POVERTY ALLEVIATION,SKILL DEVELOPMENT&SUSTAINABLE DEVLOPMENT

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Abstract: Many factors account for the socioeconomic development of the region such as population, poverty, per capita income, education & literacy, health & sanitation, basic infrastructure & facilitation, etc. Besides the role of local, state and central government, one has to think about the alternative resources to share the responsibility of socioeconomic developments. **:**Sustainable agriculture consists of environmentally-friendly methods of farming that allow the production of crops or livestock without damage to human or natural systems.

Keywords: Socio -Economic, CSR, Sustainable Development, Suicide, Farmers, Agriculture. Sustainable, Development, Decision-making, Women,human development

Introduction :-Sustainable development is a process for meeting human development goals while maintaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depend. While the modern concept of sustainable development is derived most strongly from the 1987 Brundtland Report, it is rooted in earlier ideas about sustainable forest management and twentieth century environmental concerns. Sustainable development is the organizing principal for sustaining finite resources necessary to provide for the needs of future generations of life on the planet. It is a process that envisions a desirable future state for human societies in which living conditions and resource- use continue to meet human needs without undermining the "integrity stability and beauty " of natural biotic systems "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" In the 1960s, the international community realized that many African countries needed national plant of safeguard wildlife habitats, and that rural areas had to confront the limits imposed by soil, climate and water availability. This was a strategy of conservation management. In the 70s however, the focus shifted to the broader issues of the provisioning of basic human needs, community participation as well as appropriate technology use throughout the developing countries (and not just in Africa). This was strategy of economic development, and the strategy was carried even further by the Brundtland Report when the issues went from regional to international in scope and application. In effect, the conservationists were crowded out and superseded by the developers. But shifting the focus of sustainable development from conservation to development has had the imperceptible effect of stretching the original forest management term of sustainable yield from the use of renewable resources only (like forestry), to now also accounting for the use of non- renewable resources (like minerals). This stretching of the term has been questioned. Thus environmental economist Kerry Turner has argued that literally, there can be no such thing as overall 'Sustainable development' in an industrialized world economy that remains heavily dependent on the extraction of Earth's finite stock of exhaustible mineral resources. "It makes no sense to talk about the sustainable use of non-renewable resource (even with substantial recycling effort and use rates). Any positive rate of exploitation will eventually lead to exhaustion of the finite stock."

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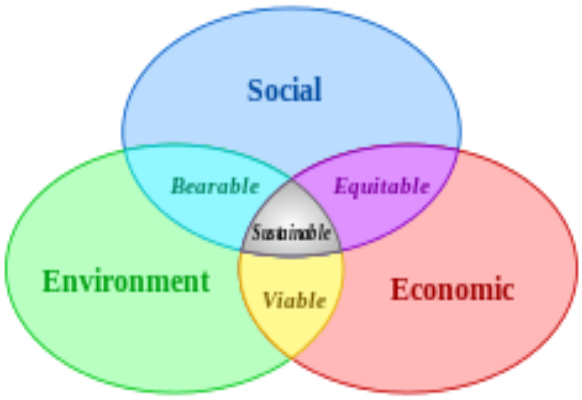
concept of sustainable development is derived most strongly from the 1987 Brundtland Report, it is rooted in earlier ideas about sustainable forest management and twentieth century environmental concerns Sustainable development is the organizing principle for sustaining finite resources necessary to provide for the needs of future generations of life on the planet. It is a process that envisions a desirable future state for human societies in which living conditions and resource-use continue to meet human needs without undermining the "integrity, stability and beauty" of natural biotic systems.

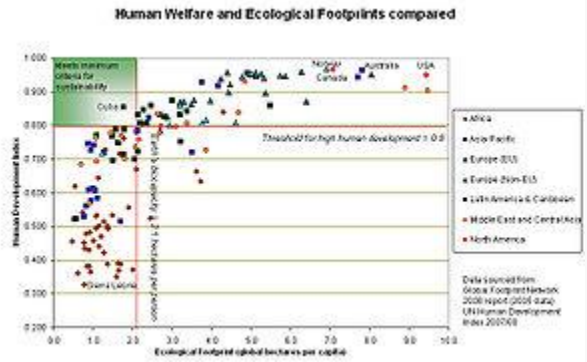
Definition: Sustainability can be defined as the practice of reserving resources for future generation without any harm to the nature and other components of it. Sustainable development ties together concern for the carrying capacity of natural systems with the social, political, and economic challenges faced by humanity. Sustainability science is the study of the concepts of sustainable development and environmental science. There is an additional focus on the present generations' responsibility to regenerate, maintain and improve planetary resources for use by future generations.

