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Anita Desai's *Cry, the Peacock*: An Overview

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Abstract:

Anita Desai, a very popular Indian novelist, is known as the Mother of the Indian psychological novel genre. She has secured her a place of honour in the pantheon of Indian authors through her meticulous depictions Desai has of modern Indian life. She was the Winner of the Sahitya Academy Award, and has authored as many as sixteen works of fiction. Her distinct style of writing, her original characters and her realistic subject-line made her writings so endearing. Over the years, Desai won many awards and recognition for her works. She was shortlisted for the Booker Prize thrice. Besides writing, Anita has been actively involved in teaching as well. For many young aspiring writers today, she continues to be an inspiration.

Key Words: v neurotic, hypersensitive, artistic sensibility etc.

Desai's first novel *Cry, the Peacock*, published in 1963, has been written through the stream of consciousness method with very little conventional episodes. The subjects of this novel were the suppression and oppression of Indian women. This work immediately made her as a major voice in Indian literature in English. *Cry, the Peacock*, made Anita Desai a debut as a novelist. In this novel, there are three sections: a short introduction and conclusion in objective, third-person narrative, and a long subjective middle section narrated by the neurotic heroine, Maya. Desai's protagonists usually possess a neurotic, hypersensitive, artistic sensibility and they are dissatisfied with their routine existence which made them search for a more meaningful life. In *Cry, the Peacock*, Maya, the neurotic heroine, kills her husband, thereby

fulfilling the prophecy of an albino sorcerer. This contains a deep-rooted, philosophical concern also.

Most of Anita's protagonists, from Maya to Matteo, have a spiritual orientation reminding us of similar concerns in novels such as E. M. Forster's *Howards End* (1910) and Virginia Woolf's *Between the Acts* (1941). In Maya's narrative, the stream of consciousness is employed in order to chronicle the progressive deterioration of both Maya's relationships with her husband, Gautama, and her own mental poise and sanity. As Dr. G Ratan Bhattacharjee has said. "Maya with her sensitiveness and love of beauty suffers the agony in the worst way. the flowers and fruits in the garden, the trees and plants, the sky and the seasons, her pets and other animals everything she takes care. On the other hand, her husband is insensitive and concerned only with the absolute. The irreconcilability between them is clear" (Dr.Ratan Bhattacharjee, 2015).

Cry the Peacock is a good, poetic book which evokes feminine fancy and reality with a blend of silky smoothness and coarse roughness. The protagonist, Maya is smooth and silky whereas her husband, Gautam is rough and coarse. This book makes one feel, perceive and then act. Anita Desai has a tragic vision of woman's life, and with the quintessence of reality, she has combined an intricate and sensitive style of her own. Gladys dsouza was right in saying. "The book explores the turbulent and emotional life of Maya, the character, and 'Maya' the illusion itself. Maya the character bends and breaks whereas illusion stays."

Maya is a sensitive daughter of a well-to-do father. She is seen as a neurotic introvert and a famished character, a victim of the inadequacy of human relationships. Desai brought out Maya's loneliness and frustration are effectively. Maya's ineffectual lonely struggle drives her to homicide, insanity and finally to suicide. She got married to Gautama and their marriage was never successful; in fact, this marriage gradually turned her into a

psychopath as her emotional needs could not be satisfied by her husband, who was too practical. A sensitive and sensuous Maya rebels against the rationalism of Gautama and against his Vedanta philosophy of detachment. Her anxiety, fear and insecurity, lead her to insanity, violence and self-destructiveness. Maya is unable to understand her husband and it is the main cause of her suffering. His practical approach to situations in contrast with her emotional approach., is unable to relate to her world, he cannot understand her extreme sensitiveness, her quest for the simple pleasures of life, to be true to herself.

As they were distanced by their different sensibilities and attitudes, Maya's restlessness and anxiety is about the realization that her quest for a fulfilling life with Gautama was impossible. Gautama involved is unresponsive to her desperate calls for intimacy and she realizes the futility of their relationship. The novel is essentially a dream-stuff of the doom-haunted Maya and there is also an element of tragic pathos in her expressions, varying from one moment to another according to her anxiety-ridden moods. Thus, one finds dreaminess in what she expresses and to what she reacts.

Rather than the physical aspects, the novel deals with the mental aspects of its characters. Maya is a hypersensitive young lady married to Gautama who is a rational advocate. Maya needs a beloved spouse with broad understanding which qualities Gautama lacks. Maya's intense involvement in her own inner world of phantasm is the reason for the alienation between Maya and Gautama

Maya is deeply attached to past, lives almost in the world of memories while Because of his rational nature, Gautama values the importance of action. Maya had lived a protected life that hinders her freedom of growing as an individual. The father's over protective love does not permit her any independence to grow, think and act as an entity. Maya feels Gautama is entirely different from

her father. He is cold and preoccupied with his work, efficient but indifferent to her presence.

As Maya belongs to an orthodox Brahmin family, she trusts in astrology. The astrologer prophesized that one of the couple would die soon in an abnormal way. She cannot forget the thought of astrologer and quickly slips into insanity. Gautama's family comprise the intellectual face of living. Maya is not able to face the trivial truths of living. Thus, her character exposes the psychological problems of an Indian woman.

Maya is poetic, intuitive, and unstable and is extremely sensitive to the beauty around her. Gautama, on the other hand, is concerned only with absolutes. The characters' names themselves symbolize their irreconcilability: Maya is illusion and Gautama is the Buddha who was able to rend the veil of Maya. Thus, while Maya lives in the world of the senses, Gautama rejects it entirely. Unable to resolve her conflict with Gautama, Maya pushes him from a terrace, thereby terminates her struggle. The novel concludes with the demise of Maya. The mental retrogression of Maya proposes that she was not able to adapt her in the world of fact.

Hence, through the role of Maya, Anita Desai has showed the feminine mind of both a girl and a woman. The hot subject of feminism is addressed by Anita Desai with sensitiveness and by Maya's role, Anita Desai carries a new aspect of feminist publishing. Maya appears separate from every female character in the novel. Among whole Anita Desai's female characters, Maya is the most exciting and psychologically amazing. By staging Maya a sort of woman who silently abide from the men, the novelist has spot lit the feminine predicament in several prospects.

Maya's psychological disturbances, her neurotic and intensive obsession with death are effectively portrayed. The women protest and rebel against the existing power structure when the existential crisis becomes unbearable. The conflict in

Maya is brought out by Maya's present state of craving and despair as against Gautama's philosophy of aloofness and unemotional attitude to Maya. Maya's love for her protective father and her rebellious brother, her inconsolable grief at the death of her pet dog are envisioned as indexes of her sensitive and sensuous temperament and present a natural foil to the dry intellectualism of Gautama.

Almost all the characters in the novel have a well defined attitude to life. Maya's father was satisfied to base his life on the fatalistic creed of acceptance. Gautama has belief in detachment while Arjun thrives on 'protest' and rebellion, Maya has no such creed to lean on which could satisfy her yearning to love and be loved intensely and totally. She blames her husband for her problems, for her loneliness and suffering. As he prevents her from doing what she wants to do, she harbours an unconscious, unreasonable desire to kill him so that he does not interfere in her life

According to Kierkegaard's philosophy of alienation individuals are alienated from themselves and their surroundings which are unfavourable and hostile. This existential alienation was also discussed by philosophers like Heidegger and Sartre. Sartre states that we are responsible for our own actions and when we refuse to take responsibility for our actions, we experience a sense of alienation. This realization leads one to anxiety and anguish, which subsequently leads to alienation and loneliness. Anita Desai in her *Cry the Peacock* intricately portrays the sense of loneliness and anguish in Maya's mind, her trauma of being caught in two simultaneous worlds, of past and present and her inability to resolve to the realities of life.

Maya's existential dilemma and her search for self-identity are very systematically and gradually portrayed by Desai. The conflict between her aspirations and the harsh reality of existence has a crumpling effect on Maya's inner being. Her constant pursuit

to be true to her inner self is the cause of her suffering. She is portrayed as an anguished soul who does not grow out of her childhood world and does not show any inclination to take up adult responsibilities even though she has been married for four years to Gautama, a successful and prosperous lawyer. Moreover she is haunted by the prediction of the albino astrologer about the death of her husband or herself in the fourth year of her marriage. It gradually gains ascendancy in her mind and it becomes an obsessive fear. Maya is afraid to share her fears with her husband and at the same time she cannot adjust with the practical world of her husband and feels dejected, lonely and demoralized. Her life is full of tensions, disappointments, anxieties and fears. As a result, her mental condition deteriorates as her psychological suffering intensifies in the four years of marriage.

Maya's psychic condition is conveyed to the readers by using several symbolic incidents. The lack of understanding between Gautama and Maya is clearly highlighted by Maya's inconsolable agony at the death of her pet dog and Gautama's mechanical response that he would bring her another dog. It also brings out the disparity in their characters. Her hyper sensitive mind is shown by her extreme sorrow at the death of her pet dog. In contrast, her husband, Gautam, was unable to understand the extent of the trauma in her mind. When Maya requested her husband to take her to see the Kathakali dancers, he abruptly refused to do. Even her husband considers her great love for music inappropriate.

All these minor conflicts have a lasting impression on Maya's psychology. She feels her husband responsible for standing between her and her aspirations, a hindrance to the fulfilment of her desires. Maya constantly compares Gautama's character to that of her father and this further enhances her despair. With her emotional cravings, Maya cannot understand her husband's involvement in his world of work.

Maya's memories of her past life, of her childhood

recollections that bring back to her the disturbed incidents of her life and crowd her mind and terrify her into insanity. Gautama is basically kind and genuinely fond of his wife and tries to reach out to his wife but fails to establish a satisfying emotional rapport because of the differences in their view points and temperaments. Maya's present state of craving and despair as against Gautama's philosophy of aloofness and unemotional attitude show the conflict in Maya. Maya's interior monologue exposes Gautama's detached attitude: 'Showing how little he knows of my misery, or how to comfort me. But then, he knew nothing that concerned me.... telling me to go to sleep while he worked at his papers, he did not give another thought to me...it is his hardness – no, no, not hardness, but the distance he coldly keeps from me.' (Anita Desai: *Cry, the Peacock*)

Anita Desai, a Trend-setter in Feminist Writing portrays a hyper-sensitive, and cultured Maya and dives deep into her trapped feminine psyche from childhood to her untimely death as a youth. The protagonist, Maya is the victim of many social and psychological predicaments.

