

By

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UNIT -IV

DISASTER MANAGEMENT

THE CUDDALORE EXPERIENCE (TEXT BOOK)

Objectives of the Lesson

- ✓ To comprehend the magnitude of tsunami and its consequences in Cuddalore
- ✓ To know about the crisis management/disaster management
- ✓ To inspire to take up the social responsibility during nature's fury
- ✓ To extend support during natural calamities
- ✓ To understand the role of rescue and relief operations
- ✓ To train how to open relief operations and restore civic amenities
- ✓ To know about facilities like health, agriculture and orphaned children
- ✓ To train students for Reading comprehension
- ✓ To give this essay a model on Report writing
- ✓ To foster speaking skills through role plays

Assignment Questions and Answers

1. Immediately after the tsunami struck Cuddalore, what were some of the first tasks the administration had to do?

Ans: Cuddalore is a district in Tamilnadu. It has always been prone to natural disasters of one or the other kind. It is also one of the most backward districts of Tamilnadu in terms of social indicators, frequent occurrence of disasters. These calamities and social backwardness of the place were major setbacks and it also results in the inability to cope using its resources. The tsunami experience of 26th December, 2004 was like no other. The magnitude of the loss was huge and terrible.

In the process of managing the situation, the first and foremost step in disaster management was that of rescue and relief operations. This task becomes a tough one as the sudden tragedy of this magnitude was unexpected. The tsunami struck it on Sunday morning following Christmas. The holiday season added further to the difficulty to organize relief operations. Hospitals had to be made ready for the injured and special care for the bereaved had to be given. One of the first things they made it was public announcement system which streamlines the operations and in reducing confusion in hospitals. Public information systems were set up to give available information.

Their next job was to mobilize food and water for nearly 24,000 people who became homeless. Though a gargantuan task, they did it with the help of volunteers. Rice was taken out from ration shops while various philanthropic organizations pitched in to get it cooked.

In the meantime, the administration had the onerous task of disposing dead bodies. Mass burial was the only solution to avoid the epidemics. For this, lot of persuasion was done by the officials on 27th December. All the bodies were photographed individually before burial for future identification.

One of the initial steps in this process is to set up relief centers. Though there were cyclone shelters in most of the villages, the villagers had fled from coastal areas to the interiors of the district in panic. About thirty-five relief camps were set up were housed in the wedding halls of the district. This massive task was done with a good coordination between authorities and voluntary sector. The Tracking system used there was not only of great help but also report to the control room for the meal arrangements. To maintain tidiness, sanitary workers were also appointed and their job was constantly monitored. Medical camps were set up and a team of doctors visit once every day to provide medication.

The cooked food brought by the volunteers was regularly monitored as the food brought was spoiled in some places during transportation due to heat. With the help of few agencies, Sintex tanks were also set up in relief camps. People who exhibited leadership qualities were given mobiles for faster communication.

These are some of the first and foremost steps taken up by the disaster management team of Cuddalore.

2. What steps did the administration take to ensure that potable water was available?

Ans: Besides, managing rescue and relief operations they also worked for restoration of civic amenities such as power and water supply in the villages. They also got the assistance of police. Intensive police patrolling was introduced to prevent thefts and other untoward incidents.

Providing water has become a major priority for them. The water from all the sources was tested with the assistance from voluntary agencies and was found potable in all but one source. With the destruction of tsunami the drinking water sources became saline. With the support NGO's, they set up three desalination plants based on reverse osmosis in this area. The continuous help from NGO's helped them to keep to their commitments for maintenance of the desalination units.

This apart, 107 shallow bore-wells were dug in other places to facilitate regular supply of water. All the temporary shelters were provided with pipelines of water supply. Thus, the above steps were taken up by the administration to ensure the potable water was available to the people who were in need.

3. What were the means used to establish contact between the control rooms and the field staff?

Ans: The disaster management team used every possible means to establish communication between control rooms and the field staff. Control rooms were set up in all the worst affected areas to coordinate the efforts of the field staff and to monitor the relief operations. In this process, HAM Radio operators helped to some extent to the teams. Another priority task was to equip the top officials with mobile phones some of them were lent and the others were rented for this purpose. The above means of communication eased their channels and helped them to no end in tackling SOS calls. The ways and means were taken up by the administration to have communication between control rooms and the field staff.