Dimensions:



Sustainable development has been described in terms of three dimensions, domains or pillars. In the three-dimension model, these are seen as "economic, environmental and social" or "ecology, economy and equity"; this has been expanded by some authors to include a fourth pillar of culture, institutions or governance.

Ecology:



Relationship between ecological footprint and Human Development Index (HDI)

The ecological sustainability of human settlements is part of the relationship between humans and their natural, social and built environments. Also termed human ecology, this broadens the focus of

sustainable development to include the domain of human health. Fundamental human needs such as the availability and quality of air, water, food and shelter are also the ecological foundations for sustainable development; addressing public health risk through investments in ecosystem services can be a powerful and transformative force for sustainable development which, in this sense, extends to all species.

Environment: *Environmental engineering and Environmental technology*

The Blue Marble, environmental conservation.

Environmental sustainability concerns the natural environment and how it endures and remains diverse and productive. Since natural resources are derived from the environment, the state of air, water, and the climate are of particular concern. The IPCC Fifth Assessment Report outlines current knowledge about scientific, technical and socio-economic information concerning climate change, and lists options for adaptation and mitigation Environmental sustainability requires society to design activities to meet human needs while preserving the life support systems of the planet. This, for example, entails using water sustainably, utilizing renewable energy, and sustainable material supplies (e.g. harvesting wood from forests at a rate that maintains the biomass and biodiversity. An unsustainable situation occurs when natural capital (the sum total of nature's resources) is used up faster than it can be replenished. Sustainability requires that human activity only uses nature's resources at a rate at which they can be replenished naturally. Inherently the concept of sustainable development is intertwined with the concept of carrying capacity. Theoretically, the long-term result of environmental degradation is the inability to sustain human life. Such degradation on a global scale should imply an increase in human death rate until population falls to what the degraded environment can support If the degradation continues beyond a certain-tipping or critical threshold it would lead to eventual extinction for humanity.

Agriculture, Sustainable agriculture: Sustainable agriculture consists of environmentally-friendly methods of farming that allow the production of crops or livestock without damage to human or natural systems. It involves preventing adverse effects to soil, water, biodiversity, surrounding or downstream resources—as well as to those working or living on the farm or in neighboring areas. The concept of sustainable agriculture extends intergeneration ally, passing on a conserved or improved natural resource, biotic, and economic base rather than one which has been depleted or polluted. Elements of sustainable agriculture include perm culture, agro forestry, mixed farming, multiple cropping, and crop rotation.

Energy,Smart grid and Sustainable energy: Sustainable energy is clean and lasts for a long period of time. Unlike the fossil fuel that most of the countries are using, renewable energy only

produces little or even no pollution. The most common types of renewable energy in US are solar and wind energy; solar energy are commonly used on public parking meter, street lights and the roof of buildings. Wind power has expanded quickly, generating 12,000 MW in 2013. Most of California's fossil fuel infrastructures are sited in or near low-income communities, and have traditionally suffered the most from California's fossil fuel energy system. These communities are historically left out during the decision-making process, and often end up with dirty power plants and other dirty energy projects that poison the air and harm the area. These toxicants are major contributors to health problems in the communities. As renewable energy becomes more common, fossil fuel infrastructures are replaced by renewable, providing better social equity to these communities. Overall, and in the long run, sustainable development in the field of energy is also deemed to contribute to economic sustainability and national security of communities, thus being increasingly encouraged through investment policies.

Transportation,Sustainable transport: Transportation is a large contributor to greenhouse gas emissions. It is said that one-third of all gasses produced are due to transportation.[Some western countries are making transportation more sustainable in both long-term and short-term implementations. An example is the modifications in available transportation in Freiburg, Germany. The city has implemented extensive methods of public transportation, cycling, and walking, along with large areas where cars are not allowed.

- Improve public transit through the provision of larger coverage area in order to provide more mobility and accessibility, new technology to provide a more reliable and responsive public transportation network.
- Increase the cost of car ownership and gas taxes through increased parking fees and tolls, encouraging people to drive more fuel efficient vehicles. They can produce social equity problem, since lower people usually drive older vehicles with lower fuel efficiency. Government can use the extra revenue collected from taxes and tolls to improve the public transportation and benefit the poor community

It is evident that the economic development of any region depends on how industries have come-up and operating in that region thereby improving the per capita of the resident families of the region and hence, their social life as well. But the corporate sector establishing their business in a particular region needs to ponder beyond human resource especially, in regard to business ethics, community development and improving the quality of life of people. Corporate Social Responsibility (CSR) can be a tool for the corporations live up to such mission. Corporate Social Responsibility, in a larger domain, termed as continued ethical efforts by the corporate sector for the development and welfare of the society through the profit urn out of their business and shares the nation's responsibility of socioeconomic development. CSR activity must be an integral part of the mission of their business establishment which makes it a beautiful art of restructuring the society.

