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List of Total Number of Publications for the Assessment Year

Publications of Prof. (Dr.) Vijayshri Bhati :			
CHAPTER IN A BOOK			
2025	Representation in Literature & Media	The Subaltern speaks: Dalit Women's Voices and Visions	ISBN 978-81-984840 -5-5

Dr. Renu			
Published Articles in Journals (National & International)			
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2026	Entrepreneurship education in the 21st century: A Holistic Development Approach	International Journal of Innovative Research in Technology	ISSN: 2349-6002
2025	National Credit Framework (NCrF): A New Learning Approach to Education	International Journal for Multidisciplinary Research	ISSN: 2582-2160
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ANNEXURE / ATTACHED PUBLICATION DOCUMENTS

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Role of local Governance in Promoting Public Responsibility

Dr. Renu[1], Mahima Jain[2] and Deepti[3]
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Abstract - **This chapter undertakes an examination of the pivotal role played by local governance in inculcating public responsibility in democratic societies. Local governance, being the most proximate administrative and political level to the citizens, is best able to encourage civic consciousness, popular participation, and ethical behavior. It operates through decentralized institutions such as Municipal Councils, Panchayats, and Urban local bodies, which are direct channels between the government and the people. It concludes the way participatory mechanisms like platforms, open space communication, policy enforcement, and education campaigns build mutual trust between citizens and local institutions. It points to exemplary models like Kerala's Kudumbashree and Indore's waste management program to demonstrate grassroots governance engagement potential in instilling collective responsibility. Though there are many advantages, obstacles like political interference, low institutional capacity, and civic indifference tend to weaken public.**

The chapter ends with pragmatic suggestions such as capacity building, civic education, inclusive participation, and IT tools for enabling citizens and local institutions. The end result is to strengthen local governance to establish a socially responsible, active, and democratic citizenry that is engaged in sustainable development and collective well-being.

Keywords: **Civic Education, Decentralization, Democracy, Grassroots Governance, Local Governance, Participatory, Public Responsibility,.**

I. INTRODUCTION

In any democratic society, local governance forms the foundational structure upon which public trust, participation, and responsibility are built. As the closest tier of government to the people, local governance institutions such as municipal councils, panchayats, urban local bodies, and district administrations are uniquely positioned to engage citizens in a meaningful and direct manner. This geographical and functional proximity allows for greater responsiveness to local needs and concerns, thereby strengthening democratic accountability and creating a more inclusive system of governance. Unlike centralized systems, where decision-making is often distanced from the lived realities of ordinary citizens, local governance operates at the grassroots level. It provides a framework for localized planning, tailored service delivery, and the resolution of community-specific issues. This accessibility not only enhances the quality of governance but also encourages individuals to become active participants in the democratic process. Local governments are thus not merely administrative bodies, but vital platforms for civic engagement, community leadership, and social innovation.

Promoting public responsibility—defined as the active participation of citizens in civic life, adherence to societal norms, and a commitment to collective welfare—is essential for achieving effective governance and sustainable development. Responsible citizenship is characterized by a sense of duty toward one's community, respect for public resources, constructive involvement in decision-making, and a willingness to hold public institutions accountable. When citizens are aware of their responsibilities, engage constructively with local bodies, and work collaboratively with local authorities, communities flourish. Public resources are used more efficiently and ethically, social services are better targeted, and developmental outcomes become more equitable and inclusive.

Moreover, public responsibility extends beyond formal political participation, such as voting, to include everyday actions like proper waste disposal, volunteering, paying taxes, and standing against corruption or discrimination. It is in these routine, localized interactions where the culture of democratic governance is most vividly expressed and reinforced. Local governance thus becomes a

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Entrepreneurship Education in the 21st Century: A Holistic Development Approach