4. How was the distribution of clothes and medicines that poured in for the tsunami victims handled?

Ans: Soon after the disaster the team acted timely and made rescue, relief operations. They also restored civic amenities like power and water beside mass cleaning and providing food

supply. In addition to these, they deftly handled the operation of providing relief materials to all the people. They had to have a smooth system to ensure the fair distribution and it went as expected. The first thing they did was to computerize the inventory with the assistance of two volunteers who had come from Bangalore. They computerized all the relief materials poured in for this purpose. This made it easy to track the materials. The team was also in a position to ascertain the requirement of various goods and quantify the need. These lists were circulated to the donors so that they were made aware of what was needed and not. The immediate positive result was, old clothes which were in excess causing problem were stopped coming with the circulation of these lists to the coordinating agencies. Doctors and medicines were also channelised through the department of health in equitable distribution in all the needy areas.

Acknowledgements were given to all the donors to ensure their accountability. There were others who would like to visit these villages and distribute things. It was not allowed as it creates a problem. The team identified which village needs what and distribution was also made accordingly. The cooperation of the police was sought. Coupon system was also introduced to prevent any untoward incidents with comparisons of the materials in relief camps. Though it was a difficult task, with good coordination the team was able to distribute clothes and medicines for the tsunami victims.

5. What was some of the work done by the medical teams formed as part of the disaster management efforts in Cuddalore?

Ans: The department of the health rendered selfless and responsible services in the crisis. They responded quickly to this great disaster and put in their best efforts. Twenty-three teams comprising of both government and private doctors were mobilized for medical camps. Initially the camps were set up in the relief camps, but they were shifted to the villages.

Some of the figures of the operations carried out in the health sector were:

1. 80,117 people were given medical attention.
2. 437 people were treated as in-patients.
3. 9,373 doses of vaccines were given (measles and polio)
4. 17,000 typhoid vaccines were mobilized through the voluntary sector.

This apart, the team with the help of department of health organized some counseling sessions for mentally traumatized. In the first few days, the Red Cross society's volunteers assisted the team in identifying people who were in need of the counseling. A group of individuals was also

given training to continue this counseling process. A temporary camp was also set up in one of the villages for this purpose.

6. After reading the account, do you think Cuddalore's district Administration did a commendable job? Give reasons for your answer.

(OR)

Give a detailed account of the admirable job of the disaster management team in Cuddalore?

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Rescue and relief operations:

In the process of managing the situation, the first and foremost step in disaster management was that of rescue and relief operations. The tsunami struck it on Sunday morning following Christmas. The holiday season added further to the difficulty to organize relief operations. Hospitals had to be made ready for the injured and special care for the bereaved had to be given. One of the first things they made it was public announcement system which streamlines the operations and in reducing confusion in hospitals.

Their next job was to mobilize food and water for nearly 24,000 people who became homeless. Though a gargantuan task, they did it with the help of volunteers. Rice was taken out from ration shops while various philanthropic organizations pitched in to get it cooked. Mass burial, though onerous task, was the only solution to avoid the epidemics. For this, lot of persuasion was done by the officials on 27th December.

Relief centers:

One of the initial steps in this process was to set up relief centers. About thirty-five relief camps were set up were housed in the wedding halls of the district. This massive task was done with a good coordination between authorities and voluntary sector. The Tracking system used there was not only of great help but also report to the control room for the meal arrangements. Medical

camps were set up and a team of doctors visit once every day to provide medication. The cooked food brought by the volunteers was regularly monitored as the food brought was spoiled in some places during transportation due to heat. With the help of few agencies, Sintex tanks were also set up in relief camps. People who exhibited leadership qualities were given mobiles for faster communication.

Restoration of civic amenities:

They also worked for restoration of civic amenities such as power and water supply in the villages. They also got the assistance of police. Intensive police patrolling was introduced to prevent thefts and other untoward incidents.

Providing water has become a major priority for them. The water from all the sources was tested with the assistance from voluntary agencies and was found potable in all but one source. With the destruction of tsunami the drinking water sources became saline. With the support NGO's, they set up three desalination plants based on reverse osmosis in this area. The continuous help from NGO's helped them to keep to their commitments for maintenance of the desalination units. This apart, 107 shallow bore-wells were dug in other places to facilitate regular supply of water. All the temporary shelters were provided with pipelines of water supply.

Communication:

The team took every step to have continuous flow of communication. Control rooms were established in the three worst effected areas to coordinate the efforts of the field staff and to monitor the relief operations. To some extent, HAM Radio operators helped in this job. Top officials were also provided with mobiles. Thus, communication was made easy with the help of control rooms, HAM Radio operators and mobile phones.