The concept of "sustainable development" was popularized as a normative goal by the World Commission on Environment and Development in their 1987 report to the General Assembly of the United Nations Our Common Future (World Commission on Environment and Development, 1987). There sustainable development was defined as a development that "meets the needs of the present without compromising the ability of future generations to meet their own needs". This definition suggests the need to balance two concerns, one having to do with present, or intra-generational needs and the other having to do with future, or inter-generational needs. In the extensive discussion and use of the concept since then, there has generally been recognition of three aspects of sustainable development:

Economic: An economically sustainable system must be able to produce goods and services on a continuing basis, to maintain manageable levels of government and external debt, and to avoid extreme sectoral imbalances which damage agricultural or industrial production.

Environmental: An environmentally sustainable system must maintain a stable resource base, avoiding over-exploitation of renewable resource systems or environmental sink functions, and depleting non-renewable resources only to the extent that investment is made in adequate substitutes. This includes maintenance of biodiversity, atmospheric stability, and other ecosystem functions not ordinarily classed as economic resources.

Social: A socially sustainable system must achieve distributional equity, adequate provision of social services including health and education, gender equity, and political accountability and participation. Defining the concepts of development and human well-being is necessary but not sufficient for agreeing upon a definition of sustainable development. Agreement on the latter proved problematic for the Working Group – just as in the world at large. While all members were willing to accept the Brundtland definition as a starting point, opinion was divided as to its interpretation. One part of the Working Group wanted to emphasis the inter-generational dimension, while the other argued for equal emphasis on both intra- and inter-generational issues. While less than precise, the Brundtland definition agrees with the intuition that, since the term sustainable means "can be continued" or "lasting", sustainable development is development that can be continued into the indefinite future. Since "sustainability" in itself has no intrinsic value (some states of development may be sustainable but hardly worth sustaining), the challenge of the concept is perhaps not so much in the word "sustainable" but in "development".

THE SOCIAL PERSPECTIVE: Advocates of sustainable development, recognize the social component of development as an important part of the new paradigm. A 'human development' approach emphasizing issues of basic needs and equity is well grounded in the history of economic theory. Anand and Sen (1996) point out that concerns for these dimensions of economic development start with the earliest economic theorists, and contrast the human development approach to the wealth maximization approach that has dominated modern economics.There is no foundational departure in making economic analysis and policy take extensive note of the demands of human development. This approach reclaims an existing heritage, rather than importing or implanting a new diversion. The interest in human development has had to compete with other priorities and pursuits within the body of mainstream economics. The preoccupation with commodity production, opulence, and financial success can also be traced in economics through several centuries.

Development Programme's series of Human Development Reports. In addition to calculating the Human Development Index which offers a different measure of development success from per capita GNP or GDP, the Human Development Reports focus each year on a different aspect of social and economic development, such as democratic governance (1993), gender inequity (1995), and poverty (1997). The concept of sustainable development raises the issue of whether present life-styles are acceptable and whether there is any reason to pass them on to the next generation. Because intergenerational equity must go hand in hand with intra-generational equity, a major restructuring of the world's income and consumption patterns may be a necessary precondition for any viable strategy of sustainable development. Development patterns that perpetuate today's inequities are neither sustainable nor worth sustaining.

Reconciling the policy dilemmas in order to achieve sustainable development with gender equality requires strong democratic spaces for deliberation, grass-roots voices and accountability mechanisms at multiple levels. Women's voices and participation in diverse forums is of critical importance, both as an issue of justice and equality because the active presence of women can put gender-specific concerns on the agenda and contribute to collective actions that are more effective in meeting the three dimensions of sustainability. Enabling women's meaningful participation, however, should not mean that women carry the sole responsibility for prioritizing gender equality concerns in sustainable development policies. All decision-makers, women and men, must take responsibility. Moving towards sustainable development and gender equality will require action at many levels by a diversity of actors and can only be achieved through democratic alliances between the state, policymakers, donors, the private and civil sectors and women and men. For such alliances to be viable, the reach and organizing power of the state are necessary. However, to ensure that the state actually delivers, civil society and social movements must have the space and mechanisms to hold decision-makers to account, which calls for renewed social contracts between the state and its people, where states fulfill their obligations, as the duty bearer, and rights holders claim and enjoy their human rights.

