For Competitions and College Examinations

Diamond Advanced Essays

Prof. Johnson Borges

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Diamond Advanced **Essays**

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"How has all the knowledge in the world been gained but by the concentration of the powers of the mind? The world is ready to give up its secrets if we only know how to knock, how to give it the necessary blow. The strength and force of the blow come through concentration. There is no limit to the power of the human mind. The more concentrated it is, the more power is brought to bear on one point; that is the secret."

Swami Vivekananda

Preface

'Diamond Advanced Essays' has been written for all those in pursuit of knowledge with purpose. Tireless efforts have been made to make this edition of the book dynamic. Presentation of ideas related to various issues is simple and free from ambiguites. The contextual flow of subject-matter is emphatic, though debatable they may appear.

This book aims to reach out to the young learners, university graduates, aspirants of competitive examinations, professionals, researchers and intellectuals of any or all walks of life.

The book is meticulously planned to meet the requirements of those who seek quality contents and convincing style of presentation. Not only the essays covered in this book will be of immense value for the aspirants of tests and examinations but also useful for researchers and learners.

The art of written communication can be forceful if it is clear, precise and exact, and which does not get derailed from the subject as the flight of individual imagination gets distracted while attempting to pen down a topic or subject. Freedom of expression does not mean the freedom of expressing freely.

Essay writing is an art which can be perfected only through long practice. To make the book of optimum size and to give the candidate most important material in a compact form, essays of only the current relevance have been included.

As topics are vast and varied, and no single book can cover all of them, however, a right trend can be initiated whereby young and serious learners could rely on the way an essay can be written or an approach can be made. Also, the selection of topics that become the sine qua non for those looking for a weighty essay has not been easy. Inspiration, instances and models are more important than the exact topic. This is

what learners should inculcate in their intellectual realm.

This book intends to explore that genre whereby not only the art of topical writing can be made easy but the way a piece of writing can be decorated with factual gems even if the desired topic is not covered.

In my humble effort, I tried to be nearer to the subject matter, clear and to the point in developing the theme. However, some essays will need periodical revision but some are universal.

Aspirants of competitive examinatoins such as UPSC's Civil Services, IIM and other private or Government sponsored examinations will find this book very handy and useful. A Variety of topics discussed in essay form, I hope will be a happy reading for the readers. This book will also be very helpeful for those appearing at interviews or facing group discussions. This is one of the main objectives kept in mind while writing this book. I hope this new edition would be of value to the students.

I am highly grateful to Shree Dattatraya Pashte, the publisher, Diamond Publication, whose intellectual acumen and professional guidance turned it into the present shape.

I am also grateful to K.V. Shigwan of 'AKSHARWEL' for the DTP work carried out with supersonic speed. All suggestions and criticisms shall be highly valued for the further improvement.

- Johnson Borges

Introduction

The word essay derives from the French infinitive essayer, "to try" or "to attempt". In English essay first meant "a trial" or "an attempt", and this is still an alternative meaning. The first author to describe his works as essays was the Frenchman Michel de Montaigne (1533-1 592); he used the term to characterise these as "attempts" to put his thoughts adequately into writing. Inspired in particular by the works of Plutarch, a translation of whose Oeuvres morales (Moral works) into French had just been published by Jacques Amyot, Montaigne began to compose his essays in 1572; the first edition, entitled Essais. was published in two volumes in 1580. For the rest of his life he continued revising previously published essays and composing new ones.

Francis Bacon's essays, published in book form in 1597, 1612, and 1625, were the first works in English that described themselves as essays. Ben Jonson first used the word essayist in English in 1609, according to the Oxford English Dictionary.

In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants (see admissions essay). In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay.

An essay is usually a short piece of writing. It is often written from an author's personal point of view. Essays can be literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. It is very difficult to define the genre into which essays fall.