Mss Cleaning:

It was an essential task and the local NSS and NYK volunteers helped in clearing dead bodies and carcasses not to spread epidemics. The World Health Organization warned that more people would die of epidemics rather than by tsunami. The team acted soon and disinfected the relief centers and villages using bleaching powder, lime and phenyl which were made available in huge quantities.

Community kitchen:

Besides these, the team was able to arrange community kitchens to thousands of people. It mobilised huge quantities of vegetables, fuel and other provisions at short notices. About 7,085 people were fed in 23 community kitchens across the district for a month. This process was systematized to ensure uninterrupted food supply.

Handling relief materials:

These lists were circulated to the donors so that they were made aware of what was needed and not. The immediate positive result was, old clothes which were in excess causing problem were stopped coming with the circulation of these lists to the coordinating agencies. Doctors and medicines were also channelised through the department of health in equitable distribution in all the needy areas.

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Health:

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Agriculture:

There was a huge loss in terms of agricultural sector, about 517.7 hectares of land was rendered saline. Mobile testing centers estimated the salinity of ninety centimeters to one metre depth and told that the reclamation process would take 5 to 7 years of normal rain fall. Consequently, the administration mooted an enhanced compensation package for the farmers. The help of eco-

friendly technologies help was sought to guide farmers not to use excess water and to facilitate faster reclamation.

Animal Husbandry:

This took its toll on animals too and great number of them was killed. Fast disposal of carcasses was their topmost priority. Further, forty two tons of fodder was mobilised for the stranded cattle. Some 20,109 animals were vaccinated. Every possible step like providing relief cheques and insurance for cattle was taken up by the administration.

Children:

The next challenge in this process was to attend the traumatized children. On pilot basis, a children park was built which became a huge success and it was followed by the setting up of 65 children parks in coastal areas.

To help the traumatized children, the best healer play therapy was implemented. With the help of Universities such as Bangalore University, play therapy sessions were held in different villages and schools. These steps had tremendous impact on the children.

The home opened by government for tsunami orphans received special attention. All the children were provided basic amenities and comforts with the support of various donors. Even today, every trip is organized at every weekend. This home also prevents child trafficking and other forms of abuse. The schools were reopened and provided all the facilities for their education.

Shelter:

A large number of temporary shelters were put up on war foot basis with the help of volunteers and Rural Development Department. The relief centers were also closed down to restore normalcy and send them back to their villages. As per need, these shelters were continuously improved. The sanitation needs of the rehabilitated were met with the help of voluntary agencies. Cuddalore was applauded everywhere for the way it carried out its relief operations.

Conclusion:

Disaster both natural and man made expose the most vulnerable sections of society to grave danger. It is believed that the worst effected party of the natural disasters was the poor. The poor sections of the society who would live invariably in low-lying area were the first ones to get

inundated by floods. Though the damages caused by floods is not of the magnitude of a tsunami, the more recurrent nature of the damage that it costs are much more than when a tsunami hits once in a hundred years. The interesting part is human philanthropy should not limit itself only to such dramatic disasters or but also to extend help to undramatic one like floods, which is as much a disaster as this one was.

Fill in the Blanks for Objective Exam

1. The tragic tsunami experience of 26th of Dec, 2004 in Cuddalore took the lives of over 97,000 and thousands became homeless.
2. The tsunami struck on a Sunday morning following Christmas.
3. One of the first things they arranged to avoid confusion in hospitals is Public announcement system.
4. The mass burial was an important for two reasons: for controlling the outbreak of diseases and for ensuring faster and smoother relief operations.
5. Around 35 relief camp centers opened for refugees.
6. With the help of few agencies, they were able to set up Sintex tanks in all relief centers.
7. The tsunami had rendered the drinking water saline.
8. With the support of NGO's three desalination plants based on reverse osmosis were set up in this area.
9. 107 shallow bore wells were dug in other places to facilitate regular supply of water.
10. Communication was made easy with help of control rooms, HAM Radio operators and mobile phones.
11. The area near the coast had been reduced to rubbles in most villages and 51 habitations bore the burnt of the ravaging sea waves.
12. The local assistance of NSS and NYK volunteers helped in clearing dead bodies and carcasses not to spread epidemics.
13. The World Health Organization warned that more people would die of epidemics rather than by tsunami.
14. The Dept. of health rendered yeoman's service in this crisis.
15. 23 teams comprising of govt. and private doctors were mobilized for medical camps.
16. Red Cross Society's volunteers helped to identify people who were in need of counseling.

