion is predominant. They even attempt to force their religion practices on others which would prompt clash circumstances. In India, collective clash has turned into a typical component. They even attempt to force their religious practices on others which would prompt In India, collective clash has turned into a typical component.
- * **fanaticism :-** Each religion has an arrangement of convictions which might be superstitions frequently. Such thoughts obstruct the advancement of society and the advancement of people. For example; in a few groups, there is no change the status of ladies by virtue of religious mentalities.
- * **Squares Social change :-** Religion goes about as an obstruction for social change. It is profoundly testing to change the state of mind of moderate individuals, for example, restrictions on marriage costs. Despite the fact that Religion has negative effect it is impractical to have a general public without an arrangement of religion.

OBSERVATION : (GRAPH)

India's (Population) Religion growth has slowed, especially since the 1990s (% increase)



Year	Hindus	Muslims	Christians
1981-91	23.9	32.9	17.8
1991-2001	21.5	29.4	22.6
2001-11	16.7	24.7	15.7

In part as a result of such measures, population expansion has slowed, particularly since the 1990s. After surging by nearly 25% in the 1960s and again in 1970s, growth in the 2001-2011 census decade fell down to 20%.

Growth rates have declined for all of India's major religious groups, but the slowdown has been more pronounced among religious minorities, who outpaced Hindus in earlier decades. Between 1951 and 1961, and the Muslim population expanded by 32.7% 11 percentage points more than India's overall rate of 21.6%. But this gap has narrowed. From 2001 to 2011, the difference in growth between Muslims (24.7%) and Indians overall (17.7%) was 7 percentage points. India's Christian population grew at the slowest pace of the three largest groups in the most recent census decade - gaining 15.7% between 2001 and 2011, a far lower growth rate than the one recorded in the decade following partition (29.0%).

In absolute numbers, all of the country's largest religious groups are still gaining millions (tens of lakhs) of adherents. In the most recent decade between censuses, Hindus added 138 million (13.8 crore) people, while Muslims grew by 34 million (3.4 crore). India's total population increased by nearly 200 million (20 crore) in that time, from about 1 billion (100 crore) in 2001 to 1.2 billion (120 crore) in 2011.

Conclusion

Religion is of central importance to the lives of people in the majority of the world's cultures; more than eight-ten people world wide identify with a religious group. However it is also true that the number of people who says that they have no religious affiliation is growing. There are now about as many people in the world who consider themselves religiously "unaffiliated" as there are Roman Catholics.

This is an important reminder that religions, like culture itself, are highly dynamic and subject to constant changes in interpretation and allegiance. Anthropology offers a unique perspective for the study of religious beliefs, the way people think about the supernatural, and how the values and behaviours these beliefs inspire contribute.

No single set of theories or vocabulary can completely capture the richness of the religious diversity that exist in the world today, but cultural anthropology provides a toolkit for understanding the emotional, social, and spiritual contributions that religion makes to the human experience.

Seen
15/11/22

Aastha Chaudhari-96060

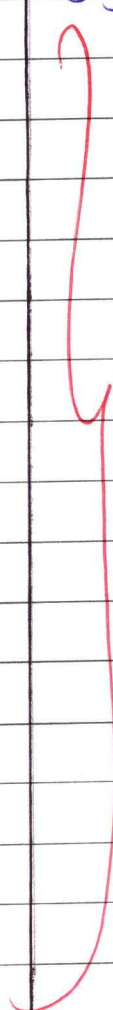
Krupa Savla - 96069

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Introduction

A constitutional amendment is a modification of the constitution of a polity, organization or other type of entity. Amendments are often interwoven into the relevant sections of an existing constitution, directly altering the text. Conversely, they can be appended to the constitution as supplemental additions thus changing the frame of government without altering the existing text of the document.

Most constitutions require that amendments cannot be enacted unless they have passed a special procedure that is more stringent than that required of ordinary legislation. Example of such special procedures include supermajorities in the legislature, or direct approval by the electorate in a referendum, or even a combination of two or more different special procedures. A referendum to amend the constitution may also be triggered in some jurisdictions by popular initiative.

The 42nd amendment, officially known as The Constitution Act, 1976, was enacted during the Emergency (25 June 1975 - 21 March 1977) by the Indian National

Congress government headed by Indira Gandhi.



Most provisions of the amendment came into effect on 3 January 1977, others were enforced from 1 February and section 27 came into force on 1 April 1977. The 42nd Amendment is regarded as the most controversial constitutional amendment in history. It attempted to reduce the power of the Supreme court and High Courts to pronounce upon the constitutional validity of laws. It laid down the Fundamental Duties of Indian Citizens to the nation. This

amendment brought about the most widespread changes to the Constitution in its history. Owing to its size, it is nicknamed as mini constitution.

