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Founder  
**S. S. Shashi**

Chief Editor  
**Dharam Vir**

Volume 26, Number 4 (October-December), 2017



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(Autonomous, Regd. Recognized Charitable Organization of  
Social Scientists, Authors, Journalists & Social Activists)

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# Patterns of Physical Infrastructure of the Elementary Schools in India

*Soumen Saha\* and Sonia Singla\*\**

*It is realized that the educational development, especially the development in the elementary education system is necessary to ensure economic and over all development of the country. Availability of schools is not a major issue in India now. The real problem observed is the infrastructure and the facilities available in these primary schools. The schools without proper infrastructure and facilities, termed as ill-equipped schools, may not be in a position to impart education properly and the quality of education in such schools will be poor. This paper is modest attempt to analyze the pattern of physical infrastructure of the elementary schools in India. It has been concluded that chasm between norms and availability is infrastructure and amenities is narrowing down but still much has to be done to bring it at par with the RTE requirements.*

[**Keywords** : Physical infrastructure, Basic amenities, School infrastructure, Elementary education]

## 1. Introduction

The availability physical resources in school are not only a matter of providing comfortable learning environment to students but it needs to be seen in the overall context of schooling system. It is also a fact that impoverished infrastructure is not only denial of comfortable learning environment, but it is also denial of access to those parts of curriculum which cannot be comprehended or

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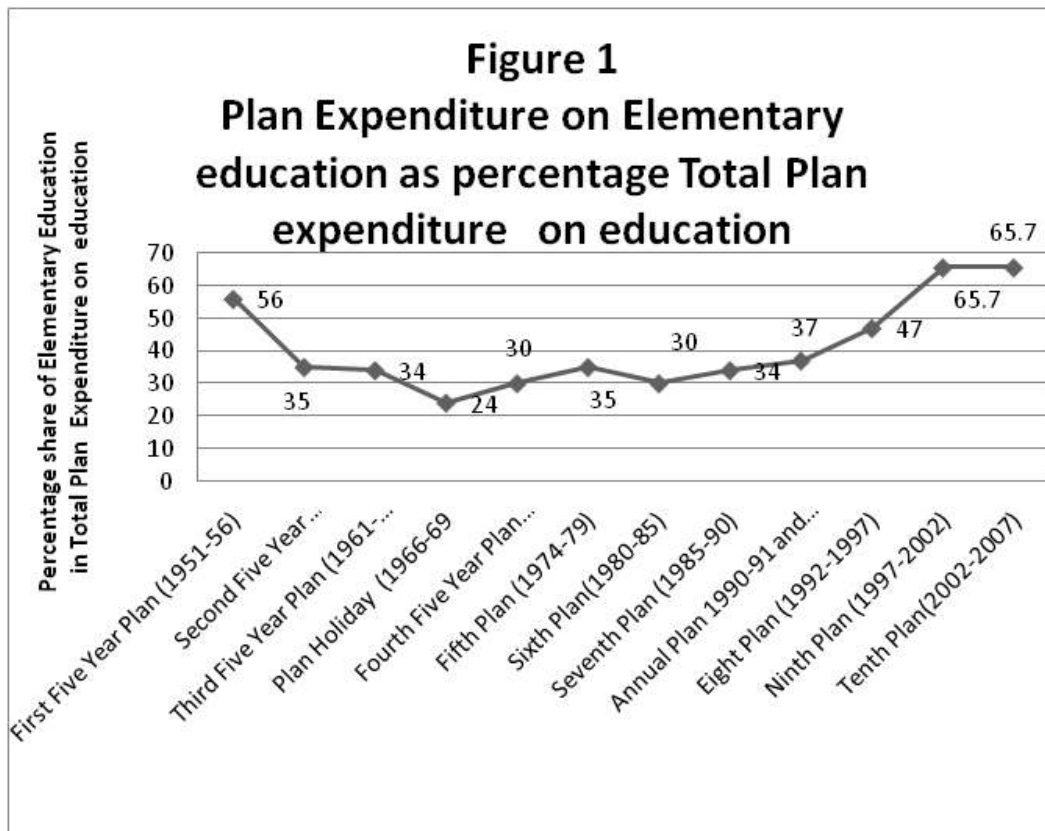
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introduced to students - for want of availability of certain amenities and services. For example, availability of electricity is a pre-requisite to initiate computer aided learning. It has been proved empirically that school infrastructure and facilities does make a difference. (Kozol Jonathan, 1991; Crampton F. E, D. C Thompson and J. M. Hagey, 2001; Wadhwa Wilima, 2009).<sup>1</sup> Poor infrastructure like dilapidated school buildings, lack of basic amenities have a negative impact on the children and parent (Ramchandran Vimla, 2004). Empirical studies have also revealed that children are encouraged to attend school if the school environment is attractive and they get the chance to play and enjoy the company of friend.<sup>2</sup> Keeping in these facts in consideration, under SSA the intervention, school premises is being shaped as learning resource and school buildings are to be developed as learning aid (Building as Learning Aid - BaLA).<sup>3</sup>

Studies reveal that parents are becoming disillusioned with the overcrowding, poor infrastructure and poor quality of learning and are sending their children to fee charging private schools (DPEP, 2000; Godbole Madhave, 2001; Chavan Madhav, 2012 : 2).<sup>4</sup> Across countries show that parent's investing in their children's education is the most effective way to boost the learning achievement and in India evidences are there that people are spending more and more on education. For instance in India, household expenditure on education in real (1999-2000 prices) terms increased by 40 times between 1950-51 and 2007-08. In per capita term, the increase has been by 12.7 times during the same period. As a proportion of the total household expenditure, the share of education increased from 0.6 percent in 1950-51 to 2.6 percent in 2007-8 (Tilak J. B. G., 2009 : 8). It has also been estimated that income elasticity of expenditure education, is more than one, which implies that with one percent increase in income, expenditure on education increase by 1.5 percent. This situation offers good market for private player, more so when quality of education, measured in terms of learning achievement of children. But the other fact is that that cost of schooling in private schools, is not only more compared to Government but the difference is increasing. For example in Hindi speaking northern states of India - Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh and Uttarakhand, it is estimated that the average annual cost of schooling per child in the year in 1996 in Government schools and private schools were Rupees 318 and Rs. 940 respectively which changed to Rs. 280 (at the prices of 1996) in Government schools and 1,360 in private schools i.e. decline of about 12 percent in a decade in cost of schooling in Government schools and 44 percent increase in private schools. Thus, in 1996 private school was three time more expensive to Government schools but within one decade these were five time more expensive (De Anuradha, Reetika Khera, Meera Sasom and A. K Shiva Kumar, 2011 : 55-56).<sup>5</sup> In current prices the cost of schooling per child in Government schools was Rs. 454 compared to Rs. 2204 in private schools. Even his cost of Rs. 454 per child is crippling for the household whose main source of income is casual labour (ibid). Thus, despite the fact that

parent’s investing is the surest way to improve the learning of children, poverty limits most of the Indian parents and of other countries to make the necessary investment (World Bank, 1997), hence public provisioning of elementary education is of critical importance schooling. On account of this realization, plan after plan, Governments investment on education is increasing and also the share of elementary education in planned spending (figure-1) on elementary education which is crucial for development of school infrastructure.



Despite this in India, in the pyramidal schooling system children get education as per the ability of parents to afford the cost of education. There are schools, affiliated with International Baccalaureate Examination boards, offering globally recognized syllabuses and curricula, to small section of elites. These schools could compete with best schools of eloped counties in terms of facilities and pedagogy. Next in hierarchy are heterogamous lot of English Medium private schools of varying fee structure which are paradoxically called Public schools. Affiliated either to Central Board of Secondary Education (CBSE) or with Indian Schools Certificates Examination (ISCE) some of these schools, largely concentrated in urban areas have decent infrastructure. Of late, there have been mushrooming of private schools and parent across the country have common perception quality of education, measured in terms of cognitive skills, in private schools in better compared to Government and Government aided schools. Next in hierarchy are the Government schools which too are not homogenous. There are



central schools (Kendriya Vidhalayas) and Navodaya Vidhalayas financed and managed by central Government which are at par with any modest private (public) school. Finally at the bottom of the pyramid are large number of schools managed and financed by state Governments and Panchayati Raj Institutions. These schools in majority of the cases are taking care of those children whose parents can ill afford the cost of education.<sup>6</sup>

## 2. Developing School Infrastructure : Narrowing Chasm between the Norms and Availability

The data of ownership of buildings indicate that still some elementary schools do not have their own building. In states, like Goa (27.15), Jammu and Kashmir (25.69), Delhi (21.15) and Maharashtra (20.86) about one fourth schools were functioning in rented buildings. In some cases, despite allocation of fund school buildings could not be constructed because of dispute in the ownership of land (Mehta Arun C., 2010 : table 1.16 and 1.17). Although SSA mission at national level before sanctioning new schools make sure that the title of the land has been transferred to the state Government or management committee of the school, but instead of this due diligence, there are some defaulters. In urban area many schools opened forty-fifty years back on rented premises but in due course of time, because appreciation of land price, the owners wants back the premises. In absence of any alternative site in the neighbourhood to construct school building, the whole issue get embroiled in litigation. In rural areas proposed location schools, becomes contentious, among different communities and despite availability of resources building could not get constructed.

**Table-1 : Percentage of Elementary School Functioning in Pacca Buildings 2008-09**

Sl. No.	Category	Name of state and percent of schools in brackets
1.	Below 50 percent	Meghalaya (3.75), Mizoram (7.94), Manipur (11.90), D & N Haveli (27.12), Nagaland (23.46), Sikkim (33.83), Orissa (33.83), Lakshadweep (45.95), Andhra Pradesh (47.90), Tripura (49.23).
2.	50 to 60 percent	Andaman & Nicobar islands (51.83), Tamil Nadu (56.95), West Bengal (57.74), Bihar (58.25).
3.	60 to 75 percent	Delhi (66.47), Jammu and Kashmir (62.22), Jharkhand (67.01), Himachal Pradesh (69.03), Kerala (71.84) Puducherry (72.90).
4.	75 to 90 percent	Gujarat (82.56), Maharashtra (83.17), Madhya Pradesh (86.75).
5.	90 percent and above	Karnataka (91), Rajasthan (92.77), Uttarakhand (93.13), Daman and Diu (95.12), Uttar Pradesh (95.21), Goa (95.54), Punjab (96.45), Chhattisgarh (97.16) and Haryana (98.33).

