STUDENTS AS THE KEY TO UNLOCK THE NOTION OF "SWACHH BHARAT"

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Abstract

India has been given allot of nemesis in the recent times, they being the future leader, global world power, emerging nation to name a few. A major contributing factor for these conclusions is the significant bulge in its age pyramid. Demographics in India depict every third person to be a youth. By 2020, the median age group in India will be 29 years, that too most probably a urban inhabitant, making India the youngest nation of the World. So when one intends to introduce a new state of living the one being SWATCH BHARAT, the youth of the nation is definitely its target market. To dwell upon the idea research was conducted by using both primary and secondary data. Secondary data to analyze how academic credits are being used in some developed countries to sell the idea of community work and primary data by means of a well structured questionnaire to see its feasibility in India. A sample size of 100 was randomly selected amongst the students of different institutions of Punjab.

KEY WORDS: Swachh Bharat Mission; Academic Credits

1.1 INTRODUCTION

In his speech to launch the "Swachh Bharat Abhayan" the honorable Prime minister of India stated it as a mass movement that can transform the face and the phase of India. Officially launched on the birth anniversary of the father of the nation, Mahatma Gandhi, the notion is consistent with his apparition for India. It being the biggest ever cleanliness drive initiated in India where more than 3 million individuals from all walks of life participated holds an imperative place in the new India vision. Be it government employees and school and college students of India everybody became a collaborator in this event. It was conceptualized as a chain event where the prime minister nominated nine famous personalities for the campaign, and they took up the challenge and nominated nine more people and so on like the branching of a tree. It has since been conceded to the fore with people from all disciplines joining it.

The central objectives of the mission as listed in the SBM guidelines are:

- To bring about an improvement in the general quality of life in the rural areas, by promoting cleanliness, hygiene and eliminating open defecation.

- To accelerate sanitation coverage in rural areas to achieve the vision of Swachh Bharat by 2nd October 2019

- To motivate Communities and Panchayati Raj Institutions to adopt sustainable sanitation practices and facilities through awareness creation and health education.

- To encourage cost effective and appropriate technologies for ecologically safe and sustainable sanitation.

- To develop where required, Community managed sanitation systems focusing on scientific Solid & Liquid Waste Management systems for overall cleanliness in the rural areas.

To achieve these objectives definite strategies were adopted by the central government so that a productive outcome could be realized. The focus of the Strategy was to move towards a 'Swachh Bharat' by providing flexibility to State governments, as sanitation is a state subject, to decide on their implementation policy and mechanisms, taking into account State specific requirements. It was suggested that Implementation Framework of each State be prepared with a road map of activities covering the 3 important phases necessary for the mission being Planning Phase, Implementation Phase and Sustainability Phase.

Department of Economic and Social Affairs Population Division of the United Nations in their report titled Concise Report on the World Population Situation in 2014, states that most of the population growth projected to occur between 2014 and 2050 will be concentrated in a small number of countries. During the period 2014-2050, nine countries are expected to account for more than half of the world's projected increase: the Democratic Republic of the Congo, Ethiopia, India, Indonesia, Nigeria, Pakistan, the United Republic of Tanzania, the United States of America and Uganda. Several of these countries are among the most populous today. Given its anticipated growth, India is projected to overtake China and become the world's most populous country by 2028. And as per the conjecture youth will formulate more than sixty six percent of this population hence the majority.

For a mission like Swachh Bharat to accomplish its true prospective this majority that is the youth of India has to be an imperative part of it. To sensitize the nation tomorrow it is the youth of the nation that is to be sensitized and motivated today. They can either be motivated intrinsically or extrinsically or possibly both. For effectively motivating it is necessary that a correlation between effort and success is established. To extract the requisite effort a rewarding outcome can be considered necessary. Academic credits can be that outcome. Individuals who feel they have little or no control over the outcomes of their efforts are less likely to put forth any effort to begin with As per Maslow's Hierarchy of Needs theory. Hence linking the efforts to an outcome that they control can lead to a highly motivated and goal oriented work force for Swachh Bharat Mission.