Many parts of the Constitution, including the Preamble and constitution amending clause itself, were changed by the 42nd Amendment, and some new articles and sections were inserted. The amendment's fifty-nine clauses stripped the Supreme Court of many of its powers and moved the political system toward parliamentary sovereignty. It curtailed democratic rights in the country, and gave sweeping powers to the Prime Minister's Office. The amendment gave Parliament unrestrained power to amend any parts of the Constitution, without judicial review. It transferred more power from the state governments to the central government, eroding India's federal structure. The 42nd Amendment also amended Preamble and changed the description of India from "sovereign democratic republic" to a "sovereign, socialist secular democratic republic", and also changed the words "unity of the nation" to "unity and integrity of the nation".

Objective

The amendment removed election disputes from the purview of the courts. The amendment's opponents described it as a "convenient camouflage".

Second, the amendment transferred more power from the state governments to the central government, eroding India's federal structure. The third purpose of the amendment was to give Parliament unrestrained power to amend any parts of the Constitution, without the judicial review. The fourth purpose was to make any law passed in pursuance of a Directive Principle immune from scrutiny by the Supreme Court. Supporters of the measure said this would "make it difficult for the court to upset parliament's policy in regard to many matters".



Amendment of the Preamble.

The 42nd Amendment changed the description of India from a "sovereign democratic republic" to a "sovereign, socialist secular democratic republic", and also changed the words "unity of the nation" to "unity and integrity of the nation." B.R. Ambedkar, the principal architect of the constitution, was opposed to declaring India's social and economic structure in the constitution. During the constituent assembly debates on framing the constitution in 1946, K.T. Shah proposed an amendment seeking to declare India as a "secular, federal, socialist" nation. In his opposition to the amendment seeking to declare India, Ambedkar stated "My objections, stated briefly are two. In the first place the constitution... is merely a mechanism where by particular members or particular parties are installed in office. What should be the policy of the state, how the society should be organised in its social and economic side are matters which must be decided by the people themselves according to time and circumstances. It cannot be laid down

in the constitution itself, because that is destroying democracy altogether. If you state in the constitution that the social organisation of the state shall take a particular form, you are, in my judgement, taking away the liberty of the people to decide what should be the social organisation in which they wish to live. It is perfectly possible today, for the majority people to hold that the socialist organisation of society is better than the capitalist organisation of society. But it would be perfectly possible for thinking people to devise some other form of social organisation which might be better than the socialist organisation of today or tomorrow.

I do not see therefore why the constitution should tie down the people to live in a particular form and not leave it to the people themselves to decide it for themselves. This is one reason why the amendment should be opposed. Ambedkar's second objection was that the amendment was "purely superfluous" and "unnecessary", as "socialist principles are already embodied in our constitution" through fundamental rights and directive principle of state policy. Referring to the directive principles, he asked shah, "If these directive principles to which I have drawn attention are not socialistic in their direction and in their content, I fail to understand what more socialism can be" and preamble remained unchanged until the 42nd amendment.

Constitutional Changes.

Almost all parts of the Constitution, including the Preamble and amending clause, were changed by the 42nd Amendment, and some new articles and sections were inserted. Some of these changes are described below.

The Parliament was given unrestrained power to amend any parts of the Constitution, without judicial review. This essentially invalidated the Supreme Court's ruling in Kesavananda Bharti v. State of Kerala in 1973. The amendment to ~~article 368~~, prevented any constitutional amendment from being "called in question in any Court on any ground". It also declared that there would be no limitation whatever on the constituent power of the courts to issue stay orders or injunctions. The 42nd Amendment revoked the courts power to determine what constituted an office of profit. A new article 228A was inserted the Constitution which would give High Courts the author

to "determine all questions as to the constitutional validity of any State law". The amendments fifty-nine clauses stripped the Supreme Court of many of its powers and moved the political system towards parliamentary sovereignty. The 43rd and 44th Amendments reversed these changes.

Article 74 was amended and it was explicitly stipulated that "the President shall act in accordance with the advice of the Council of Ministers. ~~Governors of states were not included in this article.~~ The interval at which a proclamation of Emergency under Article 356 required approval from Parliament was extended from six months to one year. Article 357 was amended so as to ensure that laws made for a State, while it was under Article 356 emergency, would not cease immediately after the expiry of the emergency, but would instead continue to be in effect until the law was changed by the State Legislature. Articles 358 and 359 were amended, to allow suspension of Fundamental Rights, and suspension of enforcement of any of

the rights conferred by the Constitution during an Emergency.