Source : Arun. C. Mehta (2010)

As far as the structure of building is concerned, about three fourth elementary school buildings (72.98 percent) are pacca and rest are either partially pacca (6.86 percent), are of multiple type (about 11 percent) i.e. partially pacca and partially kacha. The data given in the table 1 reveal that only in six states ninety percent and above schools building are pacca. The condition of school buildings in north eastern states is worst. In Meghalaya and Mizoram less than 10 percent schools building are pacca and in Arunachal Pradesh about 28.70 percent schools are functioning in tents. Similar condition is of Orissa, as only one third schools buildings in the state are pacca. Thus large investment is required to provide all weather buildings to school, as per the mandatory provision of RTE.

The reason for the unequal development of infrastructure is mainly constraints of resources of the state Governments, for example Punjab which is relatively affluent state has better school infrastructure vis-à-vis many other states.<sup>7</sup> However, the centrally sponsored schemes like Operation Black Board and DPEP and have indeed helped states to develop infrastructure and the districts, covered by DPEP has been benefitted more. For example the districts of Madhya Pradesh which forms the Chhattisgarh state, were covered by operation Black Board and also by DPEP have better infrastructure compared to Madhya Pradesh.<sup>8</sup> SSA, although is need based programme, but in absence of the planning skill at district and state level, in the early years of most the annual work plan and budget was prepared in routine manner [Sarva Shiksha Abhiyan, Government of India (2010)]. The requirements, for infrastructure was worked out in mechanical manner, by multiplying the physical targets with the unit cost prescribed in the planning manual of SSA, without carrying out detailed micro planning exercises. In many cases, especially in North Eastern State and other remote regions like Leh and Ladakh regions of J&K, Island UTs, this was most inappropriate practice, because cost of construction in these states were much higher than the unit cost prescribed in SSA manual. These states frequently claimed and still claim that the amount sanctioned by Project Approval Board of SSA, for infra-structural development fall short of their actual needs.<sup>9</sup>

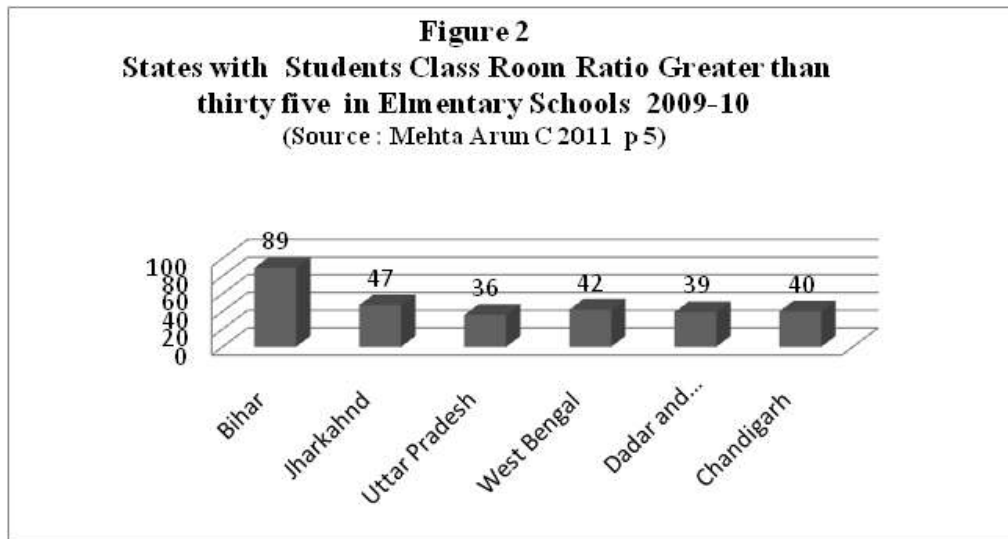
Construction of boundary wall has rarely been a priority issue, except in the situation where safety of children is involved. As consequence fifty percent elementary schools in the country are without boundary walls. Ironically percentage of schools with boundary walls is more in the state, where safety of children from rugged mountainous topography is an issue. For example in North eastern states, Sikkim, Jammu and Kashmir and Jharkhand, the percentage of schools having boundary wall in majority of cases is less than thirty percent.<sup>10</sup> The studies conducted by NIAR in the state of Punjab, Uttarakhand and Jammu and Kashmir has indicate that boundary wall is important as far as ensuring a decent learning environment is concerned. In many cases during vacations and holidays villages use school premises for tethering of animals, parking of tractors spoiling the sanitary condition To protect school property - land, building and equipments

is also important. In some cases, the apprehensions of encroachment of the unprotected vacant school land are real (NIAR, LBS National Academy of Administration, 2005 : 90). These problems could not be solved by constructing boundary wall alone, but boundary wall gives a sense of protection to the children and helps in creating disturbance free learning environment.

The national average of class rooms in primary schools is 3.1 and in case of elementary schools it is 4.4, which although satisfy the SSA norms of at least two rooms with one veranda in primary schools and one room for each section/class in upper primary schools. Disaggregating the figure of availability of figures of class in private and Government schools, reveals that much is needed to be done, especially in Government schools. As in Government schools average number of rooms per elementary school is 3.6 compared to it on an average 7.5 room are available per private school. The worst part of the story is that in five states, viz-Assam (2.3), Meghalaya (2.6), Jharkhand (2.7) Bihar (2.9), and Goa (2.9) the average number of rooms per schools is less than 3.<sup>11</sup> In 11 major states, the average number of room per Government elementary schools varies from 3 to 4. Whereas in private schools, barring West Bengal (2.2), Meghalaya (3.8) Assam (3.1) and Orissa (4.4.) everywhere private schools on average has more than 7 rooms per school. The expansion of schools and construction of additional class rooms has somewhat reduced the overcrowding of class rooms, as the national average of class room student ratio for elementary school is 1:35. But in some state overcrowding of class rooms is an issue for example in Bihar typical elementary schools, 90 students has to be accommodated in single room, and in majority of schools do not have electricity, therefore one can imagine how difficult it would be to brace the heat and humid environment and study or teach. It is not unusual to see, that unable to accommodate students in the room, teachers has to take class in open or in veranda. The situation in Jharkhand, Uttar Pradesh and West Bengal is better vis-à-vis Bihar, but as given in class rooms in these states are also over crowded. The overcrowding problem also persists in Chandigarh, which has much better school infrastructure than many states. But in expectation of better quality of education, to which infrastructure also count; children from the adjacent villages of Punjab and Haryana also through the elementary schools Chandigarh.

To explore this issue further it has been found that in 41 percent primary schools in the country has SCR more than thirty. In most of the north Indian state, the student's class room ratio is higher than thirty. Even Chandigarh (68 percent), Dadra Nagar Haveli (62 percent), Delhi (57 percent) and Daman and Diu (63 percent) which are no way larger and some of the praised for their affluence and schools have students class room ratio of more than thirty. The condition in four major states, viz Bihar (74 percent) Uttar Pradesh (60 percent) and Jharkhand (58 percent) and West Bengal (57 percent) the percentage of such schools, as mention in bracket against each state is substantial. In other northern Indian state which have better track records in elementary education like Himachal and for higher growth

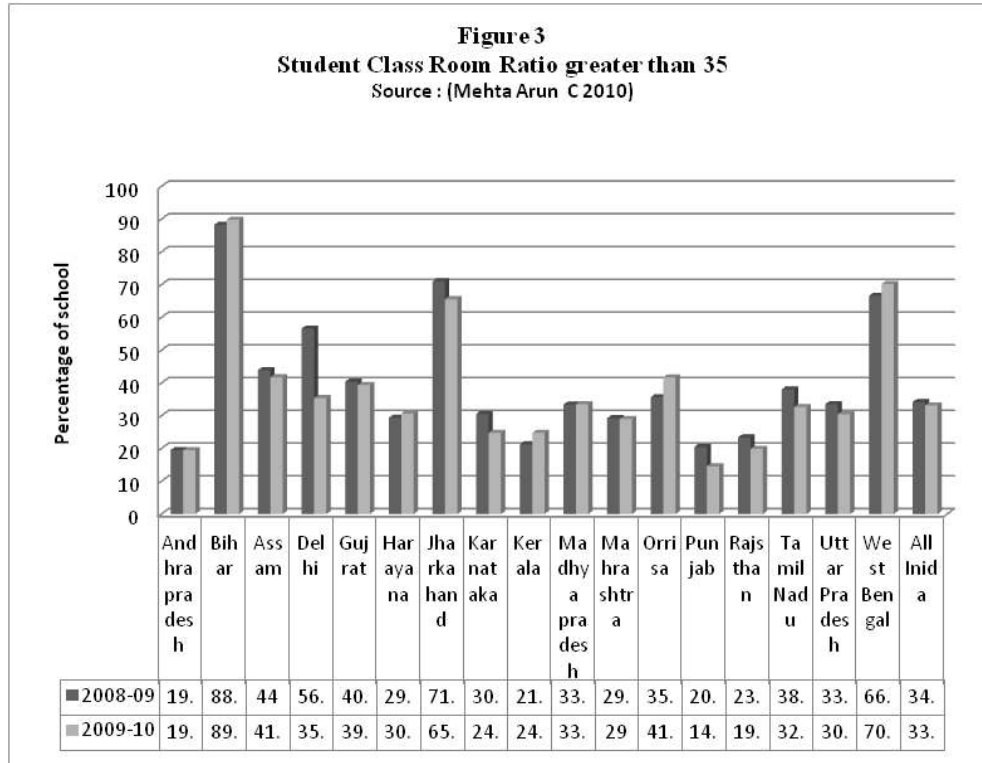
rate, better infrastructure and affluence Haryana, for better community mobilization - Madhya Pradesh. About 47, 48 percent and 41 percent schools student class room ratio is more than thirty. The other major states which also suffer from this inadequacy are Assam (41 percent), Orissa (36 percent) and Chhattisgarh (33 percent). In northern India only smaller state of North East, Uttarakhand and Punjab this problem is less severe as in these states the percentage of school with students class room ratio more than thirty is less than 25 percent. In southern India too, about one third schools in Andhra Pradesh, and little more than one fourth schools in Kerala, Tamil Nadu have students class room ratio more than thirty (Mehta Arun C., 2010 : 5).