The real wealth of a nation is its people and the purpose of all around development is to create a healthy environment for the people to enjoy long, healthy and creative happy life. This is simple but very instrumental which is often neglected in the pursuit of modern materials and glittering wealth. A healthy, educated and skilled workforce can contribute more significantly and effectively to the socio-economic development of the country. Indian Economy has multiplied its growth rate from 3.5% to 8% which is the indicator of economic development of the country. The prime factor for this growth is investment in human capital through various level of education in India. Even though the history has also witnessed that the country who has managed persistent economic growth had increase their education and training of human beings. Infact, education plays vital role in skill development for the workforce in GDP growth that raise not only standard of quality of living but also to maintain a harmonious order in the society. Infact, education is the most powerful factor for social, economic and political transformation. As it provides utmost skill and futuristic competencies for the employment as well as social cohesion and national integrity.The philosophy of education has very rich mechanism that contains core knowledge and widening its space with the use of knowledge. **Millennium Development Goals was launched by UNO in 2000** has various goals on the sphere of human and societal development. There are many goals which have been achieved and others are yet to achieve its target. Subsequently, how to continue the grand programme and further to promote faster human sustainable development has become a major concern for the entire world. Sustainable development is the kind of development that enables everyone to benefit from economic growth and keep them in harmony with the earth for infinite period. Investment in education has improved not only HDI which is main component of growth but also achievement of MDGs. One of the MDG aims at universalisation of primary education to increase secondary and tertiary education has the key role in achievement of goals of the programme.

Trends in Education and sustainable development: If education and skill are to be seen as both enables and drivers of inclusive and sustainable development in the country. It is very important to review the experience of education within the framework of the national as well as international development agenda. The expansion in access to basic formal education has also resulted in a shift from a quantitative focus on access participation in formal education to a concern with qualitative aspects and the results of learning and their social distribution. The expansion of access to education has also resulted in the recognition of a growing demand for

higher education and subsequently increasing vocational skill development in context to youth employment. Indeed many young people and adults are currently unable to develop the skills and knowledge as per changing technologies and world of work.

Growth of Information and its changing Nature: The current development is characterized by widening inequalities observed in many countries, growing youth unemployment and the increasing concentration of the poor in middle-income countries and in fragile states, all of which are exacerbating social exclusion and undermining social cohesion. Furthermore the diversification in sources of information, the continued acceleration in the production of and circulation of knowledge, combined with the development of new information communication technology and digital media, explain the emergence of new forms of civic and political socialization and mobilization in the context of the knowledge society. The influence of new technology on the creation of knowledge is growing. Not only are the rate of production and the volume of information continuing to grow exponentially, but also becoming more diversified education system.

Quality of Education and Economic Growth: As discussed the literature on education and growth that sticks to years of educations as its measures of education at the neglect of qualitative differences in ensuring knowledge. It seems beyond doubt that one year of education does not create the same amount of acquired knowledge regardless of quality of educational system in which it take place, but delivers different increases in skills depending on the efficiency of education system, quality of education, the educational infrastructure or the curriculum. Thus rather than counting how student have sat in school, it seems crucial to focus on how much students have learned while in college when estimating the effect of education on economic growth and development. Infact, the years of education implicitly assumes that all skills and human capital formation come from formal education, yet extensive evidence on knowledge development and cognitive skills indicates that a variety of factors outside of college – family, peers and other have also direct and powerful influence on them.

Employability Challenges: Facilitating transition from Education to Work: High rate of youth unemployment have become a structural problems in many countries. This situation denies opportunities for millions of youth to make their creative contributions to the society. As well as being threat to social cohesion, the weak labour market integration of youth is a loss to development as a whole. A persistent challenge for education and skill development policies is therefore to assist youth in learning skills for successful transitions between learning and work. In many countries a key challenge is about opening up for women who are traditionally marginalized in the labour market for the huge number of young people who lack foundations skill or have completed basic education and yet have few prospects of decent work. Increasing employability requires that two dimensions be considered relating to both short and long perspectives. The first perspective refers to the capacity of graduates to seize immediate employment opportunities and to address constraints arising from the labour market. The second is the capacity to stay in employment and to move on in the work place and more broadly in lifelong learning. A greater emphasis should be placed on knowing how to use the tools for navigating in the world of work and seeking further learning. This means that education policies and programme must be build on the basis of a careful analysis of the needs and aspiration of the individuals enterprises and societies in question and those they must be owned by all relevant stakeholders.