Like the novel, the essay is a literary device for saying almost everything about almost anything,usually on a certain topic. By tradition, almost by definition, the essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay. But a collection of essays can cover almost as much ground, and cover it almost as thoroughly, as can a long novel. Essays belong to a literary species whose extreme variability can be studied most effectively within a three-poled frame of reference. There is the pole of the personal and the autobiographical; there is the pole of the objective, the factual, the concrete-particular; and there is the pole of the abstract-universal. Most essayists are at home and at their best in the neighborhood of only one of the essay's three poles, or at the most only in the neighborhood of two of them. There are the predominantly personal essayists, who write fragments of reflective autobiography and who look at the world through the keyhole of anecdote and description. There are the predominantly objective essayists who do not speak directly of themselves, but turn their attention outward to some literary or scientific or political theme. ... And how splendid, how truly oracular are the utterances of the great general izers! ... The most richly satisfying essays are those which make the best not of one, not of two, but of all the three worlds in which it is possible for the essay to exist.

The essay paper (200 marks) in the civil services main examination is crucial in determining the final outcome/ selection and ranking. It is critical because it is a compulsory paper and its score is incorporated in computing the total. It is decisive because there is no specialisation in an essay and so no aspirant can not claim expertise, unlike optional subjects.

Finally, an essay is a paper, which does not have a reservoir of definitive information as in the case of general studies. All this constitutes a challenge. It is vital to understand that an essay is a reflection of the personality - ideas, views, analysis, assessments and inferences, values, attitude, aptitude, orientation and communication (written) abilities, all the attributes that are wanted by UPSC in an aspirant.

An essay is considered a complete composition. The essentials of essay writing would be the format (framework, structure), information (content, substance), language (expression, presentation), and logic

(analysis and information).

The conventional design of looking at essay writing in terms of the introduction, body and conclusion is only the format. Although, this is fundamental to essay writing, the concept of an essay is quite intricate. An essay is expected to be a topical text that is self-explanatory and comprehensive, concise, composite and unambiguous, informative and logical.

For every effective composition one should ideally begin with clarifying the purpose of the composition to oneself. This is true about all written and spoken communication. It's best that this principle be applied to essay writing. Although, the question cues that are recommended at this point may appear archaic, they are useful and often overlooked. At every critical juncture, while writing a topical text all applicable queries must be asked to oneself about the issue in question, e.g. who, what, where, when, why, how? These questions would obtain answers that would make the text organised and accurate and also ensure that no aspect has been omitted. Proficiency in applying this principle, i.e. the appropriate choice of questions, will come with extensive practise, periodic evaluation and critical analysis.

The format comprises :

- An impact-oriented thematic introduction containing the core conceptual scheme, the defining criteria, the central idea, etc.
- A series of paragraphs containing arguments based on information, analysis and systematic inter-connectivity
- An overall impressive synoptic presentation or an effective conclusion or a final inference.

The introduction is the opening part of the essay and should be confined to a paragraph, especially since, unlike a book, the introduction of an essay is not captioned. The introductory paragraph is expected to introduce the topic, and wherever necessary, explain the central theme or idea, basic or core concepts, and definitional criteria. The introduction should arouse interest and generate curiosity in the mind of the reader, be it an examiner.

The main text of an essay, after the introductory part is over,

essentially is a systematic organisation of information based on a consistent methodology. It deals with the topic and related issues to be addressed, the correlation of facts, figures, ideas, views, concepts; an in-depth, systematic, coherent analysis based on the topic leading to logical inferences; as well as making (if it is required) plausible projections and providing with {if necessary) viable solutions. The text of the composition must develop, support and explain the main ideas stated in your introduction or thesis paragraph.

As the text draws close to the conclusion, the essay should have reached the stage of 'critical mass', a sort of a climax. The conclusion, a summary, should express the essence of the essay. It should not contain any fresh evidence, facts or figures.

Writing An Essay

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For different reasons many people are intimidated by the task of essay writing. However such fears are unnecessary and like with any other project, the key to writing good essays lies in organization.

There are many different types of essays and each warrants a different style of writing. Therefore the first thing to do is to focus on your reason for writing the essay. For example, are you writing scholarship essays or is the essay intended to outline a description of some event? Although the basic essay outline will remain the same irrespective of the tone of the essay, one can work towards making a powerful impact by deciding the tone and mood of the essay beforehand. An index of essays for you to choose from would include argumentative essays, descriptive essays, narrative essays or persuasive essays and each one of these requires its own kind of writing.

It you have a list of essays to choose from, picking good essay topics would also depend on your knowledge of your own writing skills, you may be most proficient at writing in a specific style for one thing. The thing that makes the difference between a well-written essay and a poorly-written one is the manner in which the writer's ideas have been illustrated in his or her words. Initially, you may find it helpful to employ a basic outline to guide you through the writing process but with sufficient practice, such an outline will become unnecessary.