We find Existential Dimensions in Anita Desai's *Cry the Peacock*. Existentialism is a philosophical movement emerged in the writings of several nineteenth and twentieth century philosophers such as Friedrich Nietzsche, Martin Heidegger, Soren Kierkegaard, Albert Camus and Jean-Paul Sartre. Some of the existential themes such as man's autonomy, assertion of his subjective self, his flouting of reason and rationality, his denial of traditional values, institutions and philosophy, his exercise of will and freedom, and his experience of the absurdity and the nothingness of life are reflected in the writings of the exponents of existentialism.

The literary works of existentialism assert on actions-including acts of will as the determining things. From this viewpoint, there are no meanings or structures that precede one's

own existence, as one finds in organized religion. Hence, the individual must find or create meaning for it. What Albert Camus felt is right. He said that meaning in life is to be found in the struggle to be true to oneself and in collaborating with society's collective efforts for peace and prosperity. Absurdity or irrationality of life and the inevitability of death constitute the unavoidable torment or agony of the human condition. Writers like Franz Kafka and Fyodor Dostoevsky with their works, had also contributed greatly to the existential notions. Existentialist thought has been thought an unfair reputation for pessimism and even full-blown nihilism. But, nothing in the philosophical train of thought of existentialism dictates a negative view of humanity or reality.

In Indian English literature Existentialism has been explored to a great extent. Among the Indian English novelists, Kamala Markandaya, Anita Desai, Arun Joshi, AnjanaAppachana, Chitra Banerjee Divakaruni, JhumpaLahiri, Kiran Desai are a few of the novelists who seriously concentrated on the tenets of existentialism. A study of their perceptions on existentialism provides insights into contemporary issues and themes of alienation, suffering, conflict, death, quest for self-identity, etc. Anita Desai dealt with relationships between oversensitive wives and insensitive husbands and highlighted the mental agony and existential anguish of her protagonists, mainly women characters.

As witnessed by Singh, Anita Desai dives deeply, darkly and silently, tries to work out the inconsistencies and dichotomies of the virgin territories of modern life style. She adds a new dimension turning inward into the realities of life and plunges into the deep depths of the human psyche to score out its mysteries, turmoil and chaos inside the mind of her characters. *Cry the Peacock* of Anita Desai is an interesting study from the existentialist's perspective. She displays a strong inclination towards the existentialist interpretation of the human predicament. Particularly, she voices the silent miseries and helplessness of married women tormented by existentialist torment. Desai deals with the problem

of the tragic tension between the individual and their unfavourable environment in *Cry the Peacock*

Maya's melancholy seems baseless in the face of her having the usual course of things. Self-analysis generally has a curative effect but in the mental processes of mind under neurotic stress, as it was in the case of Maya, even introspection ends up as a flight of fancy of the zigzag path of associations. As such it cannot be called 'analysis', it serves only to aggravate an already disturbed mind. Anita Desai powerfully portrays the inner conflicts of her women protagonists who are deprived of their basic rights by a male dominated society. Usually, women are compelled by societal norms to project an inauthentic self-image. However, the intense conflict in projecting that image leads to helplessness and desolation.

The very title of the novel, *Cry the Peacock* indicates the anguished mind of Maya. A clue to the irony of Maya's fate is implied in the title's reference to the 'cry' or the mating call of the peacock. Generally Peacocks are said to fight before they mate. Desai uses this connotation of life and death, their passion in the face of death symbolically in the case of Maya. Maya in a state of insanity, in a frantic state kills her husband resulting in the ultimate catastrophe. Later, in a complete state of insanity, she explains the episode very casually: 'And then Gautama made a mistake – his last, decisive one. In talking, gesturing he moved in front of me, thus coming between me and the worshiped moon, his figure an ugly, crooked grey shadow that transgressed its sorrowing chastity. 'Gautama' I screamed in fury and thrust out my arms towards him, out at him, into him and past him, saw him fall then, pass through an immensity of air, down to the very bottom.

Anita Desai's writings have generated enormous interest in scholars. Literary scholars have appreciated her handling of simple, everyday ordinary experiences in a manner which denotes their universal existential appeal. The depiction of Maya's character is so sensitive that readers sympathize with her helpless situation,

in her struggle to lead a life of meaningful existence. B. Chitra's aptly comments that, *Cry The Peacock* is a brilliant study of the abnormal psychology of its neurotic protagonist, Maya. She is an enigma. Her moods, observations, dilemmas and abnormalities are conveyed effectively by Desai. Anita Desai received critical approbation both in India and abroad. The western audience appreciated especially Desai's insights and attention to minute details. She expresses, as is said by Naik, a 'uniquely Indian sensibility that is yet completely at ease in the mind of the West'. In the perspective of the concerns and themes of the women writers, Anita Desai occupies a major position. Unlike the other contemporary women novelists like Kamala Markandaya, Ruth Jhabvala or Nayantara Sehgal who focussed on the changing social scenario of Indian society, Desai took the lead in exploring the anxious sensibility of the modern women, in projecting the inner psyche of her protagonists and in bringing to the forefront the existential agony of women. Thus Desai uses appropriate images to bring out the emotional ethos of the novel and enhance its aesthetic appeal.

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The Impact of Task-Based Language Teaching: A Study at Secondary Level in West Godavari District of Andhra Pradesh

T. Akkiraju & K. RatnaShiela Mani

ABSTRACT

The paper is an attempt to present the purpose, procedure and the findings of the quasi-experimental study conducted as a part of my research on TBLT. The study explores the impact of TBLT on improving the English-speaking skills of secondary level students in comparison with that of Traditional Methods of teaching English besides conducting a random sample study of the English teaching practices at secondary level in West Godavari District. The study concludes that TBLT is more effective than Traditional methods in improving the speaking skills of secondary level students.

Introduction

English is a language of opportunities in all walks of life. In the third world countries like India, English speaking skill is a great asset in social contexts. Across all academic settings, it is a necessary and useful skill for the students to

showcase their talent. However, it was only after the introduction of the New Education Policy (NEP) in the 90s that the importance of oral expression in English was highlighted in the classroom. On the other hand, traditional practices of English teaching like Grammar-Translation Method which give little scope for speaking skills continued in the country. The benefits of modern approaches like Task-Based Language Teaching in improving speaking skills are not realized at all academic stages and in contexts.

Task-Based Language Teaching (TBLT)

TBLT is a 'direct descendant' of the Communicative Approach which emerged as a critical response to the limitations of structural approaches. TBLT belongs to the stronger version of Communicative Language Teaching (CLT) which claims that since language is learnt and acquired through communication, it not only activates the existing knowledge of the learner but also develops the language system itself (Howatt, 1984: 279). TBLT approach aims at second language teaching by engaging learners in 'meaningful tasks' which create opportunities for interactive communication and negotiation of meaning. It proposes to use tasks as the central unit of planning and instruction in language teaching. The primary principle of TBLT is that language learning is nurtured by creating contexts for the learners to use language instead of teaching the language in discrete parts (Ellis, 2009: 222). The principal features of TBLT are:

- Focus on learning how to communicate and interact in the target language.
- Bringing authentic texts into the classroom situation.

- Creating opportunities to concentrate on language and learning process.
- Recognizing the learner's personal experiences as significant contributing elements to classroom learning.
- Linking classroom learning with language use in real-life situation (Nunan, 1991: 279).

Willis recommended a sequence of activities – pre-task, task cycle and post-task – that form the whole procedure of a task in a TBLT class (1996: 56-57). Usually, pre-task includes introduction and instructions while task cycle constitutes task execution, planning, and report. Exposure to model tasks, language focus, and practice are the common features of post-task phase. The present study followed Willis' task framework in designing tasks for the teaching intervention.

Rationale for the Study

In an age of communication, the growing importance of speaking skills in English cannot be overlooked at any stage of education. Particularly, secondary education plays a crucial role in students' lives and provides a number of opportunities to improve speaking skills. Nevertheless, it was observed that the students pursuing their secondary education in English medium from Government schools often fail to communicate in English, even for the basic needs. A significant reason for this situation at secondary stage, particularly in Andhra Pradesh, is the lack of emphasis on speaking skills in the English teaching-learning process. The students have neither practice in, nor evaluation for, English speaking skills. This lack of due focus

on improving speaking skills in English at secondary stage invariably affects the students' performance in the immediate academic setting and in higher education as well.

The present study intends to explore how far TBLT can help in improving the English-speaking skills of secondary students since a review of the research studies on TBLT reveals that it is more effective in improving speaking skills than traditional methods. Among the studies reviewed, there are a few full-length studies on the effect of TBLT on improving the speaking skills of secondary level students too. Torky (2006), Murad (2009), Albino (2017), and Sudeepthi (2013) explored the impact of TBLT on developing the speaking skills of secondary level students and noticed that the students who were taught through TBLT improved their speaking skills in English significantly.

Aim and Purpose of the Study

The aim of the present study is to explore the impact of Task-Based Language Teaching approach on improving the English-speaking skills of the secondary level students in comparison with that of traditional methods and to prove its advantages for both teachers and students at secondary stage. The purpose of the study is to enhance the speaking skills of secondary level students by creating awareness about the effectiveness of TBLT approach among the English teachers at secondary level and ultimately extending its benefits to the students.

Objectives of the Study

The study was undertaken with the following objectives:

1. To identify the problems associated with the teaching and learning of English-speaking skills at secondary level in Government High Schools of West Godavari District.
2. To explore the impact of TBLT on improving English speaking skills among Secondary Level learners.
3. To investigate whether TBLT is more effective than traditional approaches in developing speaking skills.

Procedure of the Study

The study was conducted in three phases: preliminary study, pilot study, and main study. In the preliminary study, data was collected from a random sample of forty-six English teachers on classroom practices. A random sample of forty-six students were also administered a questionnaire aimed at understanding the students' attitudes to learning English, and interest in speaking activities. As a part of the preliminary study, a speaking skill test with ten questions was also conducted to fifty students for assessing their English-speaking skills. After obtaining positive results for TBLT in the pilot study, the main study was taken up.

The main study was conducted as an experiment on a sample of ninety students, following *Pretest Posttest Control Group Design*. The sample students were randomly selected and assigned to two groups with forty-five for each. A common pretest was administered to the students of the two groups in order to evaluate their English-speaking proficiency in terms of *Grammar and Vocabulary*, *Pronunciation*, and *Interactive Communication* which are the

three criteria for assessment from Cambridge English: Assessing Speaking Performance – Level A2 which is one of the Common European Framework of Reference (CEFR) levels described by the Council of Europe (Cambridge English, 2011: 2). It consists of eight communicative tasks. The entire pre-testing process was audio-recorded, and the students' oral performance was transcribed. Later, using the quantified data, the statistical analysis was performed through *Z-test*.