Education and Social Equality and Stability: There are two different perspectives on education; one perspective views education as human capital development for economic growth

and the other views it as a mechanism for social equality. In most societies, education is widely seen as one of the fundamental instrument for creating equal opportunity. However, in many developing and in some developed countries, a persistent problem of unequal access to quality education exists. This disparity commonly appears in two categories; based on gender and socio-economic status. Increasingly globalized markets and intensified global competition requires nations to be able to leverage all available human resources. Existing evidence shows that countries tolerating a high level of gender inequality in the labour force and in education are sacrificing their competitiveness and productivity. When an economy dismisses 50% of its population, it is difficult to grow and compete with other economies that are optimally utilizing all of their human resources. Discriminatory practice in the labour market harm both national economic interests and human development prospects. Therefore, gender inequality is more than a social injustice issue; it is detrimental to countries' economic growth. Inequality and poverty engender inherent disadvantages. While education systems alone cannot eliminate social and economic disadvantages, they can either increase or decrease their impacts. A sustained long term growth requires government to ensure all segment of the population have equitable access to quality education. A properly resourced education system, with an adequate number of qualified teachers can be a positive force toward creating an equitable society while accumulating an educated skilled labour force for economic growth and good governance in the country.The linkage between the role of education and violent domestic conflict has not received much attention, because it is difficult to isolate the contribution of education relative to other driving factors that fuel instability. However, the existing evidence has shown that educational inequalities significantly heightened the risk of conflict. Inequality in educational opportunity is often concomitant with deeper social inequalities and injustice. Additionally, perceptions of unfairness related to education can be a powerful source of grievance. Such disparities in social, economic and political arenas also tend to overlap with ethnic, religious and sub-religion fault lines. Imposition of a national language as the primary instructional language creates strong resentment from the other groups; a segregated education system perpetuates separate identity. The lack of centralized education can contribute to wide variation in inequality of instruction and learning. This condition undermines prospects for achieving socio-economic parity. Therefore, the national and provincial education policies surrounding public education must be well thought through, especially in post conflict environments. Equalisation of opportunity is more important when all the children get similar facilities for education irrespective of caste, creed, colour and income etc. Then merit alone reflects though other factors may also influence the performance of a child. Education determines the quantum and pace of GNP. Studies of western countries confirm that Human capital rather than physical capital is more important in determining the rate of economic development creating more productive labour force with skill and knowledge as well as providing income earning opportunities and creation of educated manpower with modern attitudes and scientific temperaments.

After the Second World War, the main thrust of the nations, was to concentrate on economics development. The race for development started globally. Some nations remained successful in their mission while other is lagging behind. But they have also been carrying on their development ethos under the needs and compulsion. This race of development insisted upon poverty alleviation among the development country as their poverty ratios were aggravating, on the one hand, the other development country found engaged in improvement in their well being by way of mass consumption efforts. Consequently, the depletion of natural capital started in various dimension in the world. During the mid-seventies the sustainability aspects in development were realized among the western world and to more emphatically since 1987 when the world Commission on Environment and Development and poverty paper examines conceptually the sustainability aspects of development flits its need.

POVERTY AND SUSTAINABILITY: What does the literature on sustainable development have to say about poverty? Directly it say little, but in the Bruntland definition, there is an implicit recognition of the issues of equity within and across generations. Intergeneration equity arises because we want to meet the needs of the present. Any reasonable definition of such needs must include the elimination of 'pronounced deprivation in well-being' which is the World Bank's definition of poverty in its 2000 Development Report. Intergenerational equity refers to the needs of future generations and again on one would disagree with the view that this requires the elimination of poverty. One can ask why we should focus on poverty, rather than equity in a wider sense. No one has really provided a serious analysis of this but there are two possible reasons. One is the there is a clear point at which we can define pronounced deprivation as measured, say, in access to resources. The use of a dollar a day serves this purpose and is based on some definition of what is needed to meet basic necessities. Although this has some superficial appeal, in my view the cut-off remains arbitrary and one could argue, with some persuasion that welfare increases gradually and continuously as consumption rises above the poverty line and falls gradually and continuously as consumption falls below it. The other, more likely reason is that politically it is more general sense, even if the latter is a better guide to social welfare. Economics Development Should Help Reduce Poverty and improve the Environment: There is a strand of literature (Grossman and Krueger, 1991, World Bank, 1992, Barbier, 1997,) which suggests that the relationship between GDP and the quality of the environment critical value of per capita GDP has been reached. This critical value varies with the pollutant and indeed for some pollutants such as VOCs there is no "turning point". In fact the evidence foe such a relationship is mixed with some studies even showing an inverted "U" curve (Stem et al, 1996). Unfortunately such a sanguine view is inappropriate and misleading from a policy viewpoint. First some of the environmental degradation being observed, and sometimes being caused by extreme poverty, is irreversible and will never be recovered. Second what is a long-term time series relationship is being inferred from cross section inter country data? There is no reason why a particular country should follow the path characterized by a cross section of countries. Indeed the aim should be to follow a policy based on a comparison of domestic costs and benefits of different potions, taking account of their impacts on all aspects of welfare, including poverty/inequality, environment quality GDP and other indicators such as these used by the UNDP in its Human Development Reports. Although the Kuznets curve is a useful empirical regularity, its existence is of little relevance in determining such as a set of policies.