Here is a ten-step process that would help you to write an essay. These steps can be viewed sequentially, as if going through ten sequential steps in an essay writing process or can be explored by individual topic.

1) **Research -** Begin the essay writing process by researching your

topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.

2) **Analysis -** Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons. the evidence look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.
3) **Braintorming -** Your essay will require insight of your won, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insigths to write about.
4) **Thesis -** Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where your'e going, and why. It's practically impossible to write a good essay without a clear thesis.
5) **Outline -** Sketh out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.
6) **Introduction -** Now sit, down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.
   (Note - The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone.)
7) **Paragraphs -** Each individual paragraph should be focused on a

single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try talking the essay.

8) **Conclusion -** Gracefully exit your essay by making a quick wrap-up sentence, and then and on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.
9) **MLa Style -** Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a works cited (references) page listing the details of your sources.
10) **Language -** You're not done writing your essay until you're polished your language by correcting the grammar, making sentences flow, incoporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound. Writing an essay can be tedious, but you don't want to bungle the hours of conceptual work you're put into writing your essay, by leaving a few slippy misppalings and pourly wordedd phrazies.

A mini-dictionary of essay exam words.

Analyze : When you are asked to analyze, you must separate a thing or idea into its parts to explain their relationship to each other.

Comment : When you're asked to comment, you should explore the importance and meaning of something, or write a note of explanation, or write a criticism or example of something written or said. You may also write a remark or make a critical observation or express your opinion.

Compare : Here, you must look for similarities. The term compare is usually stated as compare with, and it means that you are to emphasize similarities, although differences may be mentioned.

Contrast : Show the differences between two or more topics.

Express your opinion with respect to the correctness or merits of the factors under consideration. Give the results of your own analysis

and discuss the limitations and good points or contributions of the plan or work in question.

Define : When asked to define something, your definition must contain concise, clear, and authoritative meanings. Details are not required, but boundaries of limitations of the definition should be given. Keep in mind the group / class / category to which a thing belongs and whatever differentiates the particular object from all others in the group / class / category.

Diagram : You must draw a chart, a plan or a graphic representation in your answer. you may be expected to label the diagram or add a brief explanation or description.

Examine the topic analyze it carefully and then present detailed considerations pro and con regarding the problems of items involved. This type of essay question is common.

Evaluate : Present a careful analysis of the problem, and stress both the advantages and limitation Evaluation means an authoritative and personal appraisal of both contributions and limitations.

Explain : Clarify and interpret the material you present, State the "how' or "why'. Explain differences of opinion or experimental results. and state any causes if it's possible, in Short, tell how it happened!

Justify : To justify your answer, provide factual evidence or logical reasons. In this type of answer, the evidence should be presented in a convincing form. Establish your answer with certainty by evaluating and giving evidence or by logical reasoning.

List, Enumerate : Write an itemized list, series or tabulation. Be concise.

Outline : Give the main points and essential supplementary materials. Leave out the minor detail and present the information in a clear systematic arrangement or classification.

Summarize : Give the main points of facts in condensed form. Brief examples can help make your summary more specific.

Trace : Give a description of the progress, historical sequence or development from the point of origin. This type of essay may require probing or deductions.

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Concept of The Welfare State

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The welfare state is an ideal in which the state assumes primary responsibility for the welfare of its citizens. This responsibility in theory ought to be comprehensive, because all aspects of welfare are considered and universally applied to citizens as a 'right'. Welfare state can also mean the creation of a 'safety net' of minimum standards of varying forms of welfare.

In many 'welfare states', especially in continental Europe, welfare is not actually provided by the state, but by a combination of independent, voluntary, mutualist and government services. The functional provider of benefits and services may be a central or state goverment, a state-sponsored company or agency, a private corporation, a charity or another form of non-profit organisation. However, this phenomenon has been more appropriately termed a 'welfare society,' and the term 'welfare system' has been used to describe the range of welfare state and welfare society mixes that are found.