17. Mobile testing centers which estimated the salinity of ninety centimeters to one metre depth and that the reclamation process would take 5 to 7 years of normal rain fall.
18. To help the traumatized children, the best healer play therapy was implemented.
19. On pilot basis, a children park was built which became a huge success and it was followed by the setting up of 65 children parks in coastal areas.
20. With the help of Universities such as Bangalore University, play therapy sessions were held in different villages and schools.
21. The poor sections of the society who live invariably in low-lying area were the first ones to get inundated by floods.

Dr. AMARTYA KUMAR SEN (Non-Detailed)

Objectives of the Lesson

- ❖ To understand the biographical sketch of Dr. Amartya kumar Sen
- ❖ To motivate the youth towards scientific developments
- ❖ To inspire young minds how Amarthya is an epitome of determination, dedication, diligence, communal harmony and simplicity.
- ❖ To introduce all the honours and awards conferred on this Nobel laureate for his extraordinary contributions to Economics in 1998
- ❖ To kindle young minds on how Amarthya brought name and fame to India globally.

Assignment Questions

1. When did Amartya form and develop his educational attitude and orientation?

Ans: Amarthya's formal education began in St.George's high school, Dhaka (Now in Bangladesh). His educational attitudes were formed in Tagore's school, 'Shantiniketan'. Right from his childhood, he decided to become a teacher and researcher of some sort and it remained with him till his growing years. During his younger years he had shown great interest in Sanskrit, Maths and Physics. But soon he settled down for "Eccentric charms of Economics"

2. How does Amartya Sen describe economics?

Ans: Amarthya described it as "the Eccentric charms of Economics"

3. What did Amartya learn from the death of Kader mia in Dacca?

Ans: During his teenage in the mid 1940's, Amartya had experienced a shift from a united Indian people to sectarian society of Hindu, Muslim or Sikh communities. Besides these, an earlier incident in his young age became the basis for his research and analysis in Economics. One afternoon in Dhaka, a man named Kader Miya came for a meager payment job was knifed in a largely Hindu dominated area. When Amarthya's father was rushing him to hospital he kept saying that though his wife warned him he came there to feed his family. The penalty of that Economic uncertainty turned out to be his death, which took place in hospital later. This experience devastated Amarthya and suddenly realized that the dangers of narrowly defined identities and also of divisiveness that could be buried in communication politics. He also came to know a remarkable fact that economic uncertainty, in the form of extreme poverty, could make a person a helpless prey to the violation of other kinds of freedom. Amarthya thought that Khader Mia need not have come to a hostile area in search of a meager income in troubled times if his family could have managed without it.

4. How did Calcutta's presidency college influence collegian Amartya?

Ans: Soon after joining Presidency College, Amartya formed an attitude on cultural identity including an understanding of its inescapable plurality. He was determined to face the competing loyalties of rival political attitudes like the possible conflicts between substantive equity on the one hand, and universal tolerance on the other hand. His intellectual horizon was radically broadened by the educational excellence of the Presidency College. He was mentored by great minds like Bhabutosh Datta, Tapas Majumdar and Dinesh Bhattacharya. During this time he had a very close association with some history students such as Barun De, Partha Gupta and Benoy Chandreru. This group was led by an encouraging teacher Sushobhan Sarkar.

Presidency College was quite active politically. Though Amartya was not interested to join any political wing, the quality of sympathy and egalitarian commitment of the 'left' appealed him so greatly. It also resulted in running evening schools for illiterate rural children in the neighbouring villages, which he felt was direly needed for systematic political broadening and social enlargement of the society.

5. What aspect of Bengal famine struck Amartya?

Ans: Amartya Sen studied at Presidency College from 1951 to 1953. The memory of Bengal famine of 1943 in which two to three million people had died was still fresh in his memory. He was particularly got struck by the famine's class-dependent character. No one in his school or friends had experienced slightest problem during the entire famine. It was a not a famine that afflicted even lower middle-class, only people much further down the economic ladder, such as landless rural labourers were affected.

6. Why did Amartya go to Cambridge in 1953?

Ans: Amartya Sen went to Cambridge in 1953 to study in Trinity College. Though he finished his B.A from Calcutta University with Economics major and Mathematics minor, he enrolled in Cambridge for another B.A. in pure Economics, which he completed quickly in two years.