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***Abstract*—Entrepreneurship education has emerged as a transformative approach in the 21st century's modern educational scenario. Beyond preparing individuals to start businesses, it nurtures creativity, problem-solving, resilience, ethical values, and leadership qualities which are attributes essential for holistic development. This paper explores the role of entrepreneurship education in promoting holistic development. It discusses how such education can help learners develop life skills, cultivate emotional intelligence, foster innovation, and contribute to sustainable development. Through literature review, theoretical insights, and reflective discussion, the paper highlights how entrepreneurship education, when integrated into mainstream learning, equips individuals to respond proactively to challenges while advancing holistic well-being.**

***Index Terms*—Entrepreneurship, Holistic Development, Education, Innovation, Life Skills, Sustainable Development**

I. INTRODUCTION

Education has always been more than the transmission of knowledge; it is a means of shaping lives, strengthening communities, and preparing individuals for meaningful participation in society. In recent years, entrepreneurship education has gained attention for its ability to cultivate self-reliance, critical thinking, and creativity among learners. Unlike conventional approaches to business training, entrepreneurship education emphasizes values such as risk- taking, perseverance, empathy, and adaptability, all of which contribute to holistic development.

Holistic development refers to nurturing the cognitive, emotional, social, ethical, and spiritual dimensions of human beings. It aims at producing balanced individuals who are not only academically competent but also emotionally mature, socially responsible, and culturally aware. When combined with entrepreneurship, holistic development becomes an empowering tool, equipping learners to innovate, address social problems, and lead purposeful lives.

As the world faces rapid changes due to globalization, technological innovation, and socio- economic transitions, the demand for such integrated education has increased. Countries across the globe, including India, are realizing that entrepreneurship education can help meet the dual goals of economic growth and individual well-being.

II. THEORETICAL FRAMEWORK:

The holistic development approach in entrepreneurship education can be understood through the following theoretical perspectives:

Human Capital Theory (Schultz, 1961): Education builds skills, knowledge, and capabilities that enhance individual and societal productivity. Entrepreneurship education strengthens human capital by combining cognitive skills with creativity and innovation.

Experiential Learning Theory (Kolb, 1984): Entrepreneurship education thrives on active learning through projects, problem-solving, and reflections, fostering deeper engagement and personal growth.

Transformative Learning Theory (Mezirow, 1991): Entrepreneurial experiences often challenge learners' assumptions, leading to shifts in perspective and holistic personal transformation.

Positive Psychology and Holistic Growth (Seligman, 2002): Entrepreneurship promotes optimism, resilience, and meaning, contributing to overall well-being and personal flourishing.

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National Credit Framework (NCrF): A New Learning Approach to Education

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Abstract

Education is essential for realizing complete human capabilities, creating a fair society, and fostering national advancement. Ensuring all individuals have access to high-quality education is essential for India to maintain its position of economic growth, social justice, scientific advancement, national unity, and cultural preservation on the world stage. The most beneficial approach for enhancing and utilizing the abundant talents and resources of our nation for the benefit of the individual, society, country, and world is through the incorporation of comprehensive education opportunities coupled with valuable skills. Education systems globally are undergoing transformation—moving away from rigid, standardized pathways toward more flexible, learner-centric models. In India, the National Credit Framework (NCrF) constitutes one of the keystones of this shift, as envisioned under the National Education Policy (NEP) 2020. The NCrF is intended as a meta-framework integrating academic, vocational, and experiential learning across all levels-elementary to postgraduate. It seeks to break silos, promote mobility, enable recognition of diverse learning, and make education more accessible and tailored to individual learner needs.

This article explores the NCrF in detail: its background and organization, core goals, advantages it promises, as well as the legitimate concerns and challenges it faces. The concluding section offers suggestions and reflections for implementing it in a way that maximizes benefit and minimizes pitfalls.

Keywords: NCrF, NEP 2020, Education System

Prologue

Genesis

In line with this, the Indian Government has formed a High-Level Committee on 18th November 2021 to create a National Credit Accumulation & Transfer Framework for Vocational and General Education under the chairmanship of Dr. Nirmaljeet Singh. The Credit Framework aims to combine academic and vocational aspects of learning, allowing for seamless movement between the two and ensuring adaptability. The Committee is made up of The National Credit Framework (NCrF), which is a program that aims to establish a single and standardized system for acknowledging, assessing, and certifying the educational accomplishments of individuals in India.