The English term 'welfare state' is believed by Asa Briggs to have been coined by Archbishop William Temple during the Second World War, contrasting wartime Britain with the 'warfare state' of Nazi Germany. Friedrich Hayek contends that the term derived from the older German word Wohlfahrtsstaat, which itself was used by nineteenth century historians to describe a variant of the ideal of police state. It was fully developed by the German academic 'socialists of the chair' from 1870 and first implemented through Bismarck's 'state socialism'. Bismarck's Policies have also been seen as the creation of a welfare state.

The 'concept of what one might call a welfare state' appeared during

the Abbasid Caliphate in the 8th century. The concepts of welfare and pension were introduced in early Islamic law as forms of Zakat (charity), one of the five Pillars of Islam, since the time of Caliph al-Mansur. The taxes (including Zakat and Jizya) collected in the treasury of an Islamic government was used to provide income for the needy, including the poor, elderly, orphans, widows, and the disabled. According to the Islamic jurist Al-Ghazali (1058-1111), the government was also expected to store up food supplies in every region in case a disaster or famine occurred.

Modern welfare states developed through a gradual process beginning in the late 19th century and continuing through the 20th. They differed from previous schemes of poverty relief due to their relatively universal coverage. The term was not, however, applied to all states offering social protection. The sociologist T.H. Marshall identified the welfare state as a distinctive combination of democracy, welfare and capitalism. Examples of early welfare states in the modern world are Germany, all of the Nordic Countries, the Netherlands, Australia, Uruguay and New Zealand in the 1930s.

Changed attitudes in reaction to the Great Depression were instrumental in the move to the welfare state in many countries, a harbinger of new times where 'cradle-to-grave' services became a reality after the poverty of the Depression. During the Great Depression, it was seen as an alternative 'middle way' between communism and capitalism. In the period following the Second World War, many countries in Europe moved from partial or selective provision of social services to relatively comprehensive coverage of the population.

The activities of present-day welfare states extend to the provision of both cash welfare benefits (such as old-age pensions or unemployment benefits) and in-kind welfare services (such as health or childcare services). Through these provisions, welfare states can affect the distribution of wellbeing and personal autonomy among their citizens, as well as influencing how their citizens consume and how they spend their time.

After the discovery and inflow of the oil revenue, Saudi Arabia, Kuwait, Qatar, Bahrain, Oman and the United Arab Emirates all became welfare states.

In the United Kingdom, the beginning of the modern welfare state was in 1911 when David Lloyd George suggested everyone in work should pay national insurance contribution for unemployment and health benefits from work.

In 1942, the Social Insurance and Allied Services was created by Sir William Beveridge in order to aid those who were in need of help, or in poverty. Beveridge worked as a volunteer for the poor, and set up national insurance. He stated that "All people of working age should pay a weekly national insurance contribution. In return, benefits would be paid to people who were sick, unemployed, retired or widowed." The basic assumptions of the report were the National Health Service, which provided free health care to the UK.

Beveridge recommended to the government that they should find ways of tackling the five giants, being Want, Disease, Ignorance, Squalor and Idleness. He argued to cure these problems, the government should provide adequate income to people, adequate health care, adequate education, adequate housing and adequate employment.

There are two ways of organizing a welfare state.

According to the first model the state is primarily concerned with directing the resources to 'the people most in need'. This requires a tight bureaucratic control over the people concerned, with a maximum of interference in their lives to establish who are 'in need' and minimize cheating. The unintended result is that there is a sharp divide between the receivers and the producers of social welfare, between 'us' and 'them', the producers tending to dismiss the whole idea of social welfare because they will not receive anything of it. This model is dominant in the US.

According to the second model the state distributes welfare with as little bureaucratic interference as possible, to all people who fulfill easily established criteria (e.g. having children, receiving medical treatment, etc). This requires high taxing, of which almost everything is channeled back to the taxpayers with minimum expenses for bureaucratic personnel. The intended and also largely achieved result is that there will be a broad support for the system since most people will receive at least something. This model was constructed by the Scandinavian ministers Karl Kristian Steincke and Gustav Moller in the 30's and is

dominant in Scandinavia.

Some criticism of welfare states concern the idea that a welfare state makes citizens dependent and less inclined to work. Certain studies indicate there is no association between economic performance and welfare expenditure in developed countries and that there is no evidence for the contention that welfare states impede progressive social development.