Thus far the discussion has been on poverty and its linkages with sustainable development, especially through the maintenance of national capital. We have noted first that indicators of sustainable development have to take account of all types of assets, including natural, human and social capital as well physical capital. It is the sum total of these different forms, that has to be not-decreasing if development is to be judged as sustainable. Second we observe that societies that maintain or increase the level of output as measured by GDP are also societies that reduce the levels of poverty. From these two observations it is not unreasonable to conclude that development will be consistent with the long term elimination of poverty if it is carried out in a way that ensures an adequate intergenerational transfer of all forms of capital including natural capital the latter is particularly important in areas where it is uneasily substituted for by other forms' such as human or physical capital.

More specifically we have noted that there are linkages between what happens to the stock of natural capital and poverty. These are not simple and some of the more commonly held views are not proven in particular the poor are not necessarily more damaging to their environment than the better or not is there any support for the view that an increase in poverty always causes an increase in environmental degradation iv poverty, Sustainability and stiglitz's Strategy for development: set us now turn to the vision for development that stiglitz articulated in his Prebisch lecture from a

wide ranging review of development strategies over the last 50 years, he derives a number of recommendations perhaps the most important idea is that we need to pay more attention to culture and institutional development, with a focus on the individual, the family and community in addition, of course to the public and private sectors of the economy. As technological and economic changes unfold, they have impacts on the different stakeholders. It is imperative that these groups have a say in the way in which society responds to these changes: ownership and inclusion and consensus and social capital are the key words. This is a departure from the more conventional economics views of development, which have focused on the roles of the public and private sector and efficiency in the allocation of resources and have had little to say on these topics. Guidelines for Evaluating Policies and Programmes with respect to Natural capital and poverty: many important decisions regarding economics development are taken without paying enough attention to their implications for indicators of poverty or the state of the natural environment. Although this is changing the capacity of developing countries to undertake such assessment is limited. Furthermore integrated systems of assessment that look at both environment and poverty issues are very rare. It is true that development agencies have developed considerable resources to ensuring major environmentally sensitive investment programmes are scrutinized over their environment impacts and (increasingly) their social impacts. But it is not only such programmes that have implications for poverty and natural capital. So do policies in the areas of tread liberalization structural adjustment and privatization: perhaps even more so. We need to develop tool of analysis that are simple and robust and that took such polices in terms impacts on indicators of sustainability and poverty. Furthermore such analysis should feedback into the design of the policies. We are a long way from achieving these goals.

In the design of policy the tendency has been to look for win-win solutions. This is natural-policy makers want to please all parties and avoid having to make hard choices. But we cannot hope to cover all relevant options is this way. There are simply too many situations where there are trade-offs. For example a conservation programme may improve the stock of environment capital but at a cost in terms of some environment damage and/or increased unemployment. The traditional methods of analysis of such trade-offs have been social benefit-cost and multi-criteria analysis. They should continue to be used but they need to be strengthened, especially in the way that poverty and natural resource impacts are assessed both guidance of how environment policies can be made pro-poor how what poverty reduction strategies can be made pro-environment and how macroeconomics policies can be made more sensitive of both sets concerns. The poverty dimension in such deliberations has had a relatively small role but there too, countries are beginning to evaluate options with respects to their social implications including several that impinge. For example work on the Clean Development Mechanism (Which permits reeducations in greenhouse gases in a development countries to be credited to a development country in exchange for support in making the reductions) in developing guidelines for assessing projects, taking account of the broader social and poverty impacts (Markandya, 1988). This kind of assessment can and should be extended to other international environment problems.

METHODOLOGY (Data Collection): The study requires primary and secondary data. For a thorough investigation, structured schedules containing aspects of multifarious facets of the subject of enquiry were prepared and administered in consultation with the Research Guide and other Experts in the subject area. A comprehensive review of relevant literature including books, articles, news reports and other published and unpublished documents serve as sources of secondary data.

Analysis: A study on the corporate social responsibility is multidimensional requiring a comprehensive approach. Analytical tools specific to those aspects were improvised and employed in the present study, apart from the conventional statistical and analytical tools that are

appropriately applicable to the nature of the data collected and conforming to the stated objectives of the study.