A number of high schools in developed countries offer academic credit for volunteer work through service learning, a program that offers hands-on learning through service to the community. It is a twice as advantageous situation for the students as by doing volunteer work it gives them a feeling of righteousness and humility and they get credibility for it in their academics. So you are sensitizing a generation by using a tool which also improves their future perspective.

2.1 REVIEW OFLITERATURE

World Youth Report (2003) highlighted that the participation of youth in environmental protection can be sought at levels and locations ranging from grass-roots activism and participation in conservation projects to policy-making bodies and NGOs. The role of youth can be institutionalized in policy-making through advisory bodies such as youth councils. Many national Governments have ministries or departments with "youth affairs" as part of their portfolio, though such offices tend to view youth as a population to be addressed by public policy (often "youth affairs" is part of the education ministry), rather than a resource to be tapped for participation in policy- making in a variety of areas, including the environment.

Fortunately, youth have a special talent for invention and the development of new forms of action and activism and can generate more effective responses to environmental issues.

Gharse and Sharma in their paper titled *Gandhi's Views On Youth As An Agent For Social Transformation* vocalized Gandhiji's belief in creating from youth a cadre of inspiring and competent role models and change agents with the courage of conviction who in turn will trigger off the process of building a healthy nation. Gandhiji also believed that social transformation must be undertaken on apriority and this is nothing less than a revolution. Long term fundamental changes and not merely outward changes are required. Civil cleansing and mass action is the key to this change and the youth are the catalysts who will bring about the change. The entire system needs revamping and the young people will play an instrumental role.

NSS Regional Centre, Bangalore, in their report *Concept Paper on Environment & NSS*, strongly opined that when youths take action to effect change, they can acquire skills related to planning, public speaking, fundraising, and organizing community support, as well as learn about civic-related concepts such as public purpose and power. Regardless of whether or not efforts are successful, engaging in collective action enables youth to think critically about the kind of world they want to live in. Young people can make a positive impact on the environment. They have influence in their families since parents tend to view their children as better informed on environmental issues and they also exert influence on their peers. Youths are therefore capable of not only playing a critical role in conservation, environmental outreach and education, but also in mobilizing other young people to take meaningful action for the environment.

Hari Pulakkat (2015) in his article titled *Swachh Bharat Abhiyaan: Why cleaning up India is serious business* believes that as Swachh Bharat primarily looks at sanitation and solid waste, cleaning India takes far more than that, as unseen pollutants work their way into ecosystems and into the food chain. Further he discusses that all the environmental scientists and engineers are unanimous about one aspect that cleaning up the country is serious business, and takes major behavioural changes as well as deep expertise and scientific knowledge about biology and ecosystems, not to speak of high investment in technology and R&D. Among the major problems, waste management is one of the hardest.

Tiwari Surendra Kumar in his paper titled *To Study Awareness of A National Mission: Swachh Bharat: Swachh Vidyalaya in the Middle School Student of Private and Public Schools* established level of awareness regarding the mission and the affect of private or public school on this level. Four schools were selected, two private and two public, from where fifty students each were randomly selected making a data of 200 respondents.

It can be concluded that youth have a potential role to be played in both application and success of the movement. To make it acceptable at mass level it is necessary to foray in to this segment of the population.

3.1 OBJECIVES

I.   To study the awareness level of Swachh Bharat Mission;

II.   To ascertain the feasibility of academic credits as a marketing tool for Swachh Bharat Mission;

III.   To assess the perception of youth about the viability of Swachh Bharat Mission.

4.1 RESEARCH METHODOLOGY

Research Methodology is the system of methods followed by particular discipline. Thus, research methodology is the way how we conduct our research.