The study showed that on some economic and social indicators, the United States performs worse than the Netherlands, which has a high commitment to welfare provision. However, the United States leads most welfare states on certain economic indicators, such as GDP per capita (although in 2006 it had a lower GDP per capita than Norway and Denmark). The United States also has a low unemployment rate (although not as low as Denmark, Norway) and a high GDP growth rate, at least in comparison to other developed countries (its growth rate, however, is lower than Finland's and Sweden's, two nations with relatively small populations but comparatively high commitments to welfare provision; the United States' growth rate is also lower than the world's overall). The United States also leads most welfare states in the ownership of consumer goods. For example, it has more TVs per capita more personal computers per capita and more radios per capita than welfare states.

Another criticism comes from Right-Libertarianism. Namely, that welfare is theft of Property or Labour. This criticism is based upon Right-wing Libertarian ideals, wherein a citizen owns his body, and owns the product of his body's labour (i.e. goods, services or money). Note that in this definition property that is inherited is not included. So to remove money through legal mechanisms set by a democratically elected assembly from the working citizen and give it to a non-working citizen is argued to be theft of the worker's property and/or labor and a violation of his property rights.

A third criticism is that the welfare state allegedly provides its dependents with a similar level of income to the minimum wage. Critics argue that fraud and economic inactivity are apparently quite common. Some conservatives in the UK claim that the welfare state has produced

a generation of dependents who, instead of working, rely solely upon the state for income and support; even though assistance is only legally available to those unable to work. The welfare state in the UK was created to provide a carefully selected number of people with a subsistence level of benefits in order to alleviate poverty, but that as a matter of opinion has been expanded to provide a large number of people indiscriminately with more money than the country can afford. Some feel that this argument is demonstrably false: the benefits system in the UK hands out considerably less money than the national minimum wage, although people on welfare often find that they qualify for a variety of benefits, including benefits in-kind, such as subsidized accommodation which usually make the overall benefits much higher than figures show.

A fourth criticism of the welfare state is that it results in high taxes. This is usually true, as evidenced by places like Denmark (tax level at 50.4% of GDP in 2002) and Sweden (tax level at 50.2% of GDP in 2002). Such high taxes do not necessarily mean less income for the nation overall, since the state taxes go directly to the people it is taxed from. The real issue is that they result in a major redistribution of that income from the citizens on the productive side of the equation to the citizens on the welfare state side. However, these taxes go into services that benefit everyone in the society, such as tution-free higher education, and free health care.

A fifth criticism of the welfare state is the belief that welfare services provided by the state are more expensive and less efficient than the same services would be if provided by private businesses.

The most extreme criticisms of states and governments, are from anarchists, who believe that all states and governments are undesirable and/or unnecessary. Most anarchists believe that while social welfare gives a certain level of independecy from the market and individual capitalists, it creates dependence to the state, which is the institution that, according to this view, supports and protects capitalism in the first place. Nonetheless, according to Noam Chomsky, "social democrats and anarchists always agreed, fairly generally, on so-called 'welfare state measures' and "Anarchists propose other measures to deal with these problems, without recourse to state authority." Anarchists believe in

stopping welfare programs only if it means abolishing government and capitalism as well.

Welfare provision in the contemporary world tends to be more advanced in countries with stronger developed economies. Poor countries tend to have limited resources for social services. There is very little correlation between economic performance and welfare expenditure.

The state is a political institution and structured in a society to achieve specific objectives in regard to serve its citizens with more and better material, mental and spiritual gains. Its aim is to make the life of an individual citizen more secure, comfortable and meaningful. An individual is a social unit essential for a society and government. Society is an everchanging and evolving complex system and the state the expression of its desire for better order, discipline, growth and governance. A state is like a circle within a circle far more wide, comprehensive and inclusive. In democratic societies and states, public is the ultimate and sovereign power, though the state is run by a particular political party or group of such parties voted to power. The ultimate sovereignty of the masses is the cornerstone of democratic states. Thus, a state should reflect the collective will, aspirations, desires and ambitions of a society and work for the welfare of its citizens. It should ensure conditions that are conducive to the proper and rapid development of the individual and the society as a whole.