The **National Education Policy 2020** set several key objectives: integration of general academic education with vocational education; flexibility in entering, exiting, and re-entry; recognition of prior learning; breaking down disciplinary and stream distinctions; promoting lifelong learning. The NCrF emerges as a response to these goals. A high level Inter-Ministerial Committee was constituted,

Chapter
12

The Future of Dalit Women's Voices

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Abstract: Throughout history, women of the Dalit faith in India have been subjected to both cast and gender discrimination, leading to systematic exclusion from various sectors; however, even under Indian constitution, they are still victims of discriminations, violence, and marginalization, which continue to perpetuate poverty, illiteracy, disempowering, stigmatizations, harassment, sexual misconduct, mistreatment, institutional neglect, prostitution, domestic assault, child abuse, adultery, juvenile criminalistic crimes, parental alcoholism, genetic engineering, postgraduate education, maternal intervention, mentoring, parenting, etc. The chapter examines the evolving role of Dalit women in expressing their opinions, emphasizing the difficulties they face and the progress made, including an examination of current laws and policies aimed at safeguarding the rights of female Dalits, their visibility in politics, local movements led by Dalit women, and how social media and online platforms have impacted their activism.

Even though there are still challenges, such as caste-related violence, patriarchal pressures, and limited resources, the growing presence of Dalit women in literature, media channels...[clarification] reflects an increasing movement towards empowerment and agency indeed, it is urgent that we continue the social reforms taking place, intersecting feminist movements occurring, or at

About the Editors



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Dr. Rinkal Sharma serves as an Associate Professor in the School of Education at Sharda University, Greater Noida. She possesses a varied professional and academic background. She holds an M.A. in English, an M.A. in Hindi, an M.Ed., and an M.Phil. in Education, and she completed her Ph.D. in 2008. She has participated in seminars, conferences, and workshops at both national and international levels. She has served as a resource person at various national and international conferences and seminars. She holds a lifetime membership in several professional organisations, including ESDA, INSC, and the All India Association for Educational Research. She serves as an active member on the editorial boards of numerous research journals. She has recently received the ESDA Green Leadership Award and the ESDA Women Empowerment Award in acknowledgement of her significant contributions to the fields of English Hindi pedagogy and environmental awareness. She has recently submitted four patents associated with Sharda University. She has written four books and created content for Uttarakhand Open University in the field of Hindi pedagogy. She possesses approximately 23 years of teaching experience in esteemed Indian institutions and universities. She has authored more than 45 research papers and articles, all published in prominent national and international journals.



Dr Shivali Singh serves as Professor and Head of the Department of English at the School of Education and Humanities, IFTM University Moradabad. She possesses 18 years of experience in the field of English Literature. She is committed to fostering the development of future scholars and has made substantial contributions to the academic community, driven by her passion for literature and language. Professor Singh has authored multiple research papers published in reputable journals and has presented her work at both national and international conferences. Her expertise encompasses Poetry, Criticism, British Drama, Indian Drama, and Fiction, in which she has significantly contributed through her publications and engaging teaching methods.