The 42nd Amendment added new Directive Principles, viz Article 39A, Article 43A and Article 48A. The 42nd Amendment gave primacy to the Directive Principles, by stating that "no law implementing any of the Directive Principles could be declared unconstitutional on the grounds that it violated any of the Fundamental Rights". The Amendment simultaneously stated the law prohibiting "anti-national activities" or the formation of "anti-national associations" could not be invalidated because the infringement of any of the Fundamental Rights.

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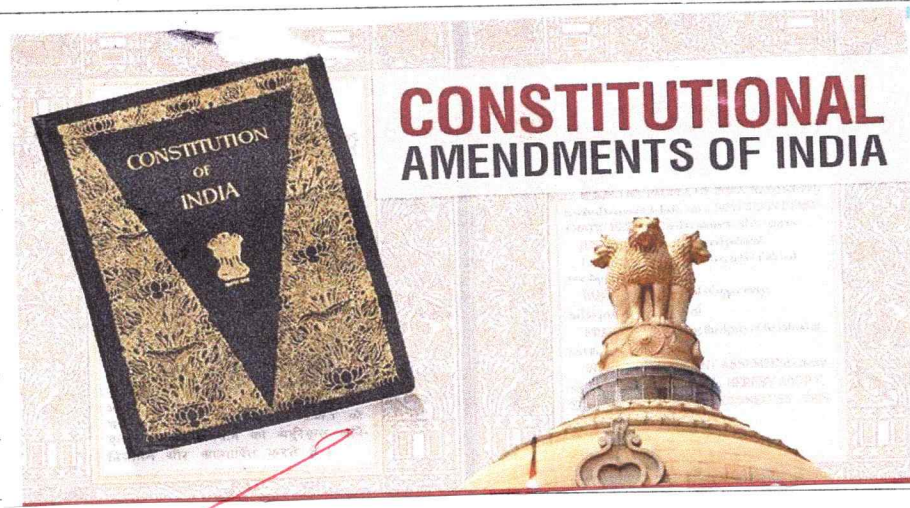
**42nd Amendment, Was it
India's or Indira's
Constitution?**

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Legal Challenges of the Amendment

The constitutionality of sections 4 and 55 of the 42nd amendment were challenged in *Minerva Mills v. Union of India*, when Charan Singh was caretaker Prime minister. Section 4 of the 42nd Amendment, had amended Article 31C of the Constitution to accord precedence to the Directive Principles of State Policy articulated in Part IV of the Constitution over the Fundamental Rights of individuals articulated in Part III. Section 55 prevented any constitutional amendment from being "called in question in any Court on any ground". It also declared that there would be no limitation whatever on the power of the Parliament to amend the Constitution. After the 1980 Indian general election, the Supreme Court declared that sections 4 and 55 of 42nd amendment as unconstitutional. It further endorsed and evolved the basic structure doctrine of the Constitution. In the judgement on



Section 4, Chief Justice Yeshwant Vishnu Chandrachud wrote:

Three Articles of our Constitution, and only three, stand between the heaven of freedom into which Tagore wanted his country to awake and the abyss of unrestrained power. They are Article 14, 19 and 21. Article 31C has removed two sides of that golden triangle which affords to the people of this country an assurance that the promise held forth by the preamble will be performed by ushering an egalitarian era through the discipline of fundamental rights, that is, without emasculation of the rights to liberty and equality which alone can help preserve the dignity of the individual.

LIST OF AMENDMENTS OF THE CONSTITUTION OF INDIA

As of October 2021, there have been 105 amendments of the Constitution of India since it was first enacted in 1950.

There are three types of amendments to the Constitution of India of which second and third type of amendments are governed by Article 368.

- The first type of amendments includes that can be passed by "simple majority" in each house of the parliament of India.
- The second type of amendments includes that can be effected by the parliament by a prescribed "special majority" in each house.
- The third type of amendments includes that are made to the constitution are amendments No. 3, 6, 7, 8, 13, 14, 15, 16, 22, 23, 24, 25, 28, 30, 31, 32, 35, 36, 38, 39, 42, 43, 44, 45, 46, 51, 54, 61, 62, 70, 73, 74, 75, 79, 84, 88, 95, 99 and 101.

Although constitutional amendments require the support of a two-thirds majority in both houses of Parliament (with some amendments requiring ratification by a majority of state legislatures), the Indian Constitution is the most amended national constitution in the world.

The Constitution spells out governmental powers with so much detail that many matters addressed by statute in other democracies must be addressed via constitutional amendment in India. As a result the Constitution is amended roughly twice a year.

for eg -:

No. Amendments
19, 14, 85, 87
174, 176, 341, 342
and 372, 376

Objective - Added special provision for the advancement of any socially and educationally backward classes or for the Scheduled Castes and Scheduled Tribes. (SC and ST) To fully secure the constitutional validity of zamindari abolition laws and to place reasonable restriction on freedom of speech. A new constitutional device called Schedule 9 introduced to protect against laws that are contrary to the constitutionally guaranteed fundamental rights freedom of speech and equality before law.