7. How did Amartya utilize his PHD thesis before the time of its submission?

Ans: Amartya became professor when he was hardly 23. It caused a predictable protest in Jadavpur University. He was considered as has been just snatched from the cradle. During this time, Amartya's Ph.D thesis was in its final stages. There was a rule to submit the thesis only after a period of 3 years which was prevalent. Because of it, he submitted it for a competitive prize fellowship at Trinity college. He got elected to it and went back to Cambridge. Since it gave him four years of freedom to do (whatever the particular researcher liked and no questions asked), Amartya decided to study philosophy during that period. He later shown great interest in Philosophy not just it is closely related to Philosophical disciplines but also he found philosophical studies very rewarding on their own. It also gave him an opportunity to work with great philosophers like John Ravels, Issaih Thomas Scanion, Robert Dworkin, Benard Williams, Derek Parfit, Robert Nozick and others.

8. How useful was his stint in Delhi during the period 1963 to 1971?

Ans: Amathya sen decided to leave Cambridge and went to Delhi as a professor of Economics at the Delhi School of Economics. He taught in Delhi till 1971, a period he considered the most intellectually challenging in his academic life. Amartya was able to make the school a preeminent center of excellence with the help of the eminent economist and head of the department K.N.Ray. During his stint at the Delhi school, Amartya plunged himself full steam into the social choice theory because of the dynamic intellectual atmosphere of the Delhi university.

9. How did he relate the pure theory of social choice to more practical problems?

Ans: Amartya gradually shifted his interests from pure theory of social choice to more 'practical' problems. The development of the pure theory of social choice with an expanded information base was very crucial to assess poverty, to evaluate inequality, to clarify the nature of relative deprivation, to develop distribution – adjusted national income measures, to clarify the penalty of unemployment, to analyse violations of personal liberties and basic rights and to characterise gender disparities and women's relative disadvantage. The results were published in journals in the 1970's and early 1980s. Later, they were compiled together in two collections of articles, namely, Choice, Welfare, Measurement; Resources, Values and Development, published respectively 1982 and 1984.

10. In America in 1985 what was Amartya involved in?

Ans: In 1985, Amartya shifted to America. There he got himself involved in analyzing the overall implications of the perspective on welfare economics and political philosophy. The same was also reported in his book titled, "Re-Examined" published in 1992.

11. What kind of attachment Amartya Sen has for his mother land India?

Ans: Amartya has made fame throughout the world and this never prevented him from keeping in touch with India. He always kept close connections with Indian Universities. His attachment to motherland was so firm that he never stayed away of it for more than six months at a stretch while being abroad. A close evidence to it was, when he was awarded Nobel Prize, he used part of its money to float his Pratichi Trust. The trust has done social and charity work in India and Bangladesh on literacy, basic health care and gender equality. It was also his passion right from his schooling in Shantiniketan.

12. When did Amartya Sen receive the Nobel Prize for Economics and what is it known as in India?

Ans: Dr. Amartya Sen won Nobel Prize for his extraordinary contributions for Economics in October 1998. Sen is also known as Mother Teresa of Economics in India. He spent his entire life fighting poverty with analysis rather than activism and his ideas have had a global impact. He continues his work and academic teaching as Master, Trinity College, Cambridge, UK.

13. Give a detailed sketch of Dr. Amartya Kumar Sen?

Ans: Dr. Amartya Kumar Sen was born in Shantiniketan campus of Tagore's Vishwa Bharathi on 3rd Nov, 1933. He was born to Amita and Ashutosh Sen and was christened 'Amartya' (means immortal in Sanskrit) by the first Indian Nobel Laureate, Rabindranath Tagore with whom Sen had a close relation. He was the recipient of the prestigious Nobel Prize in 1998 for his work on 'Welfare Economics' and his extraordinary contributions to the field of Economics. He is currently working as a Professor of Economics and Philosophy at Harvard University, Cambridge, UK. He is a world renowned Economist for addressing social issues such as Poverty, Gender, Inequality and Political Liberalism.

Amartya's formal education began in St. George's high school, Dhaka (Now in Bangladesh). His educational attitudes were formed in Tagore's school, 'Shantiniketan'. Since his childhood, he decided to become a teacher and researcher of some sort and it remained with him till his growing years. During his younger years he had shown great interest in Sanskrit, Maths and Physics. Soon he settled for "Eccentric charms of Economics".

During his teenage in the mid 1940's, Amartya had experienced a shift from a united Indian people to sectarian society of Hindu, Muslim or Sikh communities. Besides these, an earlier incident in his young age became the basis for his research and analysis in Economics.