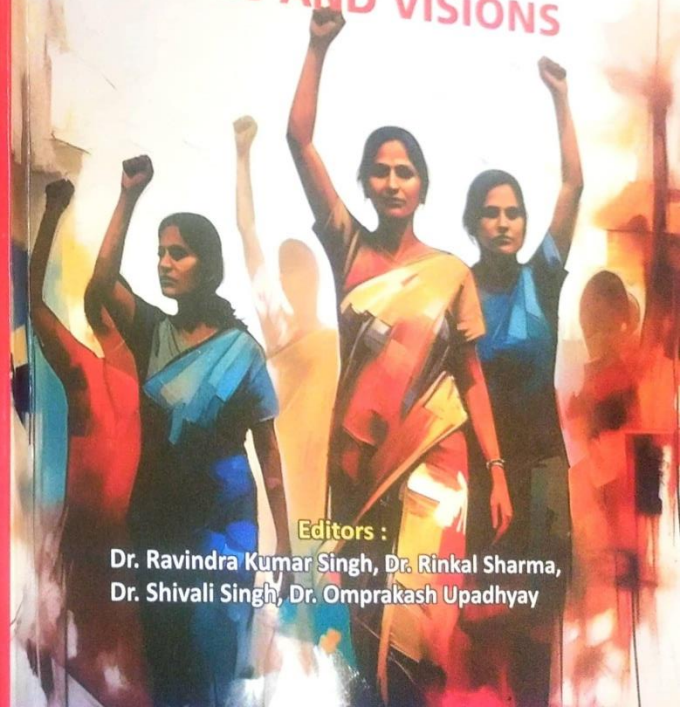


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THE SUBALTERN SPEAKS:
DALIT WOMEN'S VOICES AND VISIONS
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Editors :
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8. Uplifting Dalit Women: Education and Activism as Pathways to Empowerment 70
Dr. Chhabi Mohan, Dr. Rinkal Sharma and Dr. Nishi Tyagi

9. Different Shades of Dalit Literature in Indian Context: A Study 84
Dr. Pallvi Gupta

10. Conversion Movements and Their Implications for Dalit Women 91
Dr. Ravindra Kumar Singh

11. The Aesthetics of Pain and Hope: Trauma and Resilience in *Joothan: A Dalit's Life* 101
Prof. Shivali Singh

12. The Future of Dalit Women's Voices 110
Renu, Dr. Rinkal Sharma and Mahima Jain

13. Empowerment through Education and Activism 122
Ms. Kanika Arora, Ms. Deepti, Ms. Jasleen Kaur Kohli

14. Representation in Literature & Media 133
(Prof.) Dr. Vijayshri Bhati

15. Impact of Caste and Gender in India's Development 142
Dr. Pravesh Kumar and Dr. Suniti Lata

16. Mahasweta Devi: Weaving Resistance and Resilience in Narratives of Marginalized India 150
Prof. Neeru Tandon

17. Nurturing Nature, Preserving Tradition: The Feminine Legacy in Ethnobotanical Traditions 164
Dr. Ravindra Goswami

18. Empowerment through Education: Narratives of Dalit Women Educators 182
Dr. Nishi Tyagi and Ashish Singh

8. Uplifting Dalit Women: Education and Activism as Pathways to Empowerment 70
Dr. Chhabi Mohan, Dr. Rinkal Sharma and Dr. Nishi Tyagi

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Renu, Dr. Rinkal Sharma and Mahima Jain

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Chapter
14

Representation in Literature & Media

(Prof.) Dr. Vijayshri Bhati

Principal, St. Lawrence College of Higher Education, Geeta Colony, Delhi

Introduction

Arriving at the door steps of history, the picturesque of Andhra Pradesh has the largest concentration of tribals in southern India. The forest-clad hill ranges and the chequered valleys traversed by hill streams of the Eastern Ghats and the forests flanking the mighty Godavari and Krishna rivers constitute the traditional habitat of as many as 30 forest tribes. It is in this isolated habitated that each tribe has of timeless tradition has fashioned its artifacts, mentifacts and socifacts in consonance with their environs and according to its genius.

We should behold the exceptional religious texts in Sanskrit and Telugu are replete with references to various forest-living tribes. The earliest reference dates back to Rigveda, the eternals repositories where the tribes are referred to as Kiratas and Nishadas. In realty, Andhra is referred to as a tribe inhabiting the peninsular India in Aitareya Brahmana. All the Telugu population is believed to be the progeny of the ancient tribe Andhra. Even to this day there is an aboriginal group by name 'Anth' in the Adilabad district, which is believed to be an offshoot of the ancient tribe Andhra.