At upper primary level, on average about one third schools in the country are functioning with a student's class room ratio of more than 35. However, most of major states of northern India have overcrowded class rooms and the improvement is very slow, not only this in Bihar the student class room ratio has deteriorated. This is largely because of the relatively high birth rate and the near universal enrollment at primary level is putting tremendous pressure on upper primary schools. In south India the situation is markedly better as the students class room ratio is much lower than the all India average and barring Kerala the students class room ratio over last two years has improved and keeping the declining birth rate in southern states and near universal enrollment in 6-14 years, the students class room ratio is likely to improve further.

Generally prolonged neglect of repairs, either because of constraints of resources and other reasons is an important cause of impoverished infrastructure. As per the DISE data on an average about nine percent class rooms in the school across the country are in dilapidated conditions requiring major repair. In some states, like Assam (36 percent), Orissa (26 percent) and Manipur (28 percent) between one third to a little more than one fourth schools are in need of major repair. And in other states this figure ranges between fifteen to twenty five percent.<sup>12</sup> These

data are indicative of the massive task of improving the availability of rooms in schools as per the RTE norms of one per teacher. However, the regular flow of maintenance and reconstruction fund under the aegis of DPEP, and SSA has contributed substantially to improve the situation considerably, this is apparent from the fact as per the base line studies carried out by NIAR in Uttarakhand and Jammu and Kashmir state revealed that more than one third schools were in need of major repair but now this situation has improved substantially.<sup>13</sup>



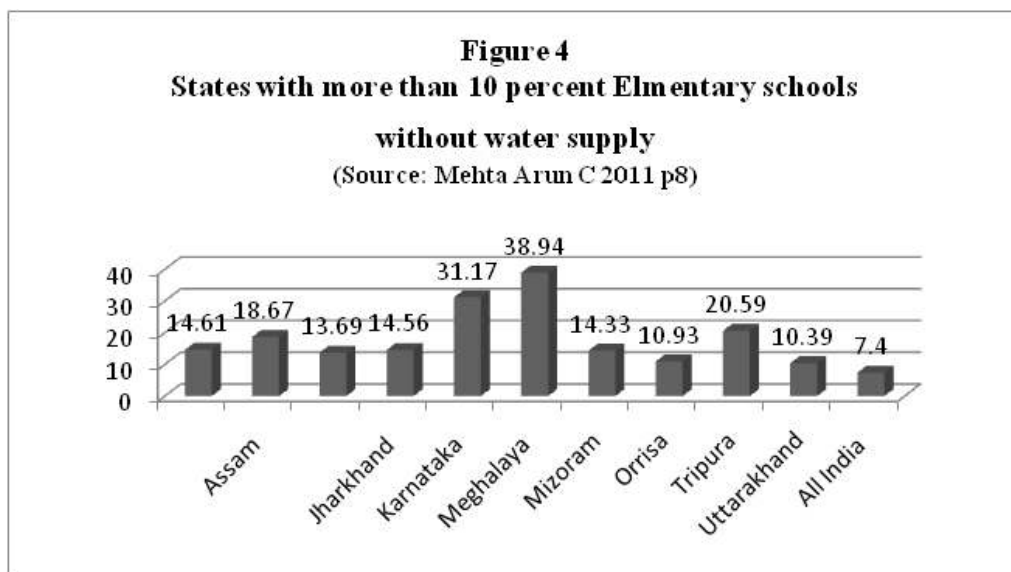
### 3. Availability of Basic Amenities in Schools

DPEP and SSA although has contributes substantially in the development of infrastructure, to ensure that the basic amenities like toilet, common and girls and drinking water are available in each and every school. Despite this, as the DISE data for the year 2009-10 much is to be achieved. As presently about 92.60 percent and 54.31 elementary schools have drinking water and common toilets, about 58.82 percent elementary schools have separate toilets for girls. Delhi, Chandigarh, Daman and Diu, Goa, Lakshadweep, Haryana and Tamil Nadu have achieved the objective of providing drinking water facility to all schools (more than 99 to hundred percent hundred) and as shown in the figure 10 states and UTs more than 10 percent schools are without drinking water facility. These states are mountainous, tribal or facing chronic water shortage.

As per the DISE data, on average, about 54 percent schools have common toilets, and about 31 percent and 58 percent schools have separate toilets for boys



and girls respectively. Keeping the empirical evidences of the positive impact of genderized facilities on enrollment and attendance of girls - specially at upper primary level of India and neighboring countries, (UNESCO-IIEP, 2009) emphasis is more on expansion of girls' toilet, still not even single state has girls' toilet in hundred percent elementary schools, Chandigarh being the star performer followed by Andaman and Nicobar Island as 97 percent and 89 percent school Union Territories are have separate girls' toilet and hundred percent toilets are functional. As given in following figure the state in western region, Punjab, Haryana and Rajasthan, which has much lower juvenile sex ratio have much better provision of girls toilets in school compared to southern states specially Kerala and Tamil Nadu which are hailed for better gender equality.



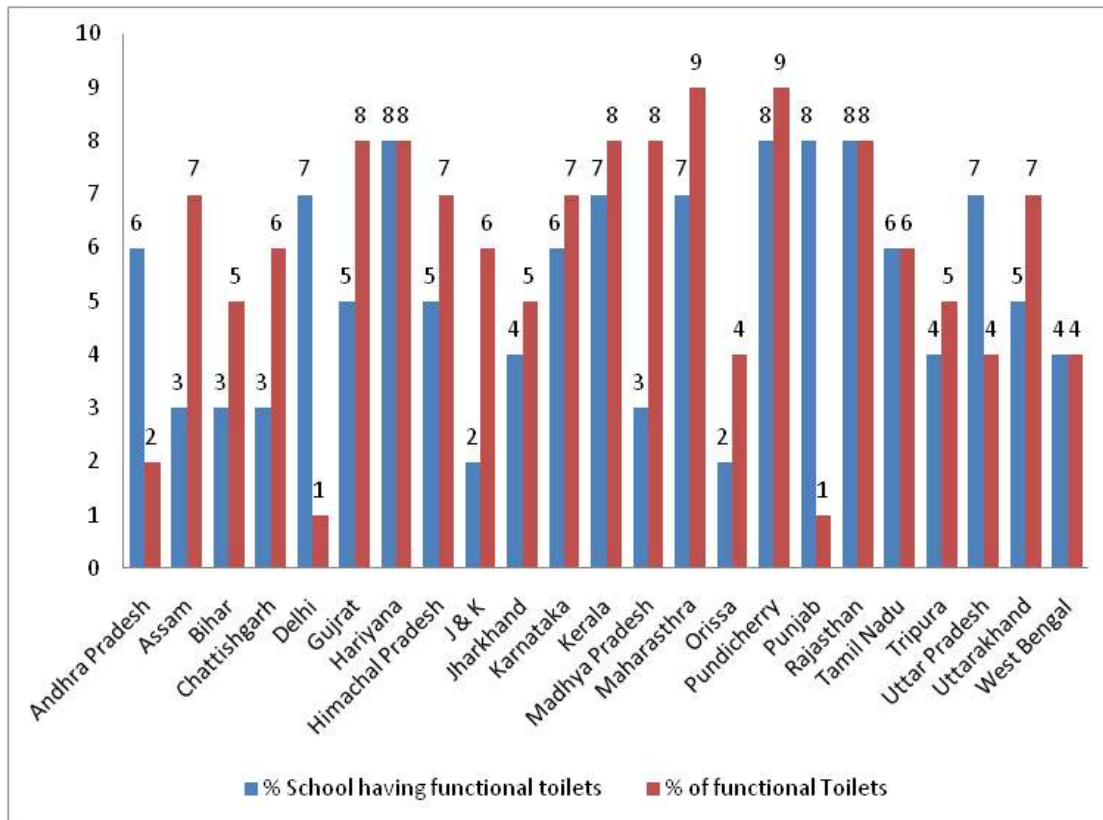
The data given in figure 5, barring the exception of Andaman Nicobar Island, Delhi, Chandigarh and Delhi, where close to hundred percent toilets are functional in large number of states a large chunk of toilets are not functional. This problem is more acute in Andhra Pradesh where only one third to one fourth toilets is functional; the story of Karnataka and also of Meghalaya is not much different. In this states the basic issue is scarcity of water, which forces teachers to keep the toilet locked. In many cases, the toilets are locked or students are not allowed to use the toilet because there is no staff to clean the toilet, and teachers as well as students feel it below their dignity to clean the toilets, because of the stigma of menial work, traditionally performed by untouchable caste.

The SSA and earlier other programmes, all aimed to develop infrastructure in such as way that access to school to children with special needs (CWSN) is easy.<sup>14</sup> For it, SSA has made it mandatory that all new schools buildings will have ramps. As a consequence, presently around 40 percent elementary schools in the country have ramps to facilitate smooth movement of children with special needs. However there is serious spatial variation in it as only in Gujarat and Lakshadweep



more than 75 percent schools have ramps. In 8 states, out of which five are north eastern states less than 10 percent schools have ramps. Barring these states in most to the states thirty to fifty percent schools have ramps.

**Figure 5 : Availability of Girls Toilet in Elementary Schools**



**Source :** Mehta Arun C., 2011, p. 8.

The paucity of resources has been largely responsible for impoverished infrastructure, as evident from the progress of electrification. Only three Union territories viz, Daman and Diu, Chandigarh, and Lakshadweep and one state Puducherry could provide electricity to hundred percent schools and 10 states i.e. Delhi, Goa, A and N islands, D & N Haveli, Gujarat, Haryana, Karnataka, Kerala, Punjab and Tamil Nadu, could make substantial progress in this regards as about 80 to 90 percent schools in these states and UT have electricity supply. The worst performance in this regard is of Bihar (3.45,) Jharkhand (6.81) and Assam (8.78) and as in these states less than ten percent schools are electrified.