Man is a social animal and as such shares his life with others. He enters into social relationship with other human beings to make life worth living. To strengthen this bond of relationship and make life more meaningful, cohesive, disciplined and profitable, the political institution, called state, has been created. A state makes a particular society more organised, united, purposeful and disciplined and thereby ensures better standard of living and growth. There is better sense of belonging, likeness and commonness because of a state. The state imparts a sense of nationality, patriotism, and togetherness to a society. Therefore, it is in the fitness of the scheme that a state should always aim at welfare of the individual and the society as a whole. The concept of the state as a mere instrument of political power or the Police state is now no more acceptable. Maintenance of law and order, internal security, discipline

etc. are the essential duties of a government in a state, but within the framework of social welfare. The State has to ensure that there is no repression, high-handedness, exploitation, harassment and police excesses. Equality before law, equality of opportunity etc. form the essence of modern polity. There cannot be any type of discrimination on the basis of cast, creed, birth, status, sex etc. in a welfare state. The weak and backward have to be protected against the rich, the privileged and the strong.

A welfare state has to constantly reflect and assert the public will through its governance and administration and take such decisions that make distribution of national income and resources more equitable and fair. It has to steer clear of both the capitalistic and totalitarian ways of governance so as not to allow insecurity of the individuals, exploitation of the weak, gross inequalities, concentration of wealth in a few hands, exploitation of natural resources, regimentation and unnecessary uniformity. The major goals of a welfare state are economic balance, social and political justice, economic growth, better standards of living and safeguard of certain basic rights and freedoms. Thus, the concept of a welfare state is very wide and inclusive and envisages an order in which all have an access to basic needs of life and a decent and honourable living. It implies social, economical, physical, mental and spiritual welfare of the people to the maximum possible extent in a given situation and society.

Freedom from want and fear are the two fundamental pillars on which a welfare state is built upon. Freedom from want means proper employment opportunities, removal of poverty, a decent living and literacy, and physical and mental health. Freedom from fear involves social and economic security, guarantee of human rights and fundamental freedoms.

In a welfare state, the benevolence is quite widespread and also includes such schemes as unemployment, sickness and disabled insurance, old-age pension, maternity and accident benefits, child and women welfare programmes etc. The provision of free, compulsory and universal elementary education, more opportunities for better and higher education and health facilities through the use of government funds are other

essentials of a welfare state.

India is a Welfare state, a Sovereign, Democratic, Secular, Socialistic Republic. There are certain basic and salient features in the Indian Constitution which make it a truly Welfare State. These include among others : provision for fundamental rights and their constitution remedies; parliamentary sovereignty with judicial supremacy, proclamation of the sovereignty of the people, the principle of universal franchise, directive principles of state policy and establishment of independent judiciary. In very clear terms the Indian Constitution vests sovereignty in the people of the nation because it is the people who have enacted, adopted and given themselves this Constitution.

The founding fathers of the Indian Constitution envisaged a welfare state which is clearly reflected in the Preamble of the Constitution which seeks to provide all the citizens of the country justice—social, economic and political; liberty of thought, expression, faith and worship; equality of status and opportunity and promotion -among all citizens, fraternity assuring the dignity of the individual and the unity and integrity of the nation.

Part III of the Indian Constitution guarantees fundamental rights which are justiciable and enforceable through the courts of law. Constitutional remedies are available in case any of these rights is violated. Article 32 of the Constitution specially confers a duty on the Supreme Court to safeguard the fundamental rights of the people. These, rights are protected against all encroachments—both executive and legislative. These rights include right to equality before law and equal protection before law, the right to freedom of speech and expression, of assembly, of association, of movement, of residence and settlement and of occupation and business. The right against exploitation includes prohibition of traffic, forced labour and prohibition of employment of children. The other rights include freedom of religion, faith and conscience; cultural and educational freedom and the right to constitutional remedies. The right to property is no more a fundamental right, however, it is still a constitutional right.

The Directive Principles of State Policy are also important in the sense that they be borne in mind while carrying on the administration of

the state. These principles lay down very categorically that the state shall strive to promote the welfare of the people by securing a social order permeated by social, economic and political justice to minimise inequality of income, status, facilities and opportunities, amongst individuals and groups. The state shall endeavuor to secure just and human conditions of work, a living wage, a decent standard of living and social and cultural opportunities for all workers. The state shall endeavuor to raise the level of nutrition and standard of living and to improve public health. The state shall direct its policies towards securing equitable distribution of the material resources of the community and prevention of concentration of wealth and means of production.