4.2 Study design

The study is a descriptive, cross-sectional survey. A closed ended disguised structured questionnaire was used for the survey. Likert five point scale was applied to record responses (strongly agree; agree; not sure; disagree and strongly disagree)

4.3 Sample size and sampling method

All the items under consideration in any field of inquiry constitute a universe or population. As it is not possible to study all the items in a population so quite often we select a few from the universe for our study purposes. The items so selected constitute what is technically called a sample.

As the research frame in the said study had a population size of hence sample of 100 was taken based on the sample size of similar research endeavors.

In the present research work four departments being management, civil engineering, electrical engineering and electronics and communication engineering were selected of a major private university in Punjab. Students were randomly selected by using their university issued unique identification numbers by means of lottery method. From each department twenty five students were selected.

4.4 Collection of data

The data was collected using a standardized, well structured disguised questionnaire which was filled by 100 respondents from 18 to 23 years of age. The respondents were instructed to clarify any terms or question which were unclear to them. The questionnaire included the general questions about their perceptions towards feasibility of Swachh Bharat Mission and viability of linking it with academic credits. Awareness level about the mission was also evaluated.

5.1 RESULTS AND DISCUSSION

On descriptive analysis of the data collected it was concluded that the majority of the respondents were males with an average age of twenty one years from middle class background hailing from both urban and rural region. As per the frequency analysis the awareness level amongst the respondents in context to the nature and objective of the Swachh Bahrat Mission was realized to be average as only half of the respondents were completely conscious about it. They are sentient about its existence but are not thoroughly sure about its concrete character. The widespread perceptions amongst people have classified it as a movement to clean roads rather than sanitation.

On argument of feasibility the respondents consider it to be on trail to become another division of an already shady government endeavor. But at the same time there is also existence of a rather optimistic segment which comprises of twenty eight percent of the respondents that believes it to be a step towards progress and a better tomorrow. A segment in the sample also does not feel inspired with the leadership associated with the movement which is a somewhat daunting finding.

The data portray consensus amongst the respondents with the plan of linking academic credits to youth and student participation in the Swachh Bharat Mission. A total of eighty seven percent of the respondents concur it to be made a mandatory part of the school curriculum with its introduction in the middle school itself which will enable the sensitization of students about sanitation at a younger age and for which they may be given credit when admitting for higher studies. Only a small percentage that is fifteen percent conceive it as a burden on the students but at the same time agree it to be a necessary constituent for the success of the mission.

A Pearson product-moment correlation coefficient was computed to assess the relationship between the region of the res\pondents and their awareness of the mission. There was a positive correlation between the two variables, $r = 0.226$, $n = 100$, $p = 0.000$. a similar correlation was computed between region and perception towards viability of the mission where, $r = 0.218$, $n = 100$, $p = 0.000$ (Table no.1). The implication of the above relationship depicts that domicile of an

		VAR_1	VAR_4	VAR_6	VAR_11	VAR_12	VAR_15	VAR_17
BACKGROUND	Pearson Correlation	0.169	.211*	.307**	0.003	0.099	.294**	.223*
AGE	Pearson Correlation	0.052	0.03	-0.057	0.19	.221*	0.059	0.01
SEX	Pearson Correlation	0.101	0.108	-0.133	.198*	0.041	0.023	0.086
REGION	Pearson Correlation	.226*	-0.07	-0.063	.218*	0.074	0.023	0.031

CORRELATION BETWEEN DEMOGRAPHICS AND VARIABLES

Table no. 1 (Source: Author's Construction)

individual affects the responsiveness to a social movement of similar nature. In the said data people from urban region are more receptive for such movements.