Children give too much importance to availability of play ground, but the harsh reality is that only 45 percent and 60 percent primary and upper primary schools in the country have play ground (Jalan, J. and Glinskaya, E. (2003)). Not only in mountainous states such as Jammu and Kashmir, north eastern states, and islands, where land is scarce in other states too most of the schools do not have play ground. Likewise is the availability of Kitchen-sheds. Despite the fact that, to provide mid day meal to each and every child studying in Government primary

school is a Government commitment and also decision of honorable supreme court, only 41 percent primary schools in the country are equipped with kitchen shed. The best performing state in this regards are Tamil Nadu, West Bengal and Uttarakhand as more than 80 percent primary schools in these states have kitchen-sheds. (Mehta Arun C., 2010a : table 2.11). As mentioned earlier majority of cases Government primary schools have two or three rooms and in absence of kitchen shed, in some of these schools, one room is generally used to store provisions and for cooking, thereby further reducing availability of rooms for teaching.

#### **4. The Learning Resources**

Although data and studies at national level are not available to explore the availability of articles of common use, but studies conducted by NIAR, LBSNAA, as referred in this chapter, reveals that OBB, DPEEP and SSA interventions has greatly improved the availability of learning resources like black board, chalk and dusters and text books.<sup>15</sup> However the progress on availability of seating material is very tardy. As per the DISE data, for the year 2007-08, only 52.46 elementary schools could provide furniture i.e. chair, stool or desk to students. If we take the case of primary schools alone this percentage is reduced to 46 percent. The other dimension of the problem is that in major state the percentage of schools providing desk chair to students is below the national average.<sup>16</sup>

On average less than 50 percent elementary schools in the country have book banks. Computers are available in only 14 percent schools have computers.<sup>17</sup> The coverage of the regular health check is very meager, as per the DISE data only 52.8 percent schools, private school included do regular medical checkups of students. The studies of NIAR indicate that little less than one third Government elementary schools regularly conduct medical checkup of students and almost similar percentage of schools have first aid kit.<sup>18</sup>

The vital issue is not only the making equipments and facilities available but is of their regular use and maintenance. To initiate computer aided learning, teachers have to be computer savvy, which is not the case in majority of schools as a result in many schools despite the availability computer, is rarely used. The issue of supply of electricity is also an issue in this regard and as we have mentioned above that large number of schools do not have electricity. Despite the regular grants of TLM to teachers the articles which make teaching learning process attractive like history charts, abacus and maps etc are also not available to hundred percent schools. Inadequacy of these articles confines teaching-learning processes to bare verbal transactions. The empirical studies of NIAR in the state of Punjab, Jammu and Kashmir and Uttarakhand indicate that the annual Teaching Learning Material grant under SSA reaches to almost every regular teachers and barring a small fraction, all teachers consider TLM Grant useful and TLM exhibitions (melas) are held at Cluster, block and district level. This helped to great extent to equip the

schools with teaching learning material.<sup>19</sup> However, the empirical data in these studies also revealed that the pattern of use of TLM needs a great deal of improvement, that too in accordance with the basic objective of giving TLM grant, to facilitate teachers to prepare innovating TLM as per the specific requirement of the students. The empirical data reveal that many teachers are using the TLM collectively with the intention to augment the supply of teaching aids in the school. Although this spirit is laudable but defeats the very objective of TLM grant, the other issue is large number of teachers instead of preparing the Teaching Learning Material uses the grant to purchase maps and charts and even chalk and duster.<sup>20</sup>

The other commodities of common uses, as per the studies of NIAR, like school bells, wall clock available in majority of schools but in many schools they were not in functioning condition. It is not uncommon to see in many schools, black boards requiring paint, and non functional wall clocks for want of minor repair or battery. These commodities, do not require much investment, as so is there repair or replacement any part. These items could easily be procured by stakeholders like teachers, community or parents, but for it, more than investment, a strong sense of belongingness or ownership to schooling system is required.

## 5. Conclusions

Looking at data it could be concluded that chasm between norms and availability of infrastructure and amenities is narrowing down but still much has to be done to bring it at par with the RTE requirements. Across country, development of infrastructure is primarily the responsibility of education department and now SSA is supplementing the efforts. These agencies are constantly endeavoring to improvise infrastructure but face constraints of resources. This could be lessened to a great extent by dovetailing of efforts of various agencies. For example convergence with Total Sanitation Campaign (TSC) could help to provide water and toilet facilities to schools. As a matter of fact it was one among the objective of TSC to provide water and toilet facility to all schools by 2008 but as usual this objective also fell in the category of missing the opportunity<sup>21</sup>, the regular health check up of students requires only better coordination between the teachers and functionaries of public health services. Rural development department in their various employment guarantee scheme programmes could be requested to do leveling of ground to construct school building, create play ground with some innovativeness even construct school building and additional class room.<sup>22</sup> The effectiveness of this convergence mechanism will save resources of education department and of SSA, which could be used in quality improvement.

Studies carried out by NIAR, indicate that provision of drinking water and toilet facilities in schools has been a top priority but very less attention has been paid to sanitary condition in and around the water source and toilets. In many cases, toilets are kept locked and none uses them, as there is no sufficient water to

clean them and in some cases the toilets was found dirty and was not cleaned for day's altogether. The provision of basic teaching-learning material like black board, chalk has improved considerably but there is a need to look at inter-relationship of infrastructure and quality in a dynamic context specially keeping the fact into consideration that private schools are proliferating. These schools are of varying fee structure and even parents of lower income groups are enrolling children in them. This phenomenon is narrowing down the social base of Government elementary schools which is one among the several factors responsible for erosion in community pressure on schooling system and thereby quality, making those schools of poor. Hence despite repeated efforts to evolve community owned education system belongingness to education has taken a back seat. As a consequence community on its own generates very little resources- and largely depends up on Government funds, in this scenario regular upkeep of the amenities and infrastructure becomes the casualty. Grants are received and utilized but there is no system of well defined accountability, as far as maintenance of school buildings, toilets, drinking water facilities and equipments is concerned, this deficiency creates chasms between policy objectives and implementation. Most of the states have devolved powers to PRIs in accordance with 73<sup>rd</sup> and 74<sup>th</sup> but little has been done by PRIs to develop a system of grass roots level educational governance. The Village Education Committee (VEC), the functioning arms of Gram Panchayat, known with different nomenclature in different state, despite the proclaimed objective of evolving community owned system of elementary education has still to chalk out mechanism, at grass roots level with well defined accountability to ensure maintenance of the infrastructure and facilities and also to generate resources on its own.

## **Footnotes**

1. Jonathan Kozol's studies reveals the inequalities in distribution of funds to schools , prevailing because of various prejudices, resulting in poor school environment inter-alia- results in poor performance- low achievement level and high dropouts (Kozol Jonathan, 1991). Studies of Crampton, et al have shown that if high quality facilities play a role in student achievement, then even in highly equalized schools funding system disparities in quality of school buildings will still leave some children at a disadvantage (Crampton F. E., D. C. Thompson and J. M. Hagey, 2001 : 633-652) .
2. Empirical studies carried out by National Institute of Administrative research, Lal Bahdur Shastri National Academy of Administration, Mussoorie, in Uttarakhand, Punjab and Jammu and Kashmir, have proved that the opportunity to enjoy the company of friends and play is an important factor in motivating children to attend school. Students studying in class V and Class VII in these studies were requested to respond to the query why you go to school and what you like and dislike in your school. Not surprising that large number of students mentioned that besides studying they go to school to enjoy the company of friends and play. For instance in District Udham Singh Nagar Uttarakhand, besides mentioning that we get opportunity to learn and all other

stereotype answers, about 51 percent students said that we like to go to school because we get the opportunity to play and about 39 percent said we get the opportunity to enjoy the company of friends. In response to what they dislike in school besides other things like teachers are not punctual (40 percent responses), large number of students raised the issue of poor sanitation (around 20 percent), lack of play ground (10 percent), lack of boundary wall and no flower bed (about 10 percent) (NIAR, 2002a : 57).

3. Peerti and Kabir Vajpeyi, founder of Vinyas (a Hindi word meaning literally lay out design) - Centre for architectural research and design, believe that school building can be used as a learning resource - for example entrance of class room could be designed as protractor shaped helping students to understand geometry better, window grills could be shaped as alphabets to facilitate learning of language and so on. Karnataka took the lead in implementing the concept and later many more states - J & K, Delhi, Punjab, Himachal, Nagaland, West Bengal and many more states are joining the league. SSA under various interventions are being utilized by states in innovative manner. The school buildings following the concept of BALA- or reshaping of building taking cues from the concept, look more bright, attractive and cheerful. Local material like bamboo in north east, timber based design in J & K is being used to promote BaLa. The 10<sup>th</sup> Joint Review Mission of SSA has praised the concept and has advised while promoting BaLa, the need of children with special need should be taken in to consideration. (Government of India, SSA 10<sup>th</sup> Joint Review Mission, SSA, 2009 : 36).
4. Madhave Godbole using the data collected by Probe team analyzed the changing scenario of elementary education and make it clear that private schooling is not restricted to privileged families. Even among poor families and disadvantaged communities, parents make great sacrifices to send some or all of their children to private schools. Among PROBE children enrolled in private schools, one-fifth came from families in which casual labour was one of the main occupations, and over one-half belonged to a 'scheduled caste' (14 percent) or 'other backward caste' (39 percent). Some poor families concentrate send only one child (usually a boy) to a private school (Madhave Godbole, 2001). The Annual Status of Education Report (Rural) 2011, has estimated that over the six year period 2005-2010 enrollment in private schools in rural areas has increased by 25 percent.
5. The data of per capita household expenditure, estimated by Tilak for the year 2004-05, on the basis of NSSO 52 round 1995-96, for primary schooling was Rs. 501, For Government and local body schools this figure is Rs. 257 and Rs. 338 respectively. For private aided and private unaided schools this figure is four to five times higher i.e. Rs. 1181 and Rs. 1424 respectively. At upper primary level, the per capita annual household expenditure on education has been estimated, is Rs. 915, in Government and local body schools Rs. 622 and Rs. 726 respectively in contrast, in private aided and unaided schools this figures is Rs. 1346 and Rs. 2156 respectively (Tilak J. B. G., 2009 : 7, table 1).
6. The positive correlation between household income and schooling is well documented. for instance as per Annual Status of Education Report (Rural) about 50 percent children enrolled in private schools come from homes which have pucca roof and walls, in case of Government schools this percentage is 25 percent. Though the limitation of this data well apparent but it is a good proxy of affluence in absence of data of income (Wadhawa Wilima, 2009).