One afternoon in Dhaka, a man named Kader Miya came for a meager payment job was knifed in a largely Hindu dominated area. When Amartya's father was rushing him to hospital he kept saying that though his wife warned him he came there to feed his family. The penalty of that Economic uncertainty turned out to be his death, which took place in hospital later. This experience devastated Amartya and suddenly he realized that the dangers of narrowly defined identities and also of divisiveness that could be buried in communication politics. He also came to know a remarkable fact that economic uncertainty, in the form of extreme poverty, could make a person a helpless prey to the violation of other kinds of freedom. Amartya thought that Khader Mia need not have come to a hostile area in search of a meager income in troubled times if his family could have managed without it.

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broadened by the educational excellence of the Presidency College. He was mentored by great minds like Bhabutosh Datta, Tapas Majumdar and Dinesh Bhattacharya. During this time he had a very close association with some history students such as Barun De, Partha Gupta and Benoy Chandreru. This group was led by an encouraging teacher Sushobhan Sarkar.

Presidency College was quite active politically. Though Amartya was not interested to join any political wing, the quality of sympathy and egalitarian commitment of the 'left' appealed him so greatly. It also resulted in running evening schools for illiterate rural children in the neighbouring villages, which he felt was direly needed for systematic political broadening and social enlargement of the society.

Amarthya Sen studied at Presidency College from 1951 to 1953. The memory of Bengal famine of 1943 in which two to three million people had died was still fresh in his memory. He was particularly got struck by the famine's class-dependent character. No one in his school or friends had experienced slightest problem during the entire famine. It was a not a famine that afflicted even lower middle-class, only people much further down the economic ladder, such as landless rural labourers were affected.

Amarthya Sen went to Cambridge in 1953 to study in Trinity college. Though he finished his B.A from Calcutta University with Economics major and Mathematics minor, he enrolled in Cambridge for another B.A. in pure Economics, which he completed quickly in two years. Amarthya became professor when he was hardly 23. It caused a predictable protest in Jadavpur University. He was considered as has been just snatched from the cradle. During this time, Amarthya's Ph.D thesis was in its final stages. There was a rule to submit the thesis only after a period of 3 years which was prevalent. Because of it, he submitted it for a competitive prize fellowship at Trinity College. He got elected to it and went back to Cambridge. Since it gave him four years of freedom to do (whatever the particular researcher liked and no questions asked), Amarthya decided to study philosophy during that period. He later shown great interest in Philosophy not just it is closely related to Philosophical disciplines but also he found philosophical studies very rewarding on their own. It also gave him an opportunity to work with great philosophers like John Ravels, Issaih Thomas Scanion, Robert Dworkin, Benard Williams, Derek Parfit, Robert Nozick and others.

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Fill in the blanks for Bit Paper

1. Amartya kumar sen is fondly called Bablu by her mother.
2. Amartya kumar sen parents were Amita and Ashutosh sen.
3. Amartya won the Nobel Prize in 1998 for his work on 'Wefare Economics'
4. The meaning of Amartya is Immortal.
5. The name Amartya was christened by Rabindranath Tagore.
6. Amarthya was born on 3rd Nov, 1933 on the campus of Tagore's Vishwa Bharathi, Shanthinikethan School.
7. Amartya is known as Mother Teresa of Economics in India.
8. Amartya's educational attitudes were formed in Shanthiniketan School.
9. Amartya described Economics as "the eccentric charms of Economics".
10. Amratya's formal education began in St.George's High School, Dhaka (Now In Bangladesh).
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20. Amarthya submitted his Ph.D thesis for a competitive prize fellowship at Trinity College.
21. The competitive prize fellowship gave him four years of freedom to do (whatever the particular researcher liked and no questions asked) in Cambridge.

22. In Cambridge, Amartya met great philosophers like John Rawls, Issai Thomas Scanlon, Robert Dworkin, Benard Williams, Derek Parfit, Robert Nozick and others.

23. In 1985, Amartya shifted to America. There he got himself involved in welfare economics and political philosophy. The same was also reported in his book titled, "Re-Examined" published in 1992.

24. He used part of the prize money to float his Pratichi trust which works in India and Bangladesh on literacy.

25. Amartya published "Collective choice and Social Theory" in 1970, where he made attempt to take an overall view of social choice theory.

26. Dr. Amartya got Indira Gandhi Gold Medal Award of the Asiatic society in 1994, Eisenhower Medal USA and honorary companion of Honour, UK for the year 2000.