When computing the Pearson correlation coefficient to assess the relationship between background and respondent's perception towards viability of the mission it gave, $r = 0.307$, $n = 100$, $p = 0.000$ (Table no. 1). A scatter plot summarizes the results (Figure 1) Overall there was a positive correlation between the two variables.
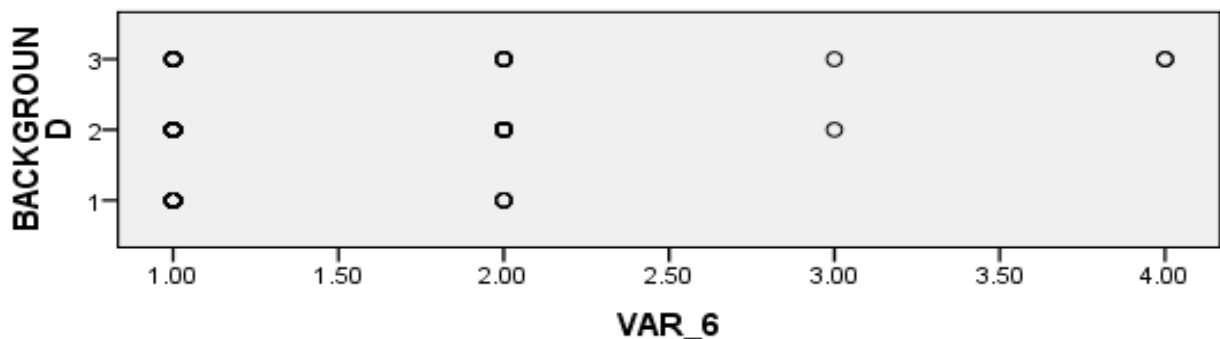

Figure no. 1 (Source: Author's Construction)

Their lies a difference in the receptiveness of the respondents to the mission based on their backgrounds, individuals from middleclass are more amenable to the thought as contrast to other segments of the society.

On inferential analysis of the data collected it was concluded that all three aspects that were taken in consideration in the study have a strong correlation with each other. Respondents who are aware about the mission think its viable and agree to the positive impact of linking academic credits to participation of youth in the mission (Table no.2). Also it can be observed that variables pertaining to practicability of academic credits as a method of marketing the concept have Swachh Bharat Mission have a positive correlation between variables pertaining to perception about the viability of the mission (Table no. 2). The above correlation has the implication that if the said method to market the mission is adopted it can influence the perception about the mission as being a realistic approach to India's problem of sanitation.

	VAR 2	VAR 3	VAR 4	VAR 6	VAR 8	VAR 10	VAR 11	VAR 12	VAR 13	VAR 14	VAR 15	VAR 16	VAR 17	VAR 18	VAR 19	VAR 20
VAR 1	.351**	.429**	.264**	0.095	0.104	0.131	0.096	.274**	.253*	.260**	.210*	.322**	.224*	.322**	0.06	0.092
VAR 2	1	.420**	.358**	.276**	-0.085	-0.097	-0.053	0.16	0.125	.298**	.326**	.243*	.246*	.456**	-0.012	0.099
VAR 3	.420**	1	.371**	0.132	-0.056	0.131	-0.031	0.173	0.165	0.125	.270**	0.151	.310**	.268**	0.023	0.125
VAR 4	.358**	.371**	1	.374**	0.031	-.218*	0.101	0.13	-0.019	.226*	.321**	0.135	.254*	0.196	0.025	0.143
VAR 5	.297**	0.17	.331**	.441**	-0.173	.266**	-0.159	-0.083	-0.004	.445**	.459**	0.039	0.062	0.016	-.281**	0.06
VAR 6	.276**	0.132	.374**	1	0.065	-.274**	-0.054	0.105	0.195	.250*	.295**	0.114	.233*	0.164	0.038	.303**
VAR 8	-0.085	0.056	0.031	0.065	1	.255*	.430**	0.073	0.054	-.205*	-0.185	-0.026	0.097	0.171	.445**	0.096
VAR 9	-0.098	0.015	0.014	0.065	.479**	.274**	.382**	0.163	0.065	-0.143	-0.101	-0.104	0.09	0.151	.299**	0.192
VAR 11	-0.053	0.031	0.101	0.054	.430**	.345**	1	.262**	0.098	-0.104	0.035	0.003	.212*	0.148	.477**	.213*
VAR 12	0.16	0.173	0.13	0.105	0.073	0.176	.262**	1	.706**	0.19	-0.007	.296**	.423**	.445**	0.056	.226*
VAR 13	0.125	0.165	-0.019	0.195	0.054	.215*	0.098	.706**	1	0.157	0.09	.233*	.391**	.350**	0.059	.305**
VAR 14	.298**	0.125	.226*	.250*	-.205*	-0.08	-0.104	0.19	0.157	1	.585**	0.167	.251*	0.16	-0.069	0.177
VAR 15	.326**	.270**	.321**	.295**	-0.185	-0.137	0.035	-0.007	0.09	.585**	1	0.06	0.175	0.018	-0.09	.235*
VAR 16	.243*	0.151	0.135	0.114	-0.026	0.076	0.003	.296**	.233*	0.167	0.06	1	.370**	.410**	0.03	.320**
VAR 17	.246*	.310**	.254*	.233*	0.097	0.044	.212*	.423**	.391**	.251*	0.175	.370**	1	.440**	.297**	.330**
VAR 18	.456**	.268**	0.196	0.164	0.171	0.019	0.148	.445**	.350**	0.16	0.018	.410**	.440**	1	0.184	.311**
VAR 19	-0.012	0.023	0.025	0.038	.445**	.361**	.477**	0.056	0.059	-0.069	-0.09	0.03	.297**	0.184	1	.299**
VAR 20	0.099	0.125	0.143	.303**	0.096	0.025	.213*	.226*	.305**	0.177	.235*	.320**	.330**	.311**	.299**	1