For the teaching intervention, seven lessons including prose and poetry were selected from the prescribed English textbook *Our World Through English* (Director of School Education, 2017). In the backdrop of the selected lessons, ten tasks were designed on the model of Willis's task cycle (1996: 56-57) with the objective of developing the students' speaking skills in English. The students of the experimental group were engaged in the tasks designed for this purpose, whereas the students of the control group were given regular teaching through traditional methods for a period of forty-five days. At the end of the teaching program, a common posttest was administered to the students of the two groups for verifying and assessing the effect of TBLT in comparison with that of traditional methods on the learners' speaking skill, and the results were analyzed with the help of *Z-test*.

Analysis and Interpretation

In Table 1, *Z* calculated value $|z|$ was compared with *Z* critical value and found that *Z* calculated value is less than *Z* critical value in all the criteria. This reveals that there is no statistically significant difference between the pretest scores of the control group and experimental group

TABLE 1
Pretest Means of Both Groups

Assessment criterion	X_1		X_2		Comparison	Result
Grammar and Vocabulary	8.111	3.128	8.755	2.813	$ z = 1.027 \leq z_c = 1.96$	N.S.
Pronunciation	9.066	3.466	9.111	3.027	$ z = 0.066 \leq z_c = 1.96$	N.S.
Interactive Communication	8.466	3.448	8.844	3.412	$ z = 0.523 \leq z_c = 1.96$	N.S.
Overall performance	25.644	9.397	26.711	8.805	$ z = 0.556 \leq z_c = 1.96$	N.S.

(N.S. = Not Significant)

TABLE 2
Pre and Posttest Means of Experimental Group

Assessment criterion	X_1		X_2		Comparison	Result
Grammar and Vocabulary	8.755	2.813	26.644	2.985	$ z = 29.258 \geq z_c = 1.96$	S
Pronunciation	9.111	3.027	19.977	3.415	$ z = 15.973 \geq z_c = 1.96$	S
Interactive Communication	8.844	3.412	24.422	2.878	$ z = 23.411 \geq z_c = 1.96$	S
Overall performance	26.711	8.805	70.977	8.287	$ z = 24.558 \geq z_c = 1.96$	S

(S = Significant)

in relation to the criteria *Grammar and Vocabulary*, *Pronunciation*, *Interactive Communication*, and also the overall performance.

In Table 2, Z calculated value $|z|$ was compared with Z critical value and found that the Z calculated value is greater than Z critical value in all the criteria. The analysis revealed that there are statistically significant differences between the pretest and posttest means of the experimental group, indicating that the English-speaking skill of the students of the experimental group significantly improved from the pretest to the posttest, obviously due to the teaching intervention through TBLT.

The students of the experimental group had a different learning experience in the TBLT classes they attended during the teaching intervention. They showed great enthusiasm in speaking activities as if they were participating in such kind of tasks for the first time in the English class. The analysis reveals that the students improved their accuracy in terms of grammar. In the pretest, they displayed a very limited control of grammatical forms and tense patterns. They used 'womens' and 'sheeps' in place of 'women' and 'sheep'. They often missed 'be' forms in their speech. They used isolated words, broken phrases, and familiar word groups instead of full-length sentences. They frequently switched over to their mother tongue or mixed both. Majority of the students failed to frame correct question forms. The following examples reveal the students' poor basics in grammar and their inability to continue in English:

Introducing oneself

- Yuhitha/9th class/no class/four. My father name is

Nagaraju. My mother name is Venkatalakshmi. My brother name is Mahankali.

- My name is Suresh/9th class English medium/Play games/Four members. My mother, my father, my sister ... nenu (I).

Talking about favorite festival

- Deepaavali (Diwali). Crackers kaalchukovachhu (we can fire crackers).
- Christmas. Christmas is a very good. Christmas is a nice festival.

Talking about a friend

- Revathi. Good girl. No pending works. Silent girl.
- Satish. Manchigauntaadu (nice boy). Buddigaauntaadu (good boy). Chalamanchivaadu (very nice boy). 9th class. Baanechaduvuthaadu (He studies well).

Spotting the differences between two images

- Nehru is cap, Gandhi is no cap. Nehru is hands spect, Gandhi is hands books. Nehru is ... shirt. Gandhi is no shirt. Nehru is... Nehru is cap. Gandhi is no cap.

Describing the activities in the pictures

- Student is...these students is pledge. These students is lunch. These students is reading. These young girls and kabaddi. Young girls and go to houses.

Asking questions about the picture

- Satish ... How many plants? How many

houses? How many women? How many goats and buffaloes?

(Source: Primary Data)

Nevertheless, in the posttest, they showed a good degree of control of grammatical forms, especially tense patterns and the use of 'be' forms. They continued to speak in English, though there were minor mistakes noticed. They improved in framing questions also. The examples below show their improved performance in grammar:

Introducing oneself

- My name is Yuhitha. I am studying 9th class. My school name is ZPHS School, Chinamiram. My mother name is Venkata Lakshmi. My father name is Nagaraju. My brother name is Mahankali.
- I am Danduri Suresh. I am studying 9th class English medium. We are four in our family. My father is a farmer. My mother is a homemaker. My two brothers are studying. My hobbies are drawing and singing.

Talking about a favorite sportsperson

- My favorite player is Sehwag. He is a great batsman. He made 24 centuries in tests. He is retired now.

Talking about the school

- Our school is ZPHS School, Chinamiram. Our head master is John Babu sir. We have 20 teachers. We have 500 students. We have a small ground. We have three buildings. Our teachers are very good.

Interviewing a favorite film star

- My name is K. Satish ... my favorite cine star is Prabhas.
- Who is your first heroine?
- What is your first film?
- What is your next film?

(Source: Primary Data)

Their engagement in the accomplishment of the designed tasks during the teaching intervention helped them improve their control of grammatical forms. Their vocabulary base was also widened as they were engaged in the teaching program based on TBLT. In the pretest, sometimes, they could not respond to the questions for lack of English words, or used mother tongue. Some of them used Telugu equivalents 'topi', 'kallajodu', 'kallu', 'meka', 'thaapeemestri' etc. in place of English words – cap, spectacles, eyes, goat, and mason. But in the posttest, they noticeably improved their vocabulary and properly responded to the contextual needs. They used relevant nouns and descriptive adjectives where required. For example:

- (Introducing) Hi sir! I am Varshini. I am studying in 9th E/M. We have 4 members in my family. My father is auto driver. My mother is homemaker. I have one sibling.... I have one sibling. My hobbies are playing games, reading book and watching TV.
- (Talking about a sportsperson) My favourite sportsperson is Sania. She is from Hyderabad. She was born in Hyderabad. She is a famous tennis player. She got many medals for India.

(Source: Primary Data)

The students improved their skills in interactive communication too. They developed strategies to sustain communication. In the pretest, they faced difficulties in maintaining simple exchanges. Often, they looked for prompts or switched over to the mother tongue. However, in the posttest, they were able to maintain simple exchanges, using conversational techniques and strategies like back-tracking, pausing, self-correcting, and using cohesive devices. They did not look for assistance, and restrained themselves from switching over to the mother tongue. They took time to respond but continued the dialogue. The following expressions show some of the strategies and devices employed by the students:

- *(Talking about a goal)* My...I want to become a doctor...I serve the poor people.
- *(Giving directions to a friend)* You see...you can see PP road. You turn right side/ First, you take right. Go for five minutes. Stop at Abhiruchi hotel. Then, turn left.
- *(Talking about the school)* My school name is...our school name is ZPHS, Chinamiram.
- *(Talking about a sportsperson)* He is very sincere and hard man.... I mean hardworking.

(Source: Primary Data)

The students showed improvement in pronunciation too but in comparison to the other two criteria, less improvement was observed in pronunciation because it requires more specific efforts and longer duration of teaching program to achieve improvement in pronunciation. In the pretest, they did not display any control over phonological features. The influence of the

mother tongue was conspicuous in terms of pronunciation, accent, and intonation. They pronounced 'r' apparently even in the words where it is silent. Though English words end in consonant sound, the students pronounced them like Telugu words which mostly end in vowel sound. They added a long-drawn 'uḍ' or short 'u' sound at the end of certain words. For example:

- (Talking about a festival) Christmas is very nice *anduu* (*and*)so many friends. *Andu* (*and*)happiness.
- Christmas (strongly pronouncing 't') Christmas I *liku* (*like*).

(Source: Primary Data)

In the posttest, they showed some observation of intonation patterns, and their pronunciation of words improved to a considerable level. There were sincere efforts to improve the accent too. Finally, the output from the teaching program was impressive, and the improvement in the students' English-speaking skill from the pretest to the posttest was quite encouraging.

In Table 3, Z calculated value $|z|$ was compared with Z critical value and found that Z calculated value is greater than Z critical value. The analysis proved that the difference between the posttest means of the two groups of students in relation to the criteria *Grammar and Vocabulary*, *Pronunciation*, *Interactive Communication*, and also the overall performance is statistically significant. The English speaking proficiency of the students in the experimental group significantly improved after the teaching intervention.

TABLE 3
 Posttest Means of Both Groups

<i>Assessment Criterion</i>	X_1	X_2	<i>Comparison</i>	<i>Result</i>		
<i>Grammar and Vocabulary</i>	8.066	2.976	26.644	2.985	$ z = 29.567 \geq 1.96$	S
<i>Pronunciation</i>	9.044	3.238	19.977	3.415	$ z = 15.584 \geq 1.96$	S
<i>Interactive Communication</i>	7.488	3.493	24.422	2.878	$ z = 25.099 \geq 1.96$	S
<i>Overall performance</i>	24.6	8.852	70.977	8.287	$ z = 25.657 \geq 1.96$	S

(S = Significant)

Findings of the Study

Through the present study, it was found that:

- The students of both control and experimental groups possess nearly the same level of speaking skills in English before the teaching intervention began.
- The students of the experimental group improved their speaking skills in English from the pretest to the posttest due to the treatment given through TBLT.
- TBLT was more effective than traditional methods in developing the speaking skills of the students.

The findings of the study are in congruence with the previous studies conducted by Torky (2006), Murad (2009), Albino (2017), and Sudeepthi (2013) who had undertaken full-length studies on the students of Secondary Standard.

Conclusion

The study concludes that the teachers who follow TBLT approach in English language teaching can improve the speaking skill of their students very effectively as it was illustrated through this quasi-experimental study. The teachers who can design tasks appropriate to their lessons and contexts are sure to receive better results than those who conform to the traditional methods. Thus, the present study identified the gaps in the teaching and learning of English-speaking skills at secondary level of education in the Andhra Pradesh context. By conducting an experiment on the impact of TBLT, it showed to the teachers and the students the benefits of adopting Task-Based Language Teaching approach in teaching and learning of English-speaking skills.