Tribes: Custodians of Folk Culture since Times Immemorial

In advertently, it is these groups which provide ageless entertainment through their myriad forms of folk music and lively dances with colorful dresses and fantastic paraphernalia to the countless populace in the thousands of villages of the State from time immemorial. It is these groups in the country which contributed in no small sufferings of the ailing populace in the villages by their

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Role of local Governance in Promoting Public Responsibility

Dr. Renu[1], Mahima Jain[2] and Deepti[3]
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Abstract **- This chapter undertakes an examination of the pivotal role played by local governance in inculcating public responsibility in democratic societies. Local governance, being the most proximate administrative and political level to the citizens, is best able to encourage civic consciousness, popular participation, and ethical behavior. It operates through decentralized institutions such as Municipal Councils, Panchayats, and Urban local bodies, which are direct channels between the government and the people. It concludes the way participatory mechanisms like platforms, open space communication, policy enforcement, and education campaigns build mutual trust between citizens and local institutions. It points to exemplary models like Kerala's Kudumbashree and Indore's waste management program to demonstrate grassroots governance engagement potential in instilling collective responsibility. Though there are many advantages, obstacles like political interference, low institutional capacity, and civic indifference tend to weaken public.**

The chapter ends with pragmatic suggestions such as capacity building, civic education, inclusive participation, and IT tools for enabling citizens and local institutions. The end result is to strengthen local governance to establish a socially responsible, active, and democratic citizenry that is engaged in sustainable development and collective well-being.

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Entrepreneurship Education in the 21st Century: A Holistic Development Approach

Ms. Jasleen Kaur Kohli[1], Dr. Renu[2], Ms. Mahima Jain[3]
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II. THEORETICAL FRAMEWORK:

The holistic development approach in entrepreneurship education can be understood through the following theoretical perspectives:

Human Capital Theory (Schultz, 1961): Education builds skills, knowledge, and capabilities that enhance individual and societal productivity. Entrepreneurship education strengthens human capital by combining cognitive skills with creativity and innovation.

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National Credit Framework (NCrF): A New Learning Approach to Education

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Prologue

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Chapter
12

The Future of Dalit Women's Voices

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Abstract: Throughout history, women of the Dalit faith in India have been subjected to both cast and gender discrimination, leading to systematic exclusion from various sectors; however, even under Indian constitution, they are still victims of discriminations, violence, and marginalization, which continue to perpetuate poverty, illiteracy, disempowering, stigmatizations, harassment, sexual misconduct, mistreatment, institutional neglect, prostitution, domestic assault, child abuse, adultery, juvenile criminalistic crimes, parental alcoholism, genetic engineering, postgraduate education, maternal intervention, mentoring, parenting, etc. The chapter examines the evolving role of Dalit women in expressing their opinions, emphasizing the difficulties they face and the progress made, including an examination of current laws and policies aimed at safeguarding the rights of female Dalits, their visibility in politics, local movements led by Dalit women, and how social media and online platforms have impacted their activism.

Even though there are still challenges, such as caste-related violence, patriarchal pressures, and limited resources, the growing presence of Dalit women in literature, media channels...[clarification] reflects an increasing movement towards empowerment and agency indeed, it is urgent that we continue the social reforms taking place, intersecting feminist movements occurring, or at

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Entrepreneurship Education in the 21st Century: A Holistic Development Approach

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Abstract—**Entrepreneurship education has emerged as a transformative approach in the 21st century's modern educational scenario. Beyond preparing individuals to start businesses, it nurtures creativity, problem-solving, resilience, ethical values, and leadership qualities which are attributes essential for holistic development. This paper explores the role of entrepreneurship education in promoting holistic development. It discusses how such education can help learners develop life skills, cultivate emotional intelligence, foster innovation, and contribute to sustainable development. Through literature review, theoretical insights, and reflective discussion, the paper highlights how entrepreneurship education, when integrated into mainstream learning, equips individuals to respond proactively to challenges while advancing holistic well-being.**

Index Terms—**Entrepreneurship, Holistic Development, Education, Innovation, Life Skills, Sustainable Development**

I. INTRODUCTION

Education has always been more than the transmission of knowledge; it is a means of shaping lives, strengthening communities, and preparing individuals for meaningful participation in society. In recent years, entrepreneurship education has gained attention for its ability to cultivate self-reliance, critical thinking, and creativity among learners. Unlike conventional approaches to business training, entrepreneurship education emphasizes values such as risk- taking, perseverance, empathy, and adaptability, all of which contribute to holistic development.