CORRELATION BETWEEN DIFFERENT VARIABLES
Table no. 2 (Source: Author's Construction)

A systematic curriculum can be devised for the linkage of Swachh Bharat Mission to academic credits which can be imbibed as a mandatory part of the school core curriculum with following consideration.

For the **Prologue of the concept,** before an actual introduction, academicians throughout the country should be sensitized about it by means of workshops and seminars. The importance should be dwelled upon and they should be explained the behavioral transformation that can be achieved with it. A formal introduction at all middle school levels should be done. It may be clubbed along with NCC or Scouts and Guides.

To achieve a uniform **Applicability** of the concept a formal union of schools and university, both government and private, should be formulated. All members of this union should accept these credits as a mode of giving academic benefit to the students on similar lines as given to sport and analogous activity participants. It should be recommended, to intimidate the students well in advance about this format.

To device a functional **Approach for awarding credits,** suggestions should be taken from academicians all through the country. An hour rate method can be used, where a student may be given credits based on the number of hours which are spent in carrying out mission activities. Nature of activity and performance may also be given due consideration while grading the students. An impact factor of the activity may also be considered.

The **Advantages** that can be given to students for their participation can be in terms of, score added to their academic performance, benefit or preference for admission in higher studies, in job interviews or it can be of monetary nature. Both award and reward method can be used. Once the actual application of the concept start, it will itself act as a motivator for the succeeding group of students.

Evaluation of the concept should be done on lines of relative success of the mission in relation to its earlier performance, sensitization of students, three sixty degree feedbacks and students evaluation. Necessary alterations should be done to overcome teething tribulations and for a better outcome.

6.1 CONCLUSION

A segmented awareness about the mission is noted and the perception about the mission is also influenced by demographic factors.

Environmental Action is about shifting from saying to doing. Creating this shift requires using the techniques of psychology and social marketing. The latter technique communicates to

individuals of a particular group, how a change in their specific behavior(s), will be in their own self-interest. Usually, the behavior change not only benefits the individual but society as a whole.

To harness upon it, academic credits for participation in Swachh Bhart Misiion can be used to bring about the desired change and which is concluded from the study.

In the world today, Youths are actively developing skills and habits to positively shape their society despite the many challenges they face. It is being increasingly realized that Youths can make a positive contribution to community projects, in the school arena, and other groups to which they may be affiliated.

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