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Chapter - 8

PRO-ACTIVENESS OF BANKING SYSTEM TO MSMEs AND ENTREPRENEURSHIP DEVELOPMENT

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ABSTRACT

India has a vibrant MSME sector that plays an important role in sustaining economic growth, increasing trade, generating employment and creating new entrepreneurship in India. MSMEs in India have recorded a sustained growth during last five decades. This sector accounts for about 45 per cent of the manufacturing output and over 40 per cent of the national exports of the country. The average growth of MSMEs sector in the last few years has been 8 per cent, whereas for the other industrial sector it has been only 5 per cent. Despite its commendable contribution to the Nation's economy, MSME Sector does not get the required support from the concerned Government departments, banking sector, financial institutions and corporate sector. Banks are playing a major role in the development of MSME sector by providing nearly 82 per cent of its total financial requirements. At an aggregate level, the banking sector has credit outstanding to MSMEs of approximately Rs.17.4 trillion as on March 31, 2019 in which SCBs account for 90% of the share. In fact, the share of public sector banks has fallen to 55.4% by December 2017 from 61.5% two years ago and the slack has been picked up by Private sector banks and non-banking financial companies (NBFCs) who are aggressively lending to MSMEs

INTRODUCTION

The MSME sector has been considered as a vibrant and dynamic sector in the industrial scenario of India and the sector acts as an engine for the economic growth of the country by means of its contribution towards employment generation, export earnings, production and assisting in satisfying the requirement of medium and large scale industries. Countries like India that are thickly populated and industrially progressive are highly depending on this sector for promotion of employment opportunities for the citizens of the country and attaining the balanced economic and regional growth. The growth of this sector also contributes significantly in the development of entrepreneurial skills among the people, decentralization of ownership, elimination of monopoly power in the market, avoidance of concentration of wealth and power and to ensure the balanced economic and social development of the country.

MSME Act

Enactment of the Micro, Small and Medium Enterprises (MSMEs) Development Act 2006, operative from October 2006 is an important landmark in the development of the sector. Under the Act, enterprises have been categorized broadly into those engaged in (i) Manufacturing, and (ii) providing services. Both the categories have been further classified into Micro, Small and Medium enterprises, based on gross investment in plant and machinery for manufacturing

enterprises, and in equipment in case of enterprises providing or rendering services. According to this act, the definitions of micro, small and medium enterprises include the following:

Table. 1. Definition of Micro, Small and Medium Enterprises

Enterprise	Manufacturing	Service
Micro Enterprise	Upto Rs.25 Lakhs	Up to Rs.10 Lakhs
Small Enterprise	Above Rs.25 Lakhs to 5 Crores	Above Rs.10,00,000 to Rs.2 Crores
Medium Enterprise	Above Rs.5 crores to 10 Crores	Above 2 crores to 5 Crores

SIGNIFICANCE OF MSME SECTOR IN INDIA

India has a vibrant MSME sector that plays an important role in sustaining economic growth, increasing trade, generating employment and creating new entrepreneurship in India. In keeping in view its importance, the promotion and development of MSMEs has been an important plan in our policy for industrial development and a well-structured programme of support has been pursued in successive five-year plans. MSMEs in India have recorded a sustained growth during last five decades. The number of MSMEs in India is estimated to be around 13 million while the estimated employment provided by this sector is over 31 million. The MSME sector accounts for about 45 per cent of the manufacturing output and over 40 per cent of the national exports of the country.

Table.2. Contribution of MSMEs in Country's Economy at Current Price
(in Rs. crore)

Year	MSME GVA	Growth (%)	Total GVA	Share of MSME in GVA (%)	Total GDP	Share of MSME in GDP (%)
2012-13	2977623	15.27	9202692	32.36	9944013	29.94
2013-14	3343009	12.27	10363153	32.26	11233522	29.76
2014-15	3658196	9.43	11481794	31.86	12445128	29.39
2015-16	3936788	7.62	12458642	31.60	13682035	28.77

Source: Annual Report Ministry of MSME 2017-18

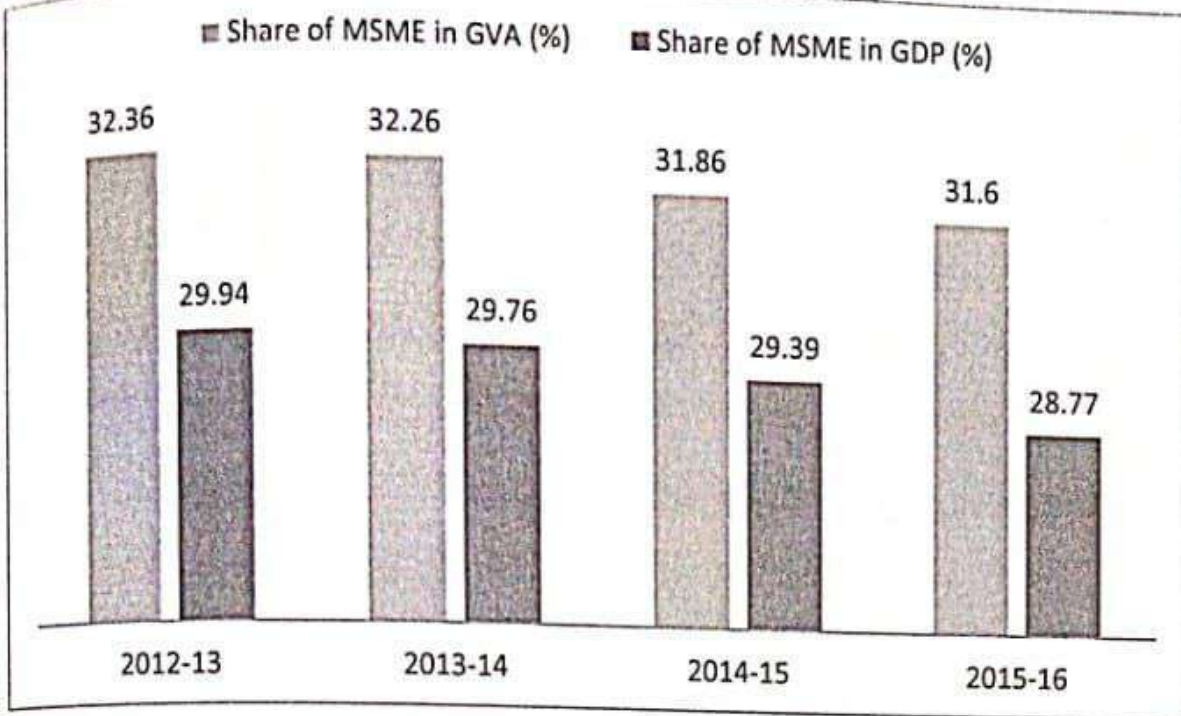


Figure.1. Share of MSMEs in GVA and GDP

The table-2 and figure-1 shows that MSMEs are significantly contributing for the growth of Indian economy. The share of MSMEs in Gross Value Added in the country is around 32 per cent in recent times and the share in countries' GDP is around 30 per cent.

Activity Category	Estimated Number of Enterprises (in lakh)			Share (%)
	Rural	Urban	Total	
Manufacturing	114.14	82.50	196.65	32
Trade	108.71	121.64	230.35	35
Other Services	102.00	104.85	206.85	33
Electricity*	0.03	0.01	0.03	0
All	324.88	309.00	633.88	100

Source: Annual Report of Ministry of MSME
 *Non-captive electricity generation and transmission and distribution by units not registered with the Central Electricity Authority

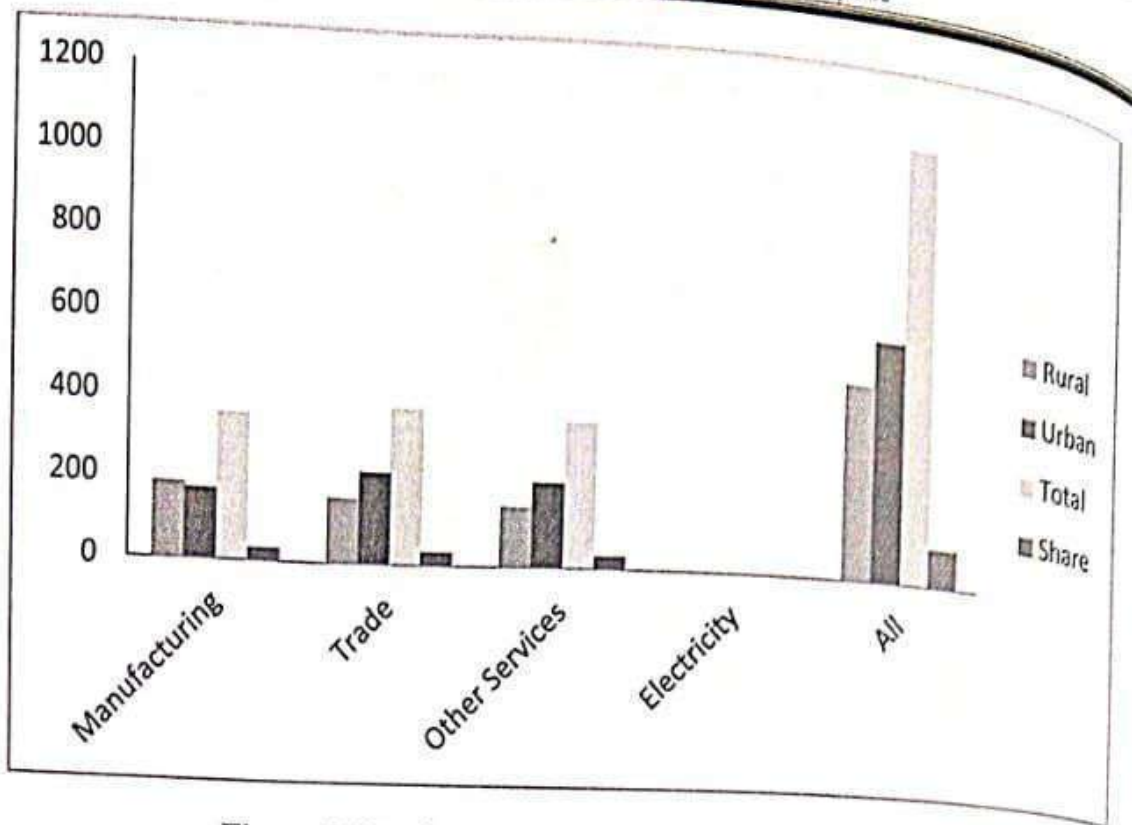


Figure.2.Number of MSMEs category wise (in Lakhs)

The information given in table-3 and figure-2 shows that total number of MSMEs in the country are around 633.88 Lakhs out of which 324.88 Lakhs are situated in rural areas where as 309.1 lakhs are situated urban areas. Out of 633.88 lakh MSME units in the country 32 per cent are involved in Manufacturing Category, 35 per cent are involved in Trade and 33 per cent are involved in Other Services.