7. This is despite the fact that Punjab was covered under DPEP.
8. The Operation Blackboard Scheme launched in 1987, contributed significantly in the development of infrastructure. It aimed to provide at least two reasonably large rooms that are usable in all weathers, with a deep veranda along with toilet facilities for boys and girls separately; to all primary schools with a view to ensure improvement in school environment. The scheme has realized its goals to some extent and these results will be of use to a great extent in realization of the objectives of District Primary Education Programme and Sarva Shiksha Abhiyan (Rao Venkateswara, P. Ayodhya and Digumarti Bhaskara Rao, 2009).
9. To provide support the North Eastern State , Jammu and Kashmir, Union Territories , in preparing annual work Plan and Budget and develop planning skill, Project Approval Board of SSA, assigned NIAR, LBS NAA, Mussoorie to carry out series of training programmes for state, district , block and even village level SSA functionaries of SS , and established a separate cell of Technical Support Group (TSG) of Educational Consultant of India Ltd. (Ed.cil) for North Eastern state. The other constraints in development of SSA were the ceiling that civil work must not exceed 33 percent of the total project cost. This was rigid norm contrary to the need based approach of SSA. After a lot of protests from states this norm was abolished.
10. The only exception to this fact is Uttarakhand, where premises of more than three fourth schools has the protection of boundary wall.
11. AS per the DISE Data 2007-08, the in following thirteen states, average number of class room per Government elementary schools, varies from 3 to 4. The states are : Chhattisgarh (3.0), Andhra Pradesh (3.0), Jammu and Kashmir (3.0), Madhya Pradesh (3.1), Arunachal Pradesh (3.2), Himachal Pradesh (3.2), Orissa (3.5), Uttarakhand (3.7), Rajasthan (3.8), Uttar Pradesh (3.9), Mizoram (3.9) (Mehta Arun C., 2010 : 4).
12. In West Bengal and Bihar about 22.43 percent and 18 percent schools were in dilapidated condition. The situation in north east is equally worse as in Meghalaya 24.36 percent, Mizoram 22 percent, Nagaland 18.25 percent, Arunachal Pradesh 19 percent schools were in dilapidated condition (Mehta Arun C., 2010, table 1.22).
13. Before initiation of SSA in non DPEEP district overwhelming number of schools both primary and upper primary were in need of major repair and prolong neglect of this resulted in dilapidation of schools buildings. For instance District Dehra Dun in the year 2002 (Kumar Alok, R. P Juyal, A. P. Singh and Sanjeev Sharma (2009), that 31 percent primary school and 18.2 upper primary school in urban areas and 24.1 percent primary schools and 54.5 percent upper primary schools in rural areas were in need of require major repairs and 27.6 percent and 9.1 percent primary and upper primary schools because of neglect of maintenance were dilapidated conditions unsafe for children. (National Institute of Administrative Research LBS National Academy of Administration, 2002 : 63). Almost similar situation was prevailing in other districts but after initiation of SSA this situation has improved substantially and now in the whole state as per the DISE data less than 10 percent schools are in need of repair (Mehta Arun C., 2010a). As per the DISE data on average 81 percent schools are regularly getting schools grant, in some states like Tamil Nadu this percentage is as high as 98 percent (Mehta Arun C., 2010 : 11).



14. About 2 percent children in the age group of 6-14 years are children with special needs.
15. The studies conducted by NIAR, LBSNAA in Uttarakhand, Punjab, and Jammu and Kashmir, that almost all schools have more than three black boards. SSA mission provides free text books to all scheduled tribe, scheduled caste children and girls. This has considerably improved the availability of text books to students, in addition to it many state Government like Uttarakhand, Jammu and Kashmir, provide text books to rest of the students. As per the studies of JB G Tilak, based on the NSS (1995?96) 52nd round, adjusted for increase in prices, based on GDP deflators. per capita house hold expenditure of extremely poor, on elementary education in the year 2007-08 in rural and urban areas was about Rs. 20.64 and Rs. 36.23 for all classes it is 40.55 in rural areas and Rs. 106.26 in urban areas In this study Tilak has also estimated the various items of education expenditure (all schools) and came to the conclusion that books alone account for 13 percent of the total expenditure (Tilak J B G, 2009, table 13 and figure 4). As per the PROBE revisited the average annual cost of primary schooling in Government schools of rural areas of Hindi speaking northern Indian state is around Rs. 454 and in private schools is around five time more about Rs. 2204. In these estimates books and stationary accounted for about 40 percent in Government schools, highest among the different constituents of cost like uniform about 39, private tuition 11 percent, fee 6 percent, and transport about 4 percent. In private schools, fee has the largest share about 39 percent followed by books and stationery about 26 percent, uniform 17 percent private tuition 9 percent and transport and other cost about 8 percent (De Anuradha and Rrrrtika Kheda at el., 2011, table 4.4 page 56). Thus provision of free text books has contributed substantially in reducing the cost of schooling in Government schools.
16. These states in which more fifty percent or more students sit on mats in the class rooms are Bihar, Uttar Pradesh, Gujarat, Haryana, Himachal, Jammu and Kashmir, Jharkhand Madhya Pradesh, Maharashtra, Orissa, Rajasthan, and West Bengal. (Arun C. Mehta, 2010 a, Table 2.12).
17. The fact is, if the Union territory of Delhi, Puducherry, Daman and Diu, Chandigarh, Lakshadweep and state of Kerala are excluded, this average will come down substantially, as in some major state like Bihar, Uttar Pradesh, West Bengal and Orissa, the percentage of schools, having computer is less than 10 percent. Almost similar is the situation in case of books banks, as, as many as in 12 states - Arunachal Pradesh, Assam, Goa, Meghalaya, Manipur, Mizoram, Orissa, Sikkim, Puducherry, Sikkim, Tripura, Bihar, less than 30 percent elementary schools have book banks (ibid, Table 2.7 for availability of computer and Table 2.9 for availability of book bank).
18. The data of Health Check provided by NUEPA also have serious variation in this figure across the state, for instance In Assam, 6 percent, Lakshadweep 8 percent, Arunachal Pradesh 9 percent, Manipur 13 percent, Bihar 18 percent and Jharkhand 18 percent, Tripura 19 percent, Puducherry 20 percent Mizoram 21 percent, Nagaland 22 percent, Uttar Pradesh 34 percent and west Bengal 36 percent schools reported that they have regular health check of the students (ibid).
19. The DISE data collected by National University of Educational Planning and Administration New Delhi, for across the states reveal that more than 90 percent schools

across the state, barring Jharkhand and Nagaland, where about 79 and 82 percent and M P, Punjab and Sikkim where about 89,84 and 88 percent schools uses TLM. Grant (ibid, Table 2.12).

20. National Institute of Administrative Research, LBS National Academy of Administration Mussoorie (2002, 2002 a, 2005a, 2005b and 2005 c and 2008a, 2005 b, 2005 c).
21. A programme on Total Sanitation Campaign (TSG) has been launched by the Govt. of India. As per their guidelines all the rural household, primary schools and Anganwari should be covered with toilet facilities. In these schemes there is provision of separate toilets for the boys and girls in the school. It was aim of the scheme that by end of 2008 rural areas will be free of open defecation. But as usual this lofty objective could not be achieved in time.
22. The National Rural Employment Guarantee Act could accommodate SSA, the material cost component could be covered by SSA and the labour component by the employment scheme, this serve the purpose of providing employment as well as saving the labour cost of SSA. The saved resources could be utilized for quality improvement.

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## Influence of Social Media on Voting Behaviour

*Archana\**

*Social media play a significant role in creating awareness among people but over period of time social media become important marketing tool which not only aware people but help to attract them. Politicians are becoming more and more active on social media.e present study showed that the role of the media in influencing election results is generally quite small. However, this insignificance is not inherent; it cannot be attributed to out-dated class rationalization or even to "resurgent" economic factors. Rather, it is the result of other competing factors including: the counteracting factor, which is a reference to the constant battles between rival candidates. This research examines as to whether getting influenced by social media young voters will cast their vote in coming election or not. It has been concluded that social media play a significant impact on voting behaviour of young voters. It has been found that the conversation on forum influence the female more than the male which indirectly affect their decision to vote.*

[**Keywords** : Social media, Voting behaviour, Politics, Social networking, Civil society]

### 1. Introduction

In the past, only the political manifestos of the parties determined their success in elections. However, success is no longer believed to be determined in this manner It is rare to find commentators who still subscribe to entirely social models, which argue that the decisions of individuals are based exclusively on their social groups. Social media are new information network and information

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technology using a form of communication utilizing interactive and user-produced content and interpersonal relationships are created and maintained. Typical social media network services could be content sharing, web communities, and Internet forums. At least five major features are easy to identify : 1. Social networking and social interaction 2. Participation 3. The use of different providers (e.g. search engines, blog spaces, etc. 4. Openness 5. Collaboration (between both users and user groups) Most of us know social media from its different tools and communities. Face book, MySpace, YouTube, Flickr and Wikipedia are the most famous. The tools of social media - we can also call them "Web 2.0" tools - developed quickly, and new tools, functions, and services are born every day.