The Directive Principles also seek to provide free and compulsory primary education, to secure a uniform civil code for the citizens, to organise village panchayats and to promote educational and economic interests of weaker sections and to protect them from social injustice among other things.

Social welfare and well-being is the essence of the Indian Constitution. Welfare is not a matter of charity. Article 17 of the Constitution abolishes untouchability and forbids its practice in any form. The responsibility for implementation of various welfare schemes is being shared between centre and the state governments. The centre is responsible for formulating welfare policies and programmes besides coordinating, guiding and promoting implementation of welfare services by states. Many schemes are being implemented to secure the welfare of scheduled tribes and scheduled castes, minorities, backward classes and other weaker sections of the society like women, children and disabled people.

Poverty and illiteracy are two major problems before the country. There cannot be any real welfare state, if there prevails widespread poverty and illiteracy. In India there are millions and millions of Indians who are living below poverty line without basic essentials of life. The literacy rate is also very low specially among women, tribals, scheduled castes and the rural poor. Recently the centre has taken a decision to make the right to primary education a fundamental right. It is a step in right direction. Education helps in economic emancipation as well.

Freedom is useless unless there is freedom from hunger, ignorance, fear and superstitions. It is the fundamental duty of welfare state to alleviate poverty, spread literacy and eradicate economic and social inequality. These areas should be given the highest priority in our planned development.

Knowledge : The Most Powerful Tool Known to Man

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According to the American Heritage College dictionary, "knowledge is the state or fact of awareness or understanding gained from experience or study learning specific information about something." This means a person has the resourcefulness to obtain and utilize useful and informative information in order to become well informed citizens who can make intelligent decisions based upon their understanding and awareness of everyday situations. Does this make them powerful? According to the American Heritage College dictionary, power is the ability or capacity to act or perform effectively. Without knowledge, how would this, the ability to perform effectively, be possible?

Knowledge can be defined as the fact or state of knowing. There are many different aspects of knowledge. Knowledge comes from many different places. There are great numbers of philosophers who have tried to describe where knowledge comes from. Also knowledge can be divided into different parts according to the way we receive knowledge. There are many things that related to the knowledge of something. The development of questions in philosophy about knowledge began back in the day of Plato. They are still around today. These questions are the hardest to answer. Also these questions are used to give background on a lot of philosophies. Epistemology is the theory of knowledge. This theory asks three questions: What are the sources of knowledge? What is the nature of knowledge? And is our knowledge valid?

Knowledge is believed to come from four different sources. The

sources each have their own way to look at the world. The appeal to authority is the first source of knowledge. We learn things about the past from the testimony of others. The experience of the person who gives you the testimony is the actual source. Although authority is used a lot as a source of knowledge, this is only a secondary source. Another source is the senses through empiricism. The realm of knowledge is given to us through all of our perceptions of something concrete. Whatever someone sees, hears, touches, smells and tastes then is made into an idea that becomes a part of the knowledge that person can receive. The philosophy of pragmatism is similar to empiricism. The next source is rationalism. Rationalists say that thinking is a source of knowledge. They also say that the mind has the ability to discover truth by itself, or knowledge is obtained by comparing ideas with ideas. The things that the senses detect are just raw material of knowledge in rationalism. The last source is intuition, or the direct apprehension of knowledge that is not the result of conscious reasoning or of immediate sense perception. Intuition has four different ways that it is connected with being a source of knowledge. First George Santayana believed intuition was the awareness of the immediate data of consciousness. He said that intuition is in the knowledge of oneself and one's own life. The second is that intuition is actually just a combination of one's past experiences and thinking. It comes from subconscious induction or deduction. People who have done a lot of thinking and have done a certain type of work will have a good intuition in that area. The belief that intuition is a higher kind of knowledge is the third way it could be a source. Bergson said that intelligence and intuition are traveling in opposite directions. Intelligence is a tool used by science to deal with matter, while intuition is the instinct of someone that leads that person to the very inwardness of life. The last way intuition could be a source of knowledge is through mystical expressions. It is believed that mystical expressions can enable someone to gain an immediate knowledge that transcends knowledge gained through reason and the senses. This fourth description of intuition says that it could be a manifestation of the self in union with spiritual reality. These sources of knowledge range from the very perception of objects to the supernatural induction of knowledge