MSMEs require low capital to start the business, but create huge employment opportunities. As per the National Sample Survey (NSS) 73rd round conducted in 2015-16 the total employment generated in MSME sector is around 1109.89 lakhs out of which 497.78 lakh employment is generated in rural areas and 612.10 lakhs are generated in urban areas (Table-4 and figure-3).

Broad Activity Category	Employment (in lakh)			Share (%)
	Rural	Urban	Total	
Manufacturing	186.56	173.86	360.41	32
Trade	160.64	226.54	387.18	35
Other Services	150.53	211.69	362.22	33
Electricity*	0.06	0.02	0.07	0
All	497.78	612.10	1109.89	100

Source: National Sample Survey (NSS) 73rd round 2015-16

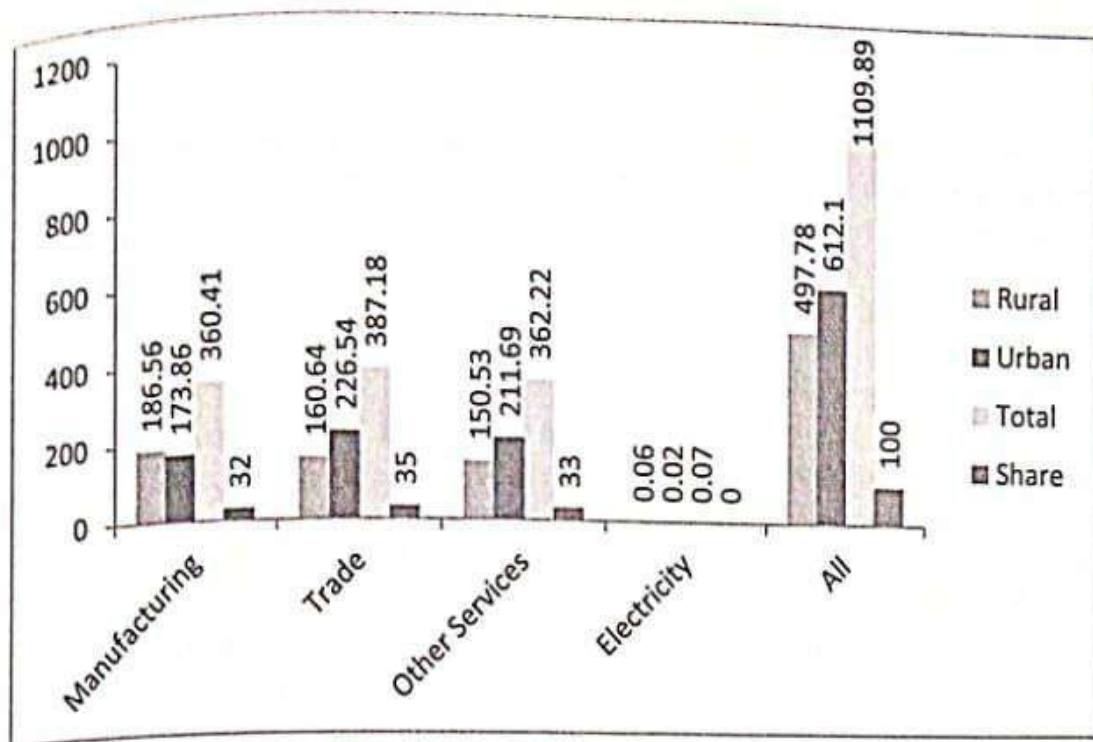


Figure.3. Estimated Employment in MSME Sector (Broad Activity Category Wise)

Trade and commerce category is generating maximum share of employment in MSME sector followed by Other Services with 33 per cent and Manufacturing with 32 per cent respectively. MSMEs sector has performed fairly well in recent times. The growth of MSMEs sector in the last eight years has been more than that of the growth of other industrial sector. The average growth of MSMEs sector in the last few years has been 8 per cent, whereas for the other industrial sector it has been only 5 per cent.

PROBLEMS OF MSMEs

Despite its commendable contribution to the Nation's economy, MSME Sector does not get the required support from the concerned Government departments, banking sector, financial institutions and corporate sector, which is a handicap in becoming more competitive in the national and international markets and which needs to be taken up for immediate and proper redressal. MSME sector faces a number of problems - absence of adequate and timely banking finance, limited knowledge and non-availability of suitable technology, low production capacity, follow up with various agencies in solving regular activities and lack of interaction with government agencies on various matters.

ROLE OF PUBLIC SECTOR BANKS (PSB) IN DEVELOPING MSMEs

Banks are playing a major role in financing MSMEs in India. Nearly 82 per cent of the total MSME financing is through banks. In addition, among them the major share is of public sector banks i.e. 57 per cent. Thus, it is clear that the most common source of finance for SMEs is Bank Financing. There is number of banks that help in assisting the SMEs for financing. The Main channel used by the MSMEs via banks is Specialized loans by various Banks. The Main

reason for choosing bank loans by SMEs compared to other sources of financing is like venture capital.

The role of Banks, in general, has become very important in the above context. The MSME sector's demands are comprehensively taken care of by the Public sector Banks through several initiatives such as

1. Single Window dispensation.
2. Quick decision with least Turnaround Time through specially constituted MSME Cells, and above all Better service.
3. Cluster-based Schemes are also on the list of the Bank's initiatives.
4. Provision of timely and adequate credit to the MSMEs.
5. Encouraging Technology Up gradation, for better quality and competitiveness of their product(s), and proactively detecting sick and viable units in time so as to nurse them back to health through appropriate re-structuring.
6. Financing of Clusters with adequate and concessional Bank finance on liberal terms in several pockets for specified activities concentrated in these pockets, which would result in reducing transaction cost and greater economies of scale.

INSTITUTIONAL ARRANGEMENT FOR FINANCING MSMEs (Credits to MSME sector from public sector banks, Private Sector banks and other institutional sources)

Access to timely and adequate credit by MSMEs at a reasonable cost is essential for growth of the sector. The institutions lending to MSMEs in India are regulated by Reserve Bank include Scheduled Commercial Banks (Public Sector Banks, Private Sector Banks including Small Finance Banks, Foreign Banks, Co-operative Banks and Regional Rural Banks) and Non-Banking Financial Companies including NBFC- MFIs. In addition to this, Securities and Exchange Board of India (SEBI) regulates the institutions engaged in providing or mediating capital to MSMEs such as SME Exchanges, Angel Investors, Venture Capital and Private Equity. Apex institutions such as SIDBI and MUDRA provide sectoral support and come within the purview of the Central Government.

Table.5. shows that at an aggregate level, the banking sector has credit outstanding to MSMEs of approximately Rs.17.4 trillion as on March 31, 2019. SCBs account for 90% of the share of this, although NBFCs have grown at a healthy rate in recent years. It is understood that it is a myth that public sector banks are the only game in town when it comes to lending to MSMEs. In fact, the share of public sector banks has fallen to 55.4% by December 2017 from 61.5% two years ago. Who has picked up the slack? Private sector banks and non-banking financial companies (NBFCs) are aggressively lending to MSMEs, and have the potential to dethrone public sector lenders as the largest source of funds.

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Table.5. Credit Flow to MSME sector

Year ended	(Amount in Rs Billion)				
	Public Sector Banks	Private Sector Banks	Foreign Banks	Scheduled Commercial Banks	Non-Banking Finance Company
	Amt. O/s	Amt. O/s	Amt. O/s	Amt. O/s	Amt. O/s
March 2014	7583.78	2471.22	344.30	10399.30	85.76
March 2015	8526.89 (12.44%)	2815.48. (13.93%)	367.87 (6.85%)	11710.26 (12.61%)	286.48 (234.05%)
March 2016	8205.48 (-3.77%)	3590.85 (27.54%)	363.73 (-1.13%)	12160.07 (3.84%)	880.13 (207.22%)
March 2017	8289.33 (1.02%)	4309.62 (20.02%)	365.02 (0.35%)	12963.98 (6.61%)	1113.10 (26.47%)
March 2018	8645.98 (4.30%)	4107.60 (-4.69%)	488.81 (33.91%)	13242.39 (2.15%)	1441.40 (29.49%)
March 2019*	9367.24 (8.34%)	5717.04 (39.18%)	691.37 (41.44%)	15775.66 (19.13%)	1622.17 (12.54%)

Source: As reported by Scheduled Commercial Banks to RBI
 Note: Figures in parenthesis indicate Y-o-Y % growth/decline
 * Data for March 2019 is provisional

CONCLUSION

It is understood that it is a myth that public sector banks are the only game in town when it comes to lending to MSMEs. In fact, Private sector banks and Non-Banking Financial Companies (NBFCs) are aggressively lending to MSMEs by passing public sector banks and have the potential to dethrone public sector lenders as the largest source of funds. In the report MSME Pulse, Small Industries Development Bank of India, which facilitates financing for such firms, has said that private sector banks are increasing their market share. According to the report, private sector lenders have a market share of 40% as of December 2017, a 6 percentage points gain in two years. NBFCs have also made big inroads into MSME lending, with some of them focused predominantly on this segment. Therefore, it is unfair to ask the regulator to dilute its norms to enable lenders with shoddy risk management practices to extend credit to MSMEs.