AFTERMATH

During the Emergency, Indira Gandhi implemented a 20-point program of economic reforms that resulted in greater economic growth, aided by the absence of strikes and trade union conflicts. Encouraged by these positive signs and distorted and misled by these + information from her party supporters, Gandhi called for election in May 1977. However, the Emergency ~~era~~ era had been widely unpopular. The 42nd Amendment was widely criticised and the calmpdown on civil liberties and widespread abuse of human rights by police lingered the public.

In its election manifesto for the 1977 election the Janata Party promised to restore the Constitution to the condition it was in before the emergency and to put rigorous restrictions on the executive's emergency ~~and~~ analogous powers. The election ended ~~the~~ control of congress over the executive and legislature for the first time since independence. After winning the elections, the Moraji Desai government attempted to repeal the 42nd Amendment. However, Gandhi's Congress party held 163 seats in the 250 seat Rajya Sabha and vetoed the government's repeal bill.

Amending the Constitution of India is the process of making changes to the nation's fundamental law or supreme law.

CONCLUSION

The Constitution of India is the ~~cont~~ country's fundamental ~~governa~~ governing document which specifies the framework according to which Indian polity has to operate. It came into effect on January 26, 1950. It is the longest written constitution of an independent nation. It is superior to all other law of India and any law enacted by the Indian government has to be in conformity with the Constitution.

Since the constitution of any country has to be dynamic to adapt to the changing need of the society, the draftsmen of the Constitution made provision for amendment of the Constitution by the legislature, as and when needed. The ~~central~~ and state legislatures of India must follow the procedure prescribed in the Constitution for its amendment else the amendment shall be considered as invalid.

► Procedures

~~Step 1~~ → The amendment has to be initiated by the introduction of Bill, for effecting the amendment in either House of the Parliament.

- Step 1: The Bill must be passed in each House by a simple majority of total membership of the House.

who are present and voting.

- Step 2 :- After being passed by each House of the Parliament as per the Bill has to be presented to the President of India for his / her assent.
- Step 3 :- Once the Bill has assented by the President, the Constitution shall stand amended in accordance with the terms of Bill.

* Summary of the effect of the various judgments :-

The effects of the various decisions of the Supreme Courts may be thus summarized. Parliament has limited powers to amend the constitution. Parliament cannot damage or destroy the basic features of the Constitution. The procedure prescribed for the amendment is mandatory.

* How can you end an amendment :-

Any existing constitutional amendment can be replaced but only by the ratification of another amendment. Because repealing amendments must be proposed and verified by one of the same two methods of regular amendments. They are very rare.

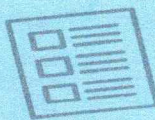
Hence conclusion of Constitution of India is a complete blend of all the provision, and thus the provision and articles in itself make it the apex.

law of the state - The soul of the Constituent Assembly in implementing and interpreting any article of the constitution must always be considered.

The 42nd Amendment is regarded as the most controversial constitutional amendment in history. It attempted to reduce the power of the Supreme Court and High Court to pronounce upon the constitutional validity of laws. It laid down the fundamental duties of Indian citizens to the nation.

42nd Amendment of Indian Constitution

HERE ARE 5 IMPORTANT CHANGES YOU SHOULD REMEMBER

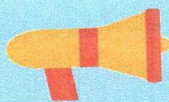


1.) IT IMPOSED FUNDAMENTAL DUTIES TO THE CITIZENS

The argument given by the government was, the citizen can not enjoy the fundamental rights only. If they are getting rights from the constitution then they should also perform their fundamental duties towards the nation.

2.) DEFINED INDIA AS A SECULAR STATE

The preamble of the Indian constitution was changed to substitute the word "SOCIALIST" "SECULAR" and "DEMOCRATIC REPUBLIC".

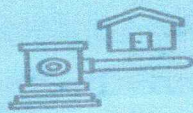


3.) EMERGENCY CAN NOW BE IMPOSED ON A SPECIFIC PART

It allowed the President of India to Proclaim Emergency of any part of the country, indirectly it allowed the government to do so.

4.) EMPOWERED THE CENTRAL GOVT. TO MANAGE STATE LAW & ORDER

This amendment allowed the union government to deploy the armed forces in the states to handle the situation of law and order.



5.) REDUCED THE POWER OF JUDICIAL REVIEW OF SUPREME COURT

It attempted to reduce the power of judicial review of the supreme court. After this courts were unable to check the constitutional validity of the law passed by the parliament.

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