Issues to undertake in India: There are several issues that are crying to get an attention from the government agencies, if not some of corporate sector and / or Non-Governmental Organizations. But the important issues in regard to the sustainable socioeconomic development are education and poverty. Even Dr. A P J Abdul Kalam, honorable Ex-president of India showed his utmost concern on eradication of poverty in his vision document India 2020. There is a direct link between the education and the poverty; and hence, the education is also a critical area to be attended; more precisely, elementary education and that too in the rural part of the country. No doubt, few corporations in India are operating in some of these areas & are doing an appreciable job but a rationalization of CSR activities is badly needed in the country.Maharashtra is considered to be a developed state of India and the per capita income, literacy, human development index, etc. is fair as compared to other states. It could be the result of more urbanization in the state; but the dark side of the same can be very well persisted in its rural parts. One such region is Vidarbha and its most backward areas of the districts of Nagpur Garhchiroli, Chandrapur, Yavatmal, Wardha, and Bhandara. Out of these districts, Gadchiroli, Yavatmal, Amravati, Nagpur, Chandrapur, Bhandara has major population of Scheduled Caste, Scheduled Tribe and Economically Backward class. The same holds good for other developed and undeveloped states of the country. Government, state as well as central or through the NGO, has undertaken many initiatives to improve the socioeconomic status of the rural parts of the country and improving the life of the habitants; but more and effective efforts need to be taken to get the results. Apart from the government agency's role, these issues can be addressed through the corporate sector.

1. Indian agriculture suffer from a mismatch between food crops and cash crops, low yields per hectaresexcept for wheat, volatility in production and wide disparities of productivity over regions and crops. The domestic production of pulses and oilseeds are still below the domestic requirements and India imports pulses and edible oils to satisfy domestic demands.
2. Further, a distinct bias in agricultural price support policies in favor of rice and wheat has distorted cropping pattern and input usage.
3. Food Management is inefficient with unsustainable level of food subsidies imposing heavy burden on Government finance. The rural economy and the private sector severely lack the base infrastructure to build sufficient buffer stocks, and country remain vulnerable to weather stocks. The rural credit is one of the most concerned areas. The credit deposit ratio (CDR) in rural areas for public and private sector banks was substantially low as compared to urban and metropolitan areas.
4. The commercial banks have grossly neglected rural sector. The share of agriculture advance of RRBs has been stagnant at around 8% while they have more than 14000 branches. Narrow banking by many RRBs has very much defeated the purpose of their creation.
5. Protection accorded to industry and over-valued exchange rate constitutes an indirect and implicit tax over agriculture. Keeping domestic prices below world prices gave negative protection to agriculture and it was another form of taxation. In this way, agriculture and poor agriculturists had to bear the brunt of generating resources of industry, when the sector itself was ailing. Indian agriculture and hence rural India has always been betrayed in the past, but kept alive by occasional injections of technologies, subsidies and sops.

SUGGESTIONS: Over the past few years, liberalization has meant the withdrawal of several subsidies from the farming sector resulting in a sharp increase in the cost of fertilizers and seeds coupled with power hikes.Liberalization and Globalization are the process of elimination of unfair treatment at the national and the international level. The protection must go. But a State cannot forget its basic duty to protect the common man. The protection cannot be withdrawn without the creation of proper infrastructure and investment. The subsidies must be withdrawn in proportion to the investment. "There cannot be one drug for all the diseases". Liberalization may be panacea of one, may not be for all.The rural credit system can be streamlined by the following measures:

1. Self-Help Groups must be encouraged for banking in the rural areas.
2. The rural banks must relinquish Narrow Banking and must resort to Universal Banking.
3. Even Narasimha Committee suggested consolidation of rural branches of commercial banks into banking entities.
4. There should be separate prudential norms for rural banking.
5. It should be possible to devise a model in which the resources of commercial banks are available for rural lending, which would be carried out through specialized banks operating only in rural areas. The main commercial banks can buyout rural loan portfolios of these rural banks.

Measures to Improve Agriculture:

1. India's agricultural policy should continue to be "grain-oriented", supplemented by pulses and oil seeds.
2. Seed Act must be introduced which lays down stringent punishment to those who sell spurious seeds/fertilizers.
3. A more comprehensive and farmer-friendly crop insurance policy should be formulated.
4. 'Food for Work' programmes should be modified. It should be restricted to construction of permanent structures, to stop diversion of grains in the name of short-term fictitious projects.
5. Investments can be made through credit-enabled private investment and enhance public investment. For this fiscal instruments to boost investment in agriculture would be needed. The Budget has indicated that (1) nothing substantial has
been done to solve the problems of climate aberrations and land degradation. The concept of scientific farming is still missing; (2) the suggestions given by the National Commission on Farmers for Agricultural Renewal was given lesser attention;(3) the issues of market reforms and market infrastructure are neglected;(4) no additional protection from import had been provided to cultivators of raw cotton;(5) the Budget has reduced allocation for food subsidies by Rs.2000 crores

   instead of extending coverage of the Public Distribution System;(6) the current agricultural growth rate at 2.3% is far below the tenth plan target of 4%. Food grainoutput continues to grow at dismal rate.
6. The rural credit system must be revamped .The functioning of RRBs and \co-operative banks must be streamlined. A comprehensive rural credit delivery system should be involved. The Kisan Credit Card (KCC) suffers from adhocism. It should further be simplified.
7. Nothing has been done on long-term basis to solve the age-old flood problems in Bihar and other eastern states. The main cause of flood in North Bihar is the heavy rainfall in Nepal. The rainwater enters Bihar through Gandak, Koshi and Adhawara groups of rivers. We must take immediate measures to control the rain waters.