THE TRANSFORMING SCENARIO OF INDIAN BANKING IN RETROSPECT & PROSPECT

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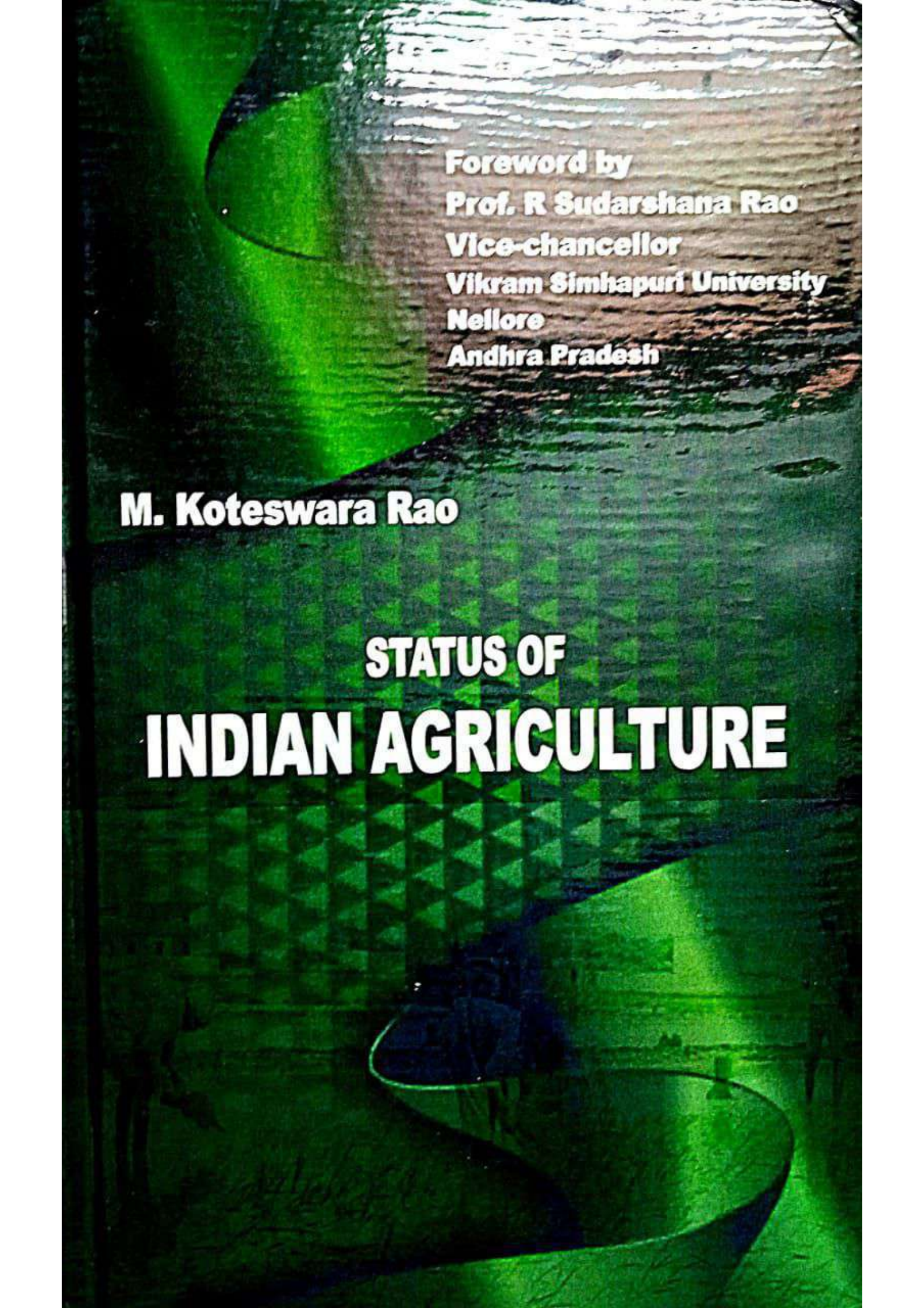
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M. Koteswara Rao

**STATUS OF
INDIAN AGRICULTURE**

8

Impact of Non-Farm Employment on the Earning Levels of Rural Non-Farm Workers in West Godavari District of Andhra Pradesh

Dr. P. Aravind Swamy

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Abstract

The present paper is an attempt to find out the impact of rural non-farm employment on the earning levels of sample rural non-farm workers from eight villages of West Godavari district. A sample of 845 respondents were administered a structured schedule, and the data was collected, quantified, analyzed and interpreted. The study reveals the fact that level of income and standard of living of rural non-farm workers increased after entering into non-farm employment as the non-farm sector is capable of providing gainful employment and regular income.

Introduction

It is a universally accepted fact that agricultural sector is by itself, incapable of creating additional opportunities of gainful employment in the wake of increasing population. In most developing countries like India, the rural labour force is growing rapidly, but employment opportunities are not keeping pace with it. Rural non-farm sector (RNFS) is being given wide recognition in recent years as an instrument for alleviating rural poverty and providing gainful employment to the growing rural workforce. The sector helps in creating “insight jobs” associated with higher wages, which can also create opportunities especially for women and can act as the vehicle for reduction of gender gaps in the rural India.(M.Jatav and S,Sen, 2013).

Definition of Rural Non-Farm Activities

Several research scholars have defined the non-farm sector from different point of views.

According to Mukhopadhyay, Gangopadhyay and Nayas (2008), farm activity means agricultural activity and non-farm activity is used synonymously with non-agricultural activity.

The Census of India categorizes all rural workers into nine 'industrial' categories. Farm workers are those who engages mainly only for 183 days in a year in categories I to III. (I) being cultivators, (II) agricultural labour and (III) is agricultural allied activities i.e. livestock rearing, forestry, fishing, plantation, orchards and allied activities. Non-farming activities consists of: (IV) mining and quarrying; (V) manufacturing, processing, servicing and repairs in household (HH) industry and other than household industry; (VI) construction; (VII) trade and commerce; (VIII) transport, storage and communication and (IX) other services.

According to Mahajan and Fisher (1997), Rural Non-Farm Sector comprises all non- agricultural activities, mining and quarrying, household and non-household manufacturing, processing, repairs, construction, trade, transport and other services undertaking in village and rural towns up to 50000 population undertaken by enterprises varying in size from household own account enterprises all the way to factories.

For our study, we shall define a RNF worker as: 'engaged in non-farm activities', any worker within a household who has, as a primary occupation one or several of the activities covered by the Census of India 1991 occupational categories (IV-IX).

Context of the study

Agriculture is the main stay of the Indian economy, as it constitutes the backbone of rural India which inhabitants around 70% of total Indian population. But in recent times the share of agriculture in national income has been on the decline. During the post independent period, the share of primary sector in the national income has come down from the maximum of 57.20% in 1951 to the minimum of 15.11% in 2011. On the other hand the share of manufacturing sector increased from 8.90% to 31.21% and that of tertiary sector increased from 28.00% to 53.77% during the same period. In Andhra Pradesh also the share of primary sector has come down from 63.49% to 34.00% during the period 1960-61 and 2014-15. But in the case of manufacturing and service sectors, it was showing an increasing trend from 11.50% to 22.00% and 25.00% to 44.00% respectively. A significant fact is that the share of agricultural sector in employment generation is also decreasing over the years. During the post independent period, the share of primary sector in employment generation varied between 74.05 to 48.80% during 1972-73 to 2011-12. The share of manufacturing sector in employment increased from 11.2% to 23.45% and that of service sector increased from 14.65% to 27.75% during the same period. The declining share of agriculture in GNP and employment generation has aggravated the unemployment and under employment situation in India. At this juncture, non-farm sector in terms of increasing shares of manufacturing and service sectors both in national income and employment generation plays a prominent role in rural Indian economy.

Objectives of the study

- To find out the impact of non-farm employment on the earning levels of non-farm workers.
- To find out the factors behind the growth of non-farm employment.

Hypothesis Statements

- There is a positive correlation between non-farm employment and household income and standard of living

Research Tools: The present study used both conventional and statistical research tools in the process of gathering data, analyzing the results and finally achieving the stated objectives. In differential analysis, K-S (Kolmogorov-Smirnov) Statistic was used to test whether there is any significant difference between income of the respondents before and after entering non-farm employment.

IMPACT OF NON-FARM EMPLOYMENT

Impact of non-farm employment is explained in terms of earning levels of the non-farm workers in the study area.

Earning levels of non-farm workers

Level of income is undoubtedly an important determinant of standard of living of the workers. Earning levels decide the level of living of a family. There is a greater scope to maintain a better standard of living if the income levels are optimum. It is also viewed that low levels of income are responsible for poverty and low standard of living.

Table 1: Earning levels of Casual Labour (462)

Income per month in Rupees	Before entering Non-Farm employment		After entering Non-Farm Employment	
	No. of Respondents	Percentage	No. of Respondents	Percentage
Below 5000	257	55.62	84	18.18
5000-10000	155	33.55	209	45.24
10000-15000	42	9.09	137	29.65
Above 15000	8	1.73	32	6.93
Total	462	100	462	100

Table 1 gives the information regarding the monthly income of the casual labour. The table shows that before entering non-farm employment 257 respondents come under the low income category of Rs. Below 5000. Maximum number of respondents i.e., about 55.62% are in this category. 155 respondents (33.55%) come under the income category of Rs. 5000-10000. 42 respondents (9.09%) earn Rs. 10000-15000. Only 8 respondents (1.73%) earn above Rs. 15000. It is evident from the fact that most of the respondents (89.17%) earn below Rs. 10000 per month. The reason is that majority of the respondents are daily wage workers and they do not get employment throughout the month. They remain unemployed for two to three days per week.

After entering non-farm employment, the number of respondents come under the low income category of below Rs.5000 is reduced to 18.18 %. The number of respondents in the category of Rs.5000-10000 is increased to 45.24 %. The number of respondents in the category of Rs.10000-15000 is increased to 29.65% and the respondents in the income group of above Rs.15000 are increased to 6.93%. It is evident from the table that the earning levels casual non-farm workers are increased after entering non-farm employment. The reason is that the respondents are able to get employment for 20-25 days per month after entering non-farm employment.

To test whether there is any significant difference between income of the casual non-farm workers before and after entering non-farm employment, Kolmogorov-Smirnov test was used.

H_0 : There is no significant difference between the income of the casual non-farm workers before and after entering non-farm employment.

Income per month in Rupees	Before entering Non-Farm employment	C.F	F_B	After entering Non-Farm Employment	C.F	F_A	D_n
Below 5000	257	257	0.162	84	84	0.066	0.096
5000-10000	155	412	0.260	209	293	0.231	0.029
10000-15000	42	454	0.286	137	430	0.339	0.053
Above 15000	8	462	0.292	32	462	0.364	0.072
Total	462	1568	1.000	462	1269	1.000	0

K-S Statistic : $D_n = \max |F_A - F_B| = 0.096$.

The table value for D_n for $n=4$ and $\alpha = 0.05$ is 0.624. Since the table value of D_n (0.624) is greater than the calculated value of D_n (0.096), the null hypothesis is accepted. This implies that regarding the income of casual non-farm workers, there is no significant difference between before entering non-farm employment and after entering non-farm employment.

Table 2: Earning levels of Permanent Labour (71)

Income per month in Rupees	Before entering Non-Farm employment		After entering Non-Farm Employment	
	No. of Respondents	Percentage	No. of Respondents	Percentage
Below 5000	37	52.11	7	9.86
5000-10000	19	26.76	26	36.62
10000-15000	14	19.72	34	47.89
Above 15000	1	1.41	4	5.63
Total	71	100	71	100

Table 2 shows the monthly income of the permanent non-farm workers. The table shows that before entering non-farm employment 37 respondents (52.11%) come under the low income category of below Rs.5000. 19 respondents (26.76%) come under the income category of Rs.5000-10000. 14 respondents (19.72%) earn Rs.10000-15000. Only

The present study is an attempt to find out the impact of non-farm employment on the household income and living standards of Rural Non-Farm Workers in West Godavari District of Andhra Pradesh

METHODOLOGY

Data Base

For the present study, the researcher concentrated only on Rural Non-Farm Employment. The data for the research study were collected from both primary and secondary sources as per the details given below.