The increasing dependence on technology for basic communication also highlights the importance of analyzing how SNS are affecting daily processes. Sites like Face book, Friendster and LinkedIn are influencing the way users establish, maintain and cultivate a range of social relationships, from close friendships to casual acquaintances. The use of the media has enormous potential to promote political parties, but this potential is not always easy to bring out. Osborne (2005) praises the three previous Labour leaders for their integrity, emphasizing that Michael Foot, Neil Kinnock and John Smith were "genuine decent politicians". Osborne argued that the decency demonstrated by these politicians was actually what constrained them, since they lost four consecutive elections. Despite their integrity, these leaders were unable to connect with the media.

Social media has changed the way people think, write and react but political pundits believe it has also influence the way people vote. Most of the political parties are aware of the pulse and the impulse of the public on social media timelines, which is why more and more politician are realizing the importance of social media as an electoral tool. As a result, for the general election, digital strategies have become central to planning political rallies and party manifesto are no longer conspiracies of a coterie but are laid bare in the public eye, if not crowd-source to voters at large. But does social media really bridge the divide between candidates and voters? Does digital democracy have the power to change political fortunes? What makes for a winning political strategy and just how is social media at the helm of a social churn in our country? A study of millions of Face book users on Election Day 2010 has found that online social networks can have a measurable if limited effect on voter turnout. The study, published online on Wednesday by the journal Nature, suggests that a special "get out the vote" message, showing each user pictures of friends who said they had already voted, generated 340,000 additional votes nationwide - whether for Democrats or Republicans

The relationship between social media and politics is rooted in the desire for change. Today the public at large is using the online information and networking access to find solution. Civil society with its rising frustration over political apathy, is trying to use social media for a change. This online revolution may be less about

technology and more about changing human behaviour. But the usage limit of social media is restricted to urban areas only. People belonging to rural areas are still very far from usage of social media. Because technology had not penetrated into rural parts. So politician may not be able to connect or reach rural people by social media.

Majority of voters belong to rural areas, and it is not possible to reach them by social media so it is a challenge for political party to reach upto them in minimum time as well as cost. So here again traditional media plays a significant role in influencing them. Furthermore, just how effective the use of social media can be on the electoral front was demonstrated when the Aam Aadmi Party (AAP) or Common Man's Party won power in Delhi in December last year. Dedicated volunteers and coordinators, working for the party, not only raised more than 100 million rupees (1.6 million US\$) online, but also reached out to 3.5 million people ahead of the voting day with a Face book application called Thunderclap, which exhorts people to go vote.

Politicians, citizens and journalists increasingly adopt new social media like Twitter, Face book and YouTube to support their political purposes, be it to engage with other stakeholders in the political public sphere, campaign, disseminate or retrieve information, or contribute to rational-critical debate (Sauter & Bruns, 2013).

## **2. Role of Social Media**

Current social media users are pegged at 85 million and are slated to hit 91 million by December 2013. BJP's Narendra Modi and Congress Vice President Rahul Gandhi are the two most searched politicians. It believe that social media plays a very pervasive role throughout the election process. The role of social media for upcoming elections can be broken down into the following :

### **2.1 Ask, Share and Decide**

New and existing voters go online to seek information, address queries and, most importantly, to form opinions. The same is widely influenced by the social media chatter, information provided by political parties, the ability to participate in a dialogue with the voters, and the overall sentiment prevalent around the leaders up for voting. The conversations also become an enabler for the undecided voter population.

### **2.2 Source of News Feeds for Traditional Media**

Social media influences other media (TV/Newspapers pick up a lot of news from Twitter these days!). Traditional media channels such as television/print leverage social media conversations and discussions to share real time news and views around political parties.



### **2.3 Word of Mouth transported to Physical World**

Word of mouth is carried offline, wherein those who are passively consuming or are engaging with the chatter carry the opinion offline to peers, family and colleagues, thus making it a huge source of influence even in the physical world.

### **2.4 Everyone is a Journalist on Social Media**

It enables every person to be a reporter-journalist and educationalist on Face book, Twitter, Quora etc and share information /news of national interest. There is a small but very active Twitter base in India that is highly political and there are constant fights between the right-wingers and the rest, which can be read as BJP-Congress fights. Major political episodes in the country become trending topics and both sides are able to make TV news headlines quite regularly.

### **2.5 Opportunity to Influence Female Audiences**

Last but not the least, with the increase in female internet penetration, it becomes an active source of influence and education for the female voters which constitute close to 49% of potential voters, which is not a percentage to be ignored. There are increasing expectations that more campaign staffers actively use Twitter and Face book to promote the campaign and engage voters. Possessing a more social DNA is now becoming critical for political parties. Political parties have earmarked 2-5% of the election budgets for social media. However, there are certain pros and cons to campaigning on social media :

## **3. Positive Impact of Social Networking**

Some of the positive effects of social networking are as follows :

- » Access to new and female voters.
- » One on one platform to participate in a dialogue with citizens.
- » Accessible to all.
- » Powerful platform to educate and inform.
- » Transparent, fast and quick.
- » Source of positive influence for political parties.

## **4. Negative Impact of Social Networking**

Besides above mentioned positive effects, social networking also has following negative effects :

- » Cannot be entirely controlled.
- » Prone to hacking.
- » Slack responses can lead to backlash.
- » Negative Sentiments can Influence Election.
- » Misrepresentation of facts.

## **5. Conclusion**

From the analysis and interpretation it is clear that social media play a significant impact on voting behaviour of young voters. Political parties will be successful in influencing the people of the metros city and semi urban cities. Social media is replacing the traditional media but in remote areas traditional media still has significant impact in creating awareness among people. Social media provides platform to the people to get connected to parties they favour. It became an important marketing tool to reach to target audience in minimum time and within less cost. Online banners adds and other form of advertising has a significant impact on young voter specially students which not only influence them but also help in shaping their behaviour.

People use social media platform to keep track of political development, technology play a vital role in giving first-hand information that too in less time. It has been found that the conversation on forum influence the female more than the male which indirectly affect their decision to vote. People follow the political candidate on twitter and Facebook and also actively engage in political discussion by expressing their views and opinion. It is found that, the party which is most digitally interactive on social media people are more likely to favour that party and vote for that party. It is also found that those people who are highly active on social media their decision of voting will be affected because of the content they read about the particular politician. Social media not only pull the people by creating awareness among the people but it also play a supportive role of pushing the people to vote, it is not possible for social media alone to push the people but with help of news media and print media this task can be achieved. It is found that Youtube videos are also the important source of information for people and influence their decision to vote and there is relationship with gender. Online polls are some of the pushing strategies, it is found that there is combined effect of "aged" and "member of political party" on polls which influence their decision to vote.

## **6. Limitations**

Many of those who actively debate on social forums is late teens who are either minor (under 18 years of age) or do not have their Voter ID card yet. The semi-urban and rural masses, whose votes matter, are not yet into social media. It would be safe to assume that most middle class Indians experience political activity on Twitter through news reports on TV. There is still a significant amount of people that don't use the internet, or are not "advanced" internet users. Official media controlled by the government is their main source of information. It doesn't and cannot guarantee transforming the same into turnout on polling day; Traditional media still has the significant impact but only in rural areas.

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## **Scheduled Caste Female Students in Higher Education in Kannauj City : A Sociological Analysis**

**Sonu Puri\***

*The scheduled castes suffered not only economic dispossession and geographical segregation, but were also denied access to education. The scheduled castes absolutely had no access to education in traditional India. Early efforts towards the education of untouchables were usually associated with British rule, the introduction of western secular education opened new vistas for varied forms of mobility only to those castes, which had access to education. The government of India and the state governments have realized crucial role which education can play in the social transformation of the scheduled castes. Today, higher education institutions are undergoing a paradigm shift and trying to cope with the changing scenario all over the world. Higher education plays an important role in socio-economic development of nation. Educating females and males produces similar benefits for future opportunities, however higher education for female produces many additional benefits to society but more than 40 percent people are illiterate among scheduled castes, in this situation, and it is a need of an hour to think about educational problems of scheduled castes. Present study is an attempt in this direction. There is an urgent need for systematic studies in this particular field of higher education. The present study highlights some of the problems of scheduled castes women for higher education. The study is based on the primary data which were collected from U.G. and P.G. girls students of Pt. Sunderlal Memorial (PSM) Post Graduate College, Kannauj city from Uttar Pradesh. The information was supplemented by the 100 respondents through some specific technique i.e. interview, observation and scheduled methods. Secondary data has been used also. The academic institutions such as universities, colleges, research institutions and various departments of government and*

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*non-government have been consulted for collection of secondary data and literature. The findings are remarkable that lack of motivation, child marriages and high level of poverty is a major cause withdrawal from the education stream.*

[**Keywords :** Caste, Hindu society, Scheduled Castes, Constitutional provisions]

## **1. Introduction**

Caste is the identity of a person in Hindu society. In India, exclusion or inclusion in the socio-economic activities such as production, distribution or any gainful job to a particular person depend by his caste. In ancient India, society was organized so that each specialized job was performed by a specific group, or caste. Every person belongs to some specific caste, the membership of the caste is by birth and it is unchangeable. The Indian social system suffers from the inflexibilities of a rigid caste system. For centuries, caste had been a determining factor in education, work and employment. Shah rightly points out, 'higher education is still mainly open to the higher castes' (Shah, 1960). Large sections of the population belonging to the lower castes were denied education and also access to high income yielding and power imparting occupations. Hence, in India, caste has been the determinant of class positions resulting in acute inequality in the distribution of wealth and incomes (Mehta and Kapoor, 1998 : 37). The acquisition of educational qualifications has come to the fore as the prosperous sections of the dominant castes (Srinivas, 1987) have engaged in intense competition for greater job opportunities and better educational facilities. As the importance of educational qualifications, which have become necessary for employment, has been realized, the demand for education has grown. In fact, the social and educational problems of a deprived population are interlinked and inter-related. Although education has proved to be the best means for their development, it has not reached to the majority of the scheduled castes. Besides, education carries inherent handicaps, both structurally and functionally. In this sense, social problems obstruct the motivation level, quality and utility of education (Wankhede, 1999 : 399).