Holistic development refers to nurturing the cognitive, emotional, social, ethical, and spiritual dimensions of human beings. It aims at producing balanced individuals who are not only academically competent but also emotionally mature, socially responsible, and culturally aware. When combined with entrepreneurship, holistic development becomes an empowering tool, equipping learners to innovate, address social problems, and lead purposeful lives.

As the world faces rapid changes due to globalization, technological innovation, and socio- economic transitions, the demand for such integrated education has increased. Countries across the globe, including India, are realizing that entrepreneurship education can help meet the dual goals of economic growth and individual well-being.

II. THEORETICAL FRAMEWORK:

The holistic development approach in entrepreneurship education can be understood through the following theoretical perspectives:

Human Capital Theory (Schultz, 1961): Education builds skills, knowledge, and capabilities that enhance individual and societal productivity. Entrepreneurship education strengthens human capital by combining cognitive skills with creativity and innovation.

Experiential Learning Theory (Kolb, 1984): Entrepreneurship education thrives on active learning through projects, problem-solving, and reflections, fostering deeper engagement and personal growth.

Transformative Learning Theory (Mezirow, 1991): Entrepreneurial experiences often challenge learners' assumptions, leading to shifts in perspective and holistic personal transformation.

Positive Psychology and Holistic Growth (Seligman, 2002): Entrepreneurship promotes optimism, resilience, and meaning, contributing to overall well-being and personal flourishing.

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National Credit Framework (NCrF): A New Learning Approach to Education

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Abstract

Education is essential for realizing complete human capabilities, creating a fair society, and fostering national advancement. Ensuring all individuals have access to high-quality education is essential for India to maintain its position of economic growth, social justice, scientific advancement, national unity, and cultural preservation on the world stage. The most beneficial approach for enhancing and utilizing the abundant talents and resources of our nation for the benefit of the individual, society, country, and world is through the incorporation of comprehensive education opportunities coupled with valuable skills. Education systems globally are undergoing transformation—moving away from rigid, standardized pathways toward more flexible, learner-centric models. In India, the National Credit Framework (NCrF) constitutes one of the keystones of this shift, as envisioned under the National Education Policy (NEP) 2020. The NCrF is intended as a meta-framework integrating academic, vocational, and experiential learning across all levels-elementary to postgraduate. It seeks to break silos, promote mobility, enable recognition of diverse learning, and make education more accessible and tailored to individual learner needs.

This article explores the NCrF in detail: its background and organization, core goals, advantages it promises, as well as the legitimate concerns and challenges it faces. The concluding section offers suggestions and reflections for implementing it in a way that maximizes benefit and minimizes pitfalls.

Keywords: NCrF, NEP 2020, Education System

Prologue

Genesis

In line with this, the Indian Government has formed a High-Level Committee on 18th November 2021 to create a National Credit Accumulation & Transfer Framework for Vocational and General Education under the chairmanship of Dr. Nirmaljeet Singh. The Credit Framework aims to combine academic and vocational aspects of learning, allowing for seamless movement between the two and ensuring adaptability. The Committee is made up of The National Credit Framework (NCrF), which is a program that aims to establish a single and standardized system for acknowledging, assessing, and certifying the educational accomplishments of individuals in India.