Secondary data sources: Census data is used for estimating trends in aggregate and sub-sector RNFE at state and district level. The most important secondary data sources are the Census of Andhra Pradesh published by the Census of India (1991, 2001 and 2011), Series-2. NSSO data is also used to some extent. Other data sources are from the Directorate of Economics Statistics, Government of A.P, Hyderabad, from the Centre for Economic and Social Studies (CESS), Hand Book of Statistics, Chief Planning Officer, West Godavari District, Records and Registers maintained by the DRDA and village panchayats.

Primary data source: A primary survey has been conducted to find out the impact of rural non-farm employment on the earning levels of rural non-farm workers in West Godavari district. The researcher has adopted multiple random sampling techniques. The researcher purposively selected one mandal from each of four revenue divisions in West Godavari District where there is more number of non-farm employment. After selecting the mandals, two villages from each mandal were randomly selected for the field survey. After selecting the mandals, two villages from each mandal were randomly selected for the field survey. Thus eight villages namely Ajjamuru and Chinakapavaram from Akividu mandal, Kothuru and Koniki villages from Pedapadu mandal, Kommara and Gummampudi from Attili mandal and Vedentapuram and Chopparamannagudem from Koyyalagudem mandal were selected for the survey. 30 per cent of the rural non-farm workers from each village are selected as sample. Total sample respondents from the 8 villages are 845. The data were collected by personally interviewing the selected respondents from the villages with the help of a structured schedule.

Profile of the respondents

The sample respondents include casual labour (54.67%), permanent labour (8.40%) and self-employed (36.92%). Among the sample respondents, about 32.66% were land owners while 67.34% are landless. The sample covers both genders with 75.38% men and 24.62% women. They belong to different age groups: 20-30(32.67%), 30-40(44.85%), 40-50(14.67%), 50-60(5.91%) and above 60(1.90%). 91% of the respondents are educated but their level of education varies: Illiterates(9.00%), Primary(20.47%), Upper Primary(27.46%), Secondary(24.61%), Inter(12.31%), Degree and above(5.44%) and technical education(0.71%).

1 respondent (1.41%) earn above Rs.15000. It is evident from the fact that most of the respondents (78.87%) earn below Rs.10000 per month.

After entering non-farm employment, the number of respondents come under the low income category of below Rs.5000 is reduced to 9.86%. The number of respondents in the category of Rs.5000-10000 is increased to 36.62%. The number of respondents in the category of Rs.10000-15000 is increased to 47.89% and the respondents in the income group of above Rs.15000 are increased to 5.63%. The earning levels of permanent non-farm workers increased after entering non-farm employment. It is evident from the table that 84.51% of the respondents earn between Rs.5000- Rs.15000 per month after entering non-farm employment where as it was only 46.48% before entering non-farm employment. The reason is that permanent non-farm workers come under regular employment and they are able to get employment throughout the month and throughout the year.

To test whether there is any significant difference between income of the permanent non-farm workers before and after entering non-farm employment, Kolmogorov-Smirnov test was used.

H_0 : There is no significant difference between the income of the permanent non-farm workers before and after entering non-farm employment.

Income per month in Rupees	Before entering Non-Farm employment	C.F	F_B	After entering Non-Farm Employment	C.F	F_A	D_n
Below 5000	37	37	0.158	7	7	0.039	0.119
5000-10000	19	56	0.239	26	33	0.185	0.054
10000-15000	14	70	0.299	34	67	0.376	0.077
Above 15000	1	71	0.303	4	71	0.399	0.096
Total	71	234	1.000	71	178	1.000	0

K-S Statistic : $D_n = \max |F_A - F_B| = 0.119$.

The table value for D_n for $n=4$ and $\alpha=0.05$ is 0.624. Since the table value of D_n (0.624) is greater than the calculated value of D_n (0.119), the null hypothesis is accepted. This implies that regarding the income of permanent non-farm workers, there is no significant difference between before entering non-farm employment and after entering non-farm employment.

Table 3: Earning levels of Self- Employed (312)

Income per month in Rupees	Before entering Non-Farm employment		After entering Non-Farm Employment	
	No. of Respondents	Percentage	No. of Respondents	Percentage
Below 5000	153	49.09	31	9.94
5000-10000	110	35.26	41	13.14
10000-15000	35	11.22	188	60.26
Above 15000	14	4.48	52	16.66
Total	312	100	312	100

they get in farm sector because majority of them are belonging to casual labour force. But people are able to get regular income in non-farm sector when compared to farm sector. Therefore it can be concluded that there exists a positive correlation between non-farm employment and the household income and standard of living.

Findings and suggestions

The findings from the current study in regard to the stated objective reveal that even though people are getting employment in non-farm sector, their level of income and expenditure is slightly increased as majority of them are belonging to casual labour force. But people are able to get regular income in non-farm sector when compared to farm sector. Poverty, unemployment and under employment are the major push factors and certainty of income and level of education are the major pull factors for the growth of rural non-farm employment. Under these circumstances, it is suggested that the government intervention is urgently required to sustain the growth of rural non-farm employment which in turn can reduce the severity of poverty and unemployment in rural areas.

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Table 3 gives the information regarding the earning levels of self-employed non-farm workers. Before entering non-farm employment 153 respondents (49.04%) come under the low income category of below Rs.5000. 110 respondents (35.26%) come under the income category of Rs.5000-10000. 35 respondents (11.22%) fall under the category of Rs.10000-15000. Only 14 respondents (4.48%) earned above Rs.15000 per month. It is evident from the table that 84.30% of the respondents earn below Rs.10000 per month before entering non-farm employment.

After entering non-farm employment, the number respondents in the low income category of below Rs.5000 is reduced to 9.94% and that of Rs.5000-10000 category also reduced to 13.14%. The number of respondents in high income categories of Rs.10000-15000 and above Rs.15000 is increased to 60.26% and 16.66% respectively. It is evident from the table that the earning levels of self-employed workers increased considerably after entering non-farm employment. Among the earning levels of three types of labour i.e. casual labour, permanent labour and self-employed, the number of respondents in the low income category of below Rs.5000 is high before entering non-farm employment. After entering non-farm employment, the number of respondents in the low income category of below Rs.5000 is reduced and the number of respondents in the second and third categories is increased. It is evident from the table that in these two categories i.e. of Rs.5000-10000 and Rs.10000-15000, there is a significant change in the earning levels. A slight increase in the earning level is observed in the last category of above Rs.15000.

To test whether there is any significant difference between income of the self-employed non-farm workers before and after entering non-farm employment, Kolmogorov-Smirnov test was used.

H_0 : There is no significant difference between the income of the self-employed non-farm workers before and after entering non-farm employment.

Income per month in Rupees	Before entering Non-Farm employment	C.F	F_B	After entering Non-Farm Employment	C.F	F_A	D_n
Below 5000	153	153	0.149	31	31	0.046	0.103
5000-10000	110	263	0.256	41	72	0.107	0.149
10000-15000	35	298	0.291	188	260	0.385	0.094
Above 15000	14	312	0.304	52	312	0.462	0.158
Total	312	1026	1.000	312	675	1.000	0

K-S Statistic: $D_n = \max |F_A - F_B| = 0.158$.

The table value for D_n for $n=4$ and $\alpha=0.05$ is 0.624. Since the table value of D_n (0.624) is greater than the calculated value of D_n (0.158), the null hypothesis is accepted. This implies that regarding the income of self-employed non-farm workers, there is no significant difference between before entering non-farm employment and after entering non-farm employment.

In general, it is inferred that due to prevailing severe unemployment situation in farm sector, people are shifting from farm to non-farm employment. Even though people are getting employment in the non-farm sector, their income is more or less the same as

The largest and important livelihood source in the report of International Food Policy Research Institute (IFPRI) previous 97th place to 100 in 2017. The report of our country found in serious category. Agriculture has become a major sector for economic production and the situation will remain same in future. The dependency on agriculture sector has not minimize as proportionate the sectoral contribution of agriculture decline in India's GDP from independence. The dependency of population decline from 75% to 58% but at same time the sectoral contribution fallen from 61% to 15% in the Gross Domestic Product of the country. The present conventional farming can however be improved by adopting appropriate technologies of crop production, post-harvest processing and by improving quality so that agriculture becomes not only sustainable in long term but a profitable business also by linking production with consumerism. Sustainable agriculture improve soil health by integrating all possible measures so that crop productivity is maintained for a longer time. The book explains the emerging concerns of Indian Agriculture in terms of Agricultural growth performance land degradation, water efficiency and natural farming, inclusive agriculture development, distress in agriculture, problems of dry land agriculture, employment problems of small farmers, socio-economic conditions of agriculture labour, impact of mechanization on farm business and productivity, impact of technology on cost and returns of technology, wage differentials among labour in agricultural sector on the basis of gender, problems and prospectus of agricultural marketing and factors influencing the milk production in India. The book is useful to students, researcher and policy makers and others having interest in the field of agriculture and development.



Prof. M. Koteswara Rao is a Professor of Economics having put up three and half decades teaching and research experience published very widely in National and International Journals of repute and presented papers in National and International Conferences. Guided 28 Ph.D's and 26 M.Phil's so far for the award of Research Degrees. Specialized in the areas of Urban Development and Labour Economics. Carried out 6 Research Projects sponsored by UGC and other Agencies. Prof. Rao is currently the Dean of Faculty of Social Sciences, Dean, College Development Council and Vice-Principal, University College of Arts, Commerce & Law, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur District.



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Status of Indian Agriculture

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Dr. K. Swarupa Rani

Development of Aquaculture in India

Challenges and Opportunities



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At a Global Level aquaculture is one of the fastest growing food production sectors. The spread of aquaculture as a dynamic economic activity is witnessed across the world. Aquaculture is one of the major foreign exchange earners for India. Andhra Pradesh is the leading state in the country in production as well as exports of aqua products. The aquaculture sector, though acclaimed for its profits and protein-rich food supply, has its own problems which need to be addressed for achieving sustainability in the business.