Karuna Chanana (1993) in her study focused on the growth of higher education within the framework of treatment and supportive measures for the benefit of different social 46 groups, namely, the Scheduled Castes, the Scheduled Tribes, minorities and women. She found that educational policy fails to achieve equity among the social groups. Further, in the multi-cultural and multi-ethnic Indian society, the parameters of gender, caste, class and region are crucial in determining access to higher education. Further, she observed that educational policies and program are unable to encompass the complex social reality within a single framework and are therefore unable to bridge the gap between policy and practice. Rawat, S. D. (2015) has been talked about in detail the impact of the socio-economic factors on achievement in higher education among SCs. The study is based on the quantitative analysis of primary data surveyed from households in three districts of Uttar Pradesh namely, Faizabad, Sonbhadra and Lucknow. Logistic Regression Analysis (LRA) reveals that sex of students, low level of



parental education, lack of educational resource, workforce participation by student, lack of good mode of transportation to reach the college and marital status of student are most important educational determinant which, are eventually responsible for low level of achievement in higher education among SCs. R. Santakumari (1980) emphasized on the different parameters of scheduled caste communities of Kerala state. She attempted to examine the impact of government's welfare programs on the scheduled castes and found the important features of higher education structure and concludes that there has not been any lack of awareness of the different programs of educational welfare of the government among the scheduled castes.

All the above discussion it can be observed that since independence of India various studies have been made of different castes of scheduled castes on different aims but still all these studies leave some scope for further studies on problems of higher education among scheduled castes. So this study is designed to show the impediments among scheduled castes for getting higher education.

## **2. Education**

Considering the vital role of higher education Pt. Nehru rightly observed that if everything is good within colleges and universities, then all will be good with the nation. Development of higher education is vital for achieving higher economic growth in advanced countries as well as in developing countries. However after the advent of New Economic policy in India since 1991, structural adjustment program followed by the government laid emphasis on the development of primary education alone, leaving higher education at the mercy of private educational barons. The policy of withdrawing slowly from the public higher education system to increasing private participation in higher education is considered not conducive for the development of the nation, economically, socially, politically and educationally as witnessed in Latin American countries and Philippine. Therefore, in this context, the need of the hour is increased public participation in higher education system further, for the smooth development of society, it is not only essential to development primary and secondary education but also public higher education for rapid sustainable development.

### **2.1 Meaning and Definition of Education**

Education is one of the basic activities in all human society. The term 'Education' is derived from the Latin word 'educare' which means bringing up a child, both physically and mentally. In a broader sense, education is conceived as a group process by which culture of the knowledge storehouse is transmitted from one generation to another.

Durkheim defined education as "the action exercised by the older generations upon those who are not yet ready for social life. Its object is to awaken and develop in the child those physical, intellectual and moral states, which are required of him both by this society as a whole and by the milieu for which he is

specially destined. This action, the socialization of new generation, necessarily takes places in all societies but it assumes many different from in respect of the social group and institutions involved and in respect of its own diversity and complexity". Gandhiji defined the education in the Harijans issues of 1937 "education is drawing out of the best in child and man body mind and spirit".

Gordon, M. (1998 : 182-183) education is a philosophical as well as sociological concept denoting ideologies, curricula and pedagogical tech of the inculcation and management of knowledge and the social reproduction of personalities and cultures.

The above definitions make it evident that education is a thoughtful process by which the inner powers of the individual are developed. Education is verb broad in its true sense and is not confined to school experiences.

## **2.2 Characteristics of Education**

Every phenomenon has some specific features on the basis of which it may be distinguished from other. Education has the following characteristics :

- » Education is a process of transmission of social heritage.
- » Education is the process of unfolding of innate qualities.
- » Education is also an instrument of social cohesion and control.
- » Education is a dynamic process.
- » Education is a process of socialization.

## **2.3 Some General Aims of Education**

Some General Aims of Education Are :

- » To socialize the individual.
- » To transmit the cultural heritage.
- » To reform the attitudes.
- » Occupational placement.
- » To modify the behaviour.
- » To instill the sense of competition.

## **3. History of Higher Education**

According to Michorl D. Stephens (1978) higher education (after 12 years of schooling) is available in different categories of institutions. In India higher education is offered in a variety of institutions, universities, institutions of deemed to be universities institutions of national importance research institutions, colleges for general education, colleges for professional education etc. even before the establishment of universities in Europe India had a long history of higher education.

According to C.P.S. Chauhan (2004) East India Company which come to India in 1600, paid no attention to education till 1813 when British Parliament directed

the company to accept the responsibility of education of India. The western higher education began with the establishment of Hindu College at Calcutta (1817) by Raja Ram Mohan Roy and his friend Hare Roy (1991).

One interesting fact about Indian higher education is that colleges were established even before the birth of universities. Some of these colleges were established and managed by the government while some others were private, aided by the government. As mentioned earlier, on the recommendation of Wood's education Despatch (1854) the first three modern universities were established at Calcutta, Bombay and Madras in 1857.

C. P. S. Chauhan (2004) says that as India achieved freedom in 1947, the department of education created in 1945 was converted in full-fledged ministry of education. Higher education was the first sector of education to attract the attention of the union government. As a first step, the university education commission (1948-49) was appointed, which recommended rapid expansion of higher education in India on a priority basis. During a period three year, from 1947 to 1950, seven new universities were created raising the total number to 27. According to the latest report of the U.G.C. (1999-2000) the total number of universities at present in 256.

#### **4. Meaning and Definition of Scheduled Castes**

Sachchidananda (1974 : 276-277) has said that it has not been possible to enlarge the concept of Scheduled Caste or to discuss the question of their origin the criteria for scheduling are not clear, the Scheduled Castes being a constitutional and not a sociological concept. S.K. Gupta (1985:7-35) define the term scheduled castes primarily as an administrative category, used in the constitution of India. They are castes identified by the President of India under article 341 and put under a scheduled. The British Government in the Government of India Act. 1935, used the term for the first time before this, some of these classes were labeled as 'depressed classes' and the term was used for the 1st time in the beginning of this century. Thus, in the present time, according to the provision of Article 341 and 342 of the constitution, the president will notify the list of Scheduled castes and Scheduled tribes. The Scheduled caste and Scheduled tribes wherever they live are faced with many diverse problems, which are of social, economic, political and educational in nature. The term of scheduled castes is firstly used by Simon Commission in 1927.

#### **5. Education of Dalits in India : A Historical View**

The major problem of Dalits is poverty superimposed by social discrimination. Dalits, particularly Scheduled castes (Re Untouchable) were denied right to property, right to education and right to bargaining for wages. An attempt is made here to look into the position of Dalits and their access to education in colonial India and their educational development in post independence period in the

context of more than 53 years of Independence. Much is Dealt with here Government of Maharashtra (1993) Dr. Babasahib, Ambedkar is writings and speech vol. 12, for enabling the readers to have a clear understanding about the access to education for Dalits in colonial India. Dr. Ambedkar took the Bombay presidency by way of an illustration and examined the position of Dalits and their access to education was concerned during colonial rule. Under Peshwas the depressed classes were entirely out of the domain of the education. They could not find a place in state education for the simple reason that the Peshwas government was a theocratic one based upon the canons of Manu, according to which the Shudras and Atishudras were deprived of the right to education the depressed classes who were laboring under such inequalities breathed a sigh of relief at the downfall of this hatred theocracy. The British were silent for long time on the question of promoting education among the native population. In 1814 court of directors suggested that the promotion of Sanskrit & Learning among the Hindus would fulfill the purpose which parliament had in mind. But the depressed classes were Crestfallen as British Government ruled that education was to be a preserve for the higher classes. The Hon'ble court write to Madras in 1930 as follows: No schools were opened for depressed classes before 1855 in the Bombay presidency because of the deliberate policy of British was to restrict the benefits of the higher education chiefly to the Brahmins and other upper classes. The depressed classes were not allowed by the Government have their slice in the education. The resolution of the Government in the department of education dated 21st Feb 1923 which sanctioned the funds to the local Government, mentioned about the educational needs of domiciled community and the Mohammedans community, but no words was mentioned about the matter of education to the depressed classes.

## **6. Dalits and Education in Post-Independence Period**

Since Independence particularly from 1st five years plan onwards various special development measures were initiated in addition to general development programs for the social and economic development of Dalits. Education not only improves the skill of people leading to increase in the level of productivity but also plays a major role in school change. Education, particularly technical and vocational education, helps the people in securing employment and increasing the level of income, consumption and living standards and social economic status of people. Hence special attention was paid for the educational development of Dalits by allocating 50% of total welfare funds means for socio-economic development of Dalits, for their education. The literacy rate is an important indicator of educational development. During 1961 to 1991 the literacy rate raise from 10.27% to 37.41% among Scheduled caste while it increased from 37.41% to 57.4% in case of rest of the population. The gap in literacy between Scheduled caste and the rest of the population has been increasing. The dropout rate in 1986-87 for class I-Class V was 50.79% in the case Scheduled caste. In class I to VIII the dropout rate was as high as 69.15% and 80.19% respectively. While it was 71.4% in all groups of rural India in

1994. It is also found that 70% of students among Scheduled caste were studying in Government schools while 67.9% of all groups were studying in Government school while about 10% of all groups of student were in private schools. In the case of higher education also the share of Dalits is marginally improved. The no. of S.C. students increased from 1,05,518 in 1970-79 to 1,63,212 in 1988-89 their representation in certain faculties was insignificant. The number of Scheduled caste students in research is too negligible to mention. The representation of Scheduled caste women students insignificant and it varies from 2.13% in Arts and humanities to 0.60% in research the representation of the Scheduled caste women student is also very nominal. The survey on higher education under taken by National commission on teachers noted that the increase in the enrolment of the Scheduled caste student generally has been in general courses. Their proportion in professional courses decreased steadily from 32.63% in 1964-65 to 28.5% in 1970-71, 25.38% in 1975-76 and 17.08% in 1977-78. It also reveals that the proportion of Scheduled caste student in professional courses is almost half in contrast to their corresponding proportion in under graduate level courses. A fewer Scheduled caste student make the transition from the lower level courses to the professional subject, which has a direct bearing in occupation, compared to non Scheduled caste students.