8. The irrigation facility is only confined to food-grains area. It is almost absent in the dry land areas. This frustrates crop diversification. The existing Accelerated Irrigation Benefit Programme(AIBP) should be restructured and there should be a spatial growth of Irrigation system. For this, both private and foreign investment should be invited.
9. Even though the horizontal productivity has been increased to a very large extend but the vertical productively has been thoroughly neglected.
10. The cropping pattern is more or less static not only because of direct neglect of the same by the agricultural policy formulators but also because of the failures of various responsible institutions to change the rigid socio-psycho perspective of farmers.
11. Introduction of rational and market mechanism is indispensable for the sustained growth of Indian farmers. For this, the subsidy provisions should be minimized and the same financial resource could be utilized to increase the investments.

The study reveals that even after the impressive growth rate of the country and state as well, the benefits of economic development have not been infiltrated into the rural part of the state. The suicides of farmers in the Vidarbha region of Maharashtra indicate that the Government has not been able to or bothered to understand the problems of agriculture. The average growth rate for the first 4 year of the tenth plan period i.e., up to 2005-06 has remained at the pathetic 1.5%. This statistics is enough to tell that the aim of raising the agricultural growth rate to 4% remains a utopian one. The community such as Scheduled Caste & Scheduled Tribe is still behind in many aspects of getting basic facilities. It is also evident that political and bureaucratic will both are essential and necessary to bring positive socioeconomic development of the underdeveloped region and community sector. Besides the government effort, Corporate Social Responsibility can be a very good tool to enhance the socioeconomic parameters of the region provided comprehensive and coherent work management.Remember, a mobile cannot be eaten and only cereals can be eaten. Gold cannot be eaten; cars cannot be digested. Nothing can transcend the physical need of hunger. A starved person never sees relations, humanity, culture tradition; he only sees his empty stomach. Not beyond it. And cannot be beyond it. If this is persistently neglected then Kalahandi may convert into Rwanda and Burundi

The present millennium of human civilization demands more integrated, holistic and universal approach to solve all the socio-economic and politico-administrative issues. To make India resurgent and super power of 21st century, we need a wide network of viable, practical and quality higher education. A system that can play its effective role for speedy economic growth, value based and committed bureaucracy, patriotic politics, accountable and fast moving judiciary, highly qualified technocrats, equitable and gender sensitive society. For this the following suggestions are being given for remedial measures on the sphere of education:- The challenges of globalization which is in line with the era of information economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. The development of human capital is very important and necessary since it drives the nation to envision vision and mission. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from quality education process. A carefully designed and well planned education is critical to developing country such as human capital. There is also a need to develop more responsive education policy that include greater diversification and flexibility and that allow for the adaptation of skill supply to rapidly changing needs and ensure that individuals are better equipped. This should also include increasing the capacity of education and skill development system to identify human training and infrastructure. International cooperation should become an important feature for knowledge sharing and enhancing capacities in anticipating changes. The importance of education as a driving force in economic development has been realized very lately. Since the theoretical and empirical evidence

suggest that qualitative as well as quantitative education is the biggest contributor of economic growth. So there should be qualitative and quantitative education system in India. The quality of teachers should be improved and movement to more incentives system of rewards for good teachers and healthy competition amount teachers and students among schools with constructive autonomy of local decision be allowed. Strong accountability system that accurately measures student performance should be adopted. Innovations especially in the field of small and medium enterprises should be encouraged. There is also need for more effective synergy between industry government, the education system, research and development environment and stakeholders. The education department should get more funding from the government, gradually moving to teach some 6-8% of GDP, in tune with rapid economic growth as well as private participation should be encouraged for access and equity. The increase in investment in education will ensure expansion of existing institution and creation of new infrastructure for speedy growth and development in country.

This paper has discussed the linkages between poverty and environment and how ther are relevant to the broader goals of economics development. From the first part, we see two questions: does poverty damages the environment and does environment degradation hurt the poor? There are many versions of each that have been looked at in the paper, but at the cost of some loss of accuracy, the broad answer of the first question is 'no' and the answer to the second is 'yes'. Of course there are complex issues and these simple answers will not always hold but the htrust is in that direction.The implications for policy then become clearer. Alleviating poverty will not necessarily help reduce environment pressures and indeed may increase them.

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