The **National Education Policy 2020** set several key objectives: integration of general academic education with vocational education; flexibility in entering, exiting, and re-entry; recognition of prior learning; breaking down disciplinary and stream distinctions; promoting lifelong learning. The NCrF emerges as a response to these goals. A high level Inter-Ministerial Committee was constituted,

Chapter
13

Empowerment through Education and Activism

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Introduction

In India, Dalit women are subjected to caste, gender, and class-based oppression, positioning them uniquely and extremely marginally (Dhar & Eknath, 2018), thus making their discrimination complex and multidimensional (Sóå, 2007). The rest have found themselves at the brute end of the social divide, consigned to the bottom of the pile for generations, denied the basic opportunities of social, political and economic mobility that the rigid hierarchies of caste and a widespread patriarchal status quo which prevail in the larger Indian society have imposed upon them. Their subjection and marginalization is further aggravated by their status as lower-class individuals who are more vulnerable and prone to exploitation and poverty. Amidst these entangled layers of marginalisation, Dalit women have demonstrated incredible resilience, and education and activism have emerged as vital tools in their empowerment. It has given them not just weapons to fight existing systems of inequality, but voices to describe their own struggles and claim their rights. As Sharmila Rege (2006), social theorist and activist, made clear, "It is important to reiterate that Dalit Women's experiences are shaped by the predicament of both caste and gender, which indicates that the struggles of Dalit Women cannot

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Role of local Governance in Promoting Public Responsibility

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Abstract - **This chapter undertakes an examination of the pivotal role played by local governance in inculcating public responsibility in democratic societies. Local governance, being the most proximate administrative and political level to the citizens, is best able to encourage civic consciousness, popular participation, and ethical behavior. It operates through decentralized institutions such as Municipal Councils, Panchayats, and Urban local bodies, which are direct channels between the government and the people. It concludes the way participatory mechanisms like platforms, open space communication, policy enforcement, and education campaigns build mutual trust between citizens and local institutions. It points to exemplary models like Kerala's Kudumbashree and Indore's waste management program to demonstrate grassroots governance engagement potential in instilling collective responsibility. Though there are many advantages, obstacles like political interference, low institutional capacity, and civic indifference tend to weaken public.**

The chapter ends with pragmatic suggestions such as capacity building, civic education, inclusive participation, and IT tools for enabling citizens and local institutions. The end result is to strengthen local governance to establish a socially responsible, active, and democratic citizenry that is engaged in sustainable development and collective well-being.

Keywords: **Civic Education, Decentralization, Democracy, Grassroots Governance, Local Governance, Participatory, Public Responsibility,.**

I. INTRODUCTION

In any democratic society, local governance forms the foundational structure upon which public trust, participation, and responsibility are built. As the closest tier of government to the people, local governance institutions such as municipal councils, panchayats, urban local bodies, and district administrations are uniquely positioned to engage citizens in a meaningful and direct manner. This geographical and functional proximity allows for greater responsiveness to local needs and concerns, thereby strengthening democratic accountability and creating a more inclusive system of governance. Unlike centralized systems, where decision-making is often distanced from the lived realities of ordinary citizens, local governance operates at the grassroots level. It provides a framework for localized planning, tailored service delivery, and the resolution of community-specific issues. This accessibility not only enhances the quality of governance but also encourages individuals to become active participants in the democratic process. Local governments are thus not merely administrative bodies, but vital platforms for civic engagement, community leadership, and social innovation.

Promoting public responsibility—defined as the active participation of citizens in civic life, adherence to societal norms, and a commitment to collective welfare—is essential for achieving effective governance and sustainable development. Responsible citizenship is characterized by a sense of duty toward one's community, respect for public resources, constructive involvement in decision-making, and a willingness to hold public institutions accountable. When citizens are aware of their responsibilities, engage constructively with local bodies, and work collaboratively with local authorities, communities flourish. Public resources are used more efficiently and ethically, social services are better targeted, and developmental outcomes become more equitable and inclusive.

Moreover, public responsibility extends beyond formal political participation, such as voting, to include everyday actions like proper waste disposal, volunteering, paying taxes, and standing against corruption or discrimination. It is in these routine, localized interactions where the culture of democratic governance is most vividly expressed and reinforced. Local governance thus becomes a

Chapter
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