The present book manifested itself with a repository of many chapters of different scholars focuses on the development of fisheries and aquaculture in India as well as in Andhra Pradesh and the challenges and opportunities in this field. A comprehensive range of articles on important issues in this areas of research such as growth of fisheries, status of fishermen in the country, problems of aqua farmers, production and exports trends of aqua products, linkages to aqua industry, women in the processing industry, employment opportunities, sustainability of the sector, environmental issues, processing and marketing of fish products etc. This book is produced specifically for the benefit of students of aquaculture, zoology, agricultural economics, applied economics, researchers, academicians, aqua farmers and policy makers. Every chapter in this book is reviewed and updated with reference to new developments and initiatives.



Prof. M. Koteswara Rao is a Professor of Economics having put up three and half decades teaching and research experience published very widely in National and International Journals of repute and presented papers in National and International Conferences. Guided 28 Ph.D's and 26 M.Phil's so far for the award of Research Degrees. Specialized in the areas of Urban Development and Labour Economics. Carried out 6 Research Projects sponsored by UGC and other Agencies. Prof. Rao is currently the Dean of

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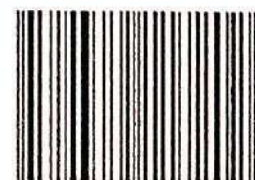
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Environmental Issues in Aquaculture

P. Aravind Swamy and B. Narayanarao

India is the world's second largest producer of farmed fish, and the state of Andhra Pradesh (AP) is by far the most important producer of farmed fish in India. Andhra Pradesh has a coast line of 970 km with vast scope for production of fish, prawn and other sea products. Freshwater aquaculture has boomed in AP since the late 1970s, first with carps, then pangasius catfish. Andhra Pradesh is achieving rapid progress in aquaculture with vast potential for the development of fish and prawn cultivation and sea food production. A.P. ranks No. 1 in the country in total fish and prawn production and produces over 70% of cultured shrimp in India. During 2016-17, out of total export earnings of Rs. 37,000 crores from India, the share of A.P. was about Rs. 17,000 crores. The State ranks third in global shrimp production (0.3 million tonnes) and sixth in aquaculture production (1.57 million tonnes).

The fish and prawn production has 6.4 per cent share in the Gross State Domestic Production (GSDP) and providing livelihood to 14.5 lakh population. Up to December 2017, the fish and prawn production achieved 27.49 lakh tonnes with GVA of Rs. 34,041 crores (constant prices). During the year 2017-18, the State government had set the target of producing 33.84 lakh tonnes of fish and prawns with GVA of Rs. 42,110 crores with growth rate of 22.35 per cent on production and 35.65 per cent on GVA. Andhra Pradesh has lion's share in the sea food exports from our country with 45 per cent share in the year 2016-17. Sea food worth Rs. 17,000 crores were exported from the state in the year 2016-17 against the total exports of worth Rs. 37,871 crores from India.

Aquaculture has grown rapidly in the recent years and has promise for further potential growth. This rapid expansion was possibly because of the growing demand for aquatic products and the failure of the global capture fishery, which has been exploited, to or beyond its potential. When the global catch statistics remains standstill between 80-100 million metric tons per year, the

global aquaculture production is registering an overwhelming annual growth of 8-14% producing between 20-25 million tons per year. Of the aquaculture practices, coastal shrimp farming has registered the maximum growth of about 400% in the last decade. The two factors resulting to its boom were the increasing demand for Indian shrimp and the improved farming techniques.

Traditional aquaculture has a long history in the Indian states of West Bengal, Kerala, and Karnataka. In the lands adjoining the sea, rice is cultivated for several months and shrimp and some species of fish for the rest of year. The two types of cultivation complemented each other, bringing yields to both farming and fishing communities. The same cannot be said for modern shrimp aquaculture, which was introduced into India only in the last ten or five years and is having serious environmental and social consequences in Andhra Pradesh and Tamilnadu, where 77,000 hectares are already under shrimp cultivation.

Impacts of Coastal Aquaculture

Some forms of coastal and inland aquaculture have imposed costs on the environment, on fish and human health, and on biodiversity. Intensive farming in ponds, pens, or cages produces organic matter that settles to the bottom of the pond or pen, or below the cages. Some of the suspended waste matter from excessive artificial feeding, fish excreta, and the application of chemicals is flushed out of the enclosures and pollutes adjacent waterways. The aquaculture subsector itself has suffered from such pollution. The decline of intensive shrimp farming in Taipei, China, has been attributed to massive mortality from the reuse of polluted water discharged from ponds. Intensive shrimp farming has also had significant negative environmental impacts in PRC, India, Indonesia, Thailand, and Vietnam. In some instances, aquaculture has affected biodiversity through competition between indigenous species and introduced species that have escaped into the wild and produced self-sustaining populations

Environmental Impact -Aquaculture, which is often regarded as the 'under water agriculture', has been accused of causing many negative environmental and social impacts. Destruction of wet lands, mangrove forests, large scale conversion of agricultural land to aquaculture ponds, water pollution, biodiversity reduction, salination of fresh waters, displacement of poor artisanal fishermen and loss of access to fishing grounds by the artisanal fishermen and colleagues. The unscientific shrimp culture practices were the main culprits, which led to the above said problems. Apart from its effects on the local economy unregulated intensive shrimp culture is contributing to serious environmental degradation in Tamilnadu and Andhra Pradesh with implications for both agriculturists and fish workers. A major problem is the salinisations of drinking water. Excessive pumping of ground water, which is needed for mixing with sea water to maintain the correct salinity for growing shrimps, has led to the penetration of sea water

into the water table, while the storage of saline water in ponds for several months at a time results in seepage underground. This affects not only ground water, but also water stored in ponds. There is also the contamination created by shrimp farm effluents being discharged from the ponds.

Pollution: The oceans and all bodies of water are the global sinks for many pollutants from both land-based (e.g., mine tailings, untreated domestic effluents, and sediments from soil erosion) and water-based (e.g., oil spills and waste from shipping) industries. Almost all forms of water pollutants diminish the capacity of water bodies to support aquatic life if they reduce the amount of dissolved oxygen. Chemicals in polluted waters also affect fish populations adversely. Some river systems in major urban centres in some DMCs have been declared biologically dead. The contamination of aquatic species with pollutants, primarily with sewage and toxic substances, and the occurrence of toxic algal blooms have also rendered them unfit for human consumption.

The untreated effluents discharged from shrimp farms directly or indirectly have polluted coastal waters, estuaries, creeks and back waters. Residual chemicals, drugs, antibiotics, decomposed and unused artificial feeds contributed to toxic nature of the effluents. The heavy nutrient load in the water lead to hyper eutrophication developing massive algal blooms and reduction of oxygen, over accumulation of detritus at pond bottom and poor quality of water leading to profusion of ciliates and other protozoan which cause respiratory and gill diseases in shrimps.

Destruction of mangroves: Despite the growing awareness and concern, coastal and other aquatic ecosystems continue to be degraded by pollution and unsound forms of utilization. These negatively impact on fisheries as shallow-water fish habitats such as mangroves, sea grass beds, coral reefs, estuaries, bays, rivers, lakes, and swamps are biologically the most productive and the most ecologically diverse aquatic environments. These are important fish breeding and nursery grounds, where many species reproduce. The loss of mangroves has ecological, economic, and social consequences. Their removal has several implications on the sustainability of many coastal activities. The major effects are the coastal erosion, changes in pattern of sedimentation and shoreline configuration making coastal zones more vulnerable for storm erosion, salinity intrusion, loss of breeding and nursery grounds of fishes and crustaceans, decline of availability of larvae and post larvae, decline in traditional fish catches, reduction of fishery recruitment to sea, loss of filtration capacity of soil, changes in physico-chemical properties of water, reduction of biodiversity and disturbances in the ecological balance.

Impact on coastal land use: While development of shrimp culture increased the efficiency of utilization of coastal land (unutilized agricultural lands, derelict salt pans, deltaic regions, lake areas, mud flats traditional shrimp

farms etc) leading to higher income generation. But the mass scale conversion of coastal agricultural lands to shrimp farms lead to the salinisation of soil and ground water leading to the desertification of adjacent productive lands. The casuarinas and coconut plantations have been affected. Construction of pond lead to accelerated soil erosion.

Nutrient enrichment: Eutrophication of coastal waters due to nutrient rich effluent discharge often results in nuisance algal blooms, which reduces species diversity especially in ecologically flimsy areas like the coral reefs. Phosphate enrichment of coastal reef waters may directly inhibit hard coral growth through phosphate inhibition of calcium carbonate deposition, which is an essential process of healthy coral reef growth. Sea grass and mangroves are less susceptible to such eutrophicated waters as they have a capacity to absorb high levels of nutrients. Nevertheless, high organic loading in these systems may cause anoxia and increase in turbidity levels where resilience and diversity of these systems is adversely affected.

Shading and night illumination: Floating structures like pontoons, cages or aeration equipments can shade significant areas of bottom, which may seriously affect the ecology of areas like coral reefs or sea grass beds. Most of the corals and associated fishes have photosensitive feeding behaviour. In contrast to shading, shoreline night lighting or illuminated floating structures may influence the movement of light sensitive species including fish, squid and hatchlings of turtles, resulting in an inland movement rather than their natural movement towards sea.

Introduction of exotic species: Movement of or bringing in of species outside its present geographical area for aquaculture may seriously affect the native fauna. The worldwide transplantation of Tilapia is a vivid example for this. The recent nuisance created by the introduction of *Clarius garipenaeus* (African catfish) is also causing concern in the Indian waters. In addition to altering or improving the natural biodiversity of the ecosystem, through competition and inbreeding, it may cause the transfer of a new disease causing agents to native waters. Unfortunately, the ecological impact assessment studies due to the introduction of exotic species are not carried out in developing countries like India. This new sector of Biological impact assay (BIA) needs to be considered at least at these late hours.

Indiscriminate use of antibiotic drugs: The recent outburst of many bacterial and viral diseases led to the indiscriminate use of many broad-spectrum antibiotics. These are only therapeutic agents and are not prophylactic in nature. The environmental changes associated with the use of chemotherapeutics in aquaculture are as follows:

1. Quantitative and qualitative changes in the soil and water microflora.
2. Toxic effects on wild organisms living in a particular area.

3. Development of antibiotic resistance in fish pathogens (Antibiotic resistant strains)
4. Transfer of antibiotic resistance to human pathogens.

Environmental assessments and monitoring must be undertaken in order to minimize adverse ecological changes and socio-economic consequences arising from water extraction, land use, discharge of effluents, use of drugs and chemicals, and other aquaculture activities. Once the problem like pollution, salination and disease problems are not curbed, the future of aquaculture seems to be meagre. It is high time realize that success cannot be achieved simply by dumping money Prevention is always better than cure.

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