## **7. Constitutional Provisions for Scheduled Castes**

In Article 15, the states prohibit the discrimination on the ground of religion, race, caste, sex and place of birth. This Article seems to be the 1st article which talks about the reservation of Scheduled caste and Scheduled tribes. It provides that the state can make special provision for the upliftment of some selected people and nothing in the constitution comes in contradiction to this provision. Its Article provides the foundation for the building of Reservation in the constitutional frameworks. Article 16(4) goes further it enables the Government to make laws to give reservation to the downtrodden in public employment. In order to bring the equality of status, an ideal enshrined in the preamble. It becomes necessary to give support to those lagging behind in the race of development to bring them at par with those who are running ahead. And Article 16(4) enables the Government to take a concrete step towards this very aim. Article 17 abolishes the practice of untouchability in any form to bring about the equality in social circles. A Cornerstone of Gandhiji's ideology, this Article really provides a big support for the Dalits to proclaim their equality to others. Article 41 directs the Government to provide work, education and public assistance in case of unemployment, old age, Sickness and disablement and in other case of undeserved want. Old age unemployment and other allowance are provided with the observance of this very directive principle. Many other concessions also help the citizen to maintain their lives in capability and disability. To bring equality in status is not a remedy for the disease named in equality. Since the reservation in public employment is a process for time being and since it cannot last forever, it becomes necessary for the state to promote the education and ability among the children of the Dalits so as to make



them competitive. As soon as these children become competitive, they deserve and shall not lag behind in the race of development. Article 45 directs the Government to provide free and compulsory education for each and every child up to an age of 14 years. Many concessions and scholarship are given for the children belonging to the SC.

Article - 330 has been framed this view in the mind. This article provides for the reservation of seats for Scheduled caste in the house of people. This article guarantees perhaps the biggest promise for the people of the reserved class Scheduled castes in the name of reservation. According to this article seats shall be reserved in the House of People both for the Scheduled caste and some Scheduled tribes. As in the house of people, the seats have also been reserved for the people of those classes in the legislative Assemblies of states. Thus the double reservation has been providing to Scheduled caste to take part in the policy making. To secure their position in the administration, the claims of the Scheduled caste for the services and posts in administration have been made acceptable under Article 335. The constitution makes the people belonging to these classes able to influence each and every part of the governance system so as to make them able to guard their own interests. Under Article 338, a special officer is to be appointed by the president for looking after the working of the constitutional provisions with regard to the Scheduled castes. It has been provided in article 338 of the constitutional that all the matter, relating to the safeguard provided to Scheduled Caste, will be reported to this special officer, who in turn will report the same to the president (Paswan and Jaideva, 2002 : 17-20).

## **8. Objective of the Study**

The principal objective of the study is to highlight the problems of higher education among scheduled castes women.

## **9. Area of the Study**

Area of the study was Pt. Sunderlal Memorial Post Graduate College, Kannauj, Uttar Pradesh (session 2017-18). In the college scheduled castes girls were studying in Under Graduate (B.A.) and Post Graduate (M.A.). We find 305 total scheduled castes girls out of 1408 students in the college. 100 respondents could be interviewed from among the 305 respondents. Kannauj is a city, administrative headquarters and a municipal board or Nagar Palika Parishad in Kannauj district in the Indian state of Uttar Pradesh. The city's name is a modern form of the classical name Kanyakubja. Kannauj is located at 27.07°N 79.92°E. It has an elevation of 139 meters (456 feet).

## **10. Methodology**

This study is based on primary and secondary data. The primary data were gathered through observation and personal interview from scheduled castes girls

and secondary data were collected from various books, research journals, policy documents, government reports, newspapers, academic institutes such as universities, colleges, research institutions and departments of non-government have been consulted also for collection of secondary data and literature.

## **11. Findings**

The findings revealed that the respondents face many problems in getting higher education. In a patriarchal society like India, generally father takes major decision regarding family issue. Hence father's level of education plays an important role for allowing to their children in higher education so the respondents have negative parental attitude in the family. Mode to reach the college is an important factor to determine physical accessibility of higher education especially when college is located far away from residence. They have lack of good mode of transport to reach the college in general. Majority of the respondents are socio-economic weak backgrounds which did not support availing the good mode of transport to reach their college. The parents do not like sending their daughter to school which are not centrally situated and are miles away from home. Weaker economically background becomes more critical to access the higher education. In that case financial constraints are the main cause withdrawal from the education stream. The involvement of girls in domestic works even at their early age creates the serious problem to concentrate in education. There was a considerable opposition to co-education as parents felt it might lead to girls going astray. Girls should be educated only till they attain puberty. Parents do not prefer usually co-education. Some respondents said that their parents wants that they should stay at home and take care of their younger brothers and sisters. The students who are engaged in part time jobs have their higher education negatively skewed/affected. Access physical work results in bodily and mental fatigue which affects intellectual pursuits. If a student works physically then her level of clearing process and grasping power reduces which negatively affects the education process. Age at effective marriage is another important factor to determine the accessibility to higher education. Early marriage is the biggest hurdles to access the higher education among girls. Usually, married person bear extra responsibilities in the family which is more applicable for scheduled caste's respondents because mostly they live in rural areas and still follow traditional way of life. Early marriage is the key factor for dropout the girls in education because decision of marriage and education are negatively related. Thus, it may be said that marriage is one of the most important determining factors to achieving higher education among scheduled castes.

## **12. Conclusion**

The major objective of this paper was to identify and critically analyze the educational problems of the deprived section (that is the SCs) of India. The SCs are considered as one of the most backward community in higher education in the Indian society and the very fact is that proved correct in the light of primary data

analysis about the problems of higher education among scheduled castes girls. The present study revealed that the socio-economic backgrounds of some scheduled castes women which did not supports availing the good mode of transport to reach their college. Negative parental attitude is the main cause withdrawal from the educational stream. However parents do not prefer usually co-education. Part time jobs lead the women excess physical work which affects intellectual pursuits. Early marriage and domestic chores are the biggest hurdles to access the higher education. Usually, married person bear extra responsibilities in the family which is more applicable for SCs respondents because mostly they live in rural areas and still follow traditional way of life. Early marriage is a barrier to education and enjoyments of girl's human rights.

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# ICT in School Education : A Case Study of Primary and Secondary Education

*Nagender Kumar\**

*Information and Communication Technologies have enabled the convergence of a wide array of technology based and technology mediated resources for teaching learning. It has therefore become possible to employ ICT as an omnibus support system for education. The aim of this study is to examine whether there has been any evidence of increased participation in elementary education. Source used is national sample survey since 1986-87. The analysis shows that the number of children participating in elementary education has improved, and the improvement are more visible among children from rural areas. It is stressed that quality of education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and informal types of education by employing ICT in teachers training programmes can save a lot of money of the government. There is an urgent need to digitize and make available educational audio and video resources, which exist in different languages, media standards and formats.*

[Keywords : ICT, School Education, Right to education, Rural areas]

## 1. Introduction

As more than half of the population of the country lives in villages, rural development is an eminent factor for the development of our economy. The crucial

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motivation factor for the development of economy in today's time is education. To explore this significant role of education in India especially in rural India, this study tries to explain the present condition of rural education. It also focused the various initiatives have been taken by the government and some suggestions for improving the education system in rural or remote areas.

Qualitative aspects like school infrastructure deficiencies and Functioning of teacher's having a direct bearing on the quality of education in rural areas need urgent attention.

Right to education is the primary right to every citizen of India according to the article 45 of Indian constitution the basic elementary education must be provided to all the children's up to the age of 14 years. Even after 69 years of independence some state's in India are still struggling to active universal enrolment and quality education. The main aim to running of primary schools in India is to increase the rate of literacy in rural areas. More than 40 percent of India's population is illiterate & con not read or write.

School in rural areas are inadequate. thus government's initiative to set up school in rural areas came into picture. The fee structure in these schools is very low so that every child can study and afford it.

The united Nation's millennium development Goal's (MDG) two and there are about achieving universal primary education and promoting gender equality respectively. The MDGs in education are defined in terms of participation and completion of primary education by all children's and the elimination of gender discrimination in education.

For instance, in India, during 2004-2005, while the gross enrolment ratio for children enrolling in classes I to VIII was 97 percent, the drop-out rate for same classes was as high as 46 percent. The situation is more worrying at the secondary education level (Class IX to X), where the enrolment is recorded 53 percent and drop-out rate is as high as 60 percent efforts so far have addressed to a considerable degree but concern of quality have not received adequate attention so far. Recognizing this, the government of India's flagship education programme at the primary level. The sarva shiksha abhiyan (S.S.A.) has streamlined its focus on "quality".

As is being increasingly articulated, if after spending large sums of money on programmes and schemes, India have not become fully literate, it is time that innovate and cost effective methods be put in place to address the problem of education in country. While this is a larger problem and points to the need for reform in the educational systems at various levels pedagogical, curricular, as well as institutional, the emergence of various information & communication technologies (ICTs) and their increasing acceptance and adoption by society provide unique opportunities and could promote education on a large scale.



There is a general consensus among practitioners and academics that integration of ICTs in education has a positive impact on the learning environment. It is understood that in diverse socio-economic and cultural context ICTs can be successfully employed to reach out to a greater number of students and help in promoting learning along with exposing students to the technical skills required for many occupations. Geographical distance no longer becomes an obstacle to obtaining an education.

ICTs in schools provide an opportunity to teachers to transform for their practices by providing them with improved educational content and more effective teaching and learning methods. ICTs improve the learning process through the provisions of more interactive educational materials that increase learner motivation. The use of various multimedia devices such as TV videos and computer applications offers more challenging and engaging learning environment for student of all ages.

A study of conducted by the International institute for communication and development (IICD) indicated that 80 percent of its participants felt more aware and empowered their exposure to ICT in education, and 60 percent stated that the process of teaching as well as learning were directly & positively affected by the use of ICT.

India has an excellent opportunity to initiate its efforts in reformulating education policy that the existing economic and digital needs to be bridged. Implementation and integration of ICT into the education system should address such burning issues :

1. Regardless of gender and financial status of students, education for every student should be motto of ICT implementation.
2. Develop partnership with government and private agencies for delivery of ITC education.
3. Create inter-connected cluster's of villages with a central hub.

The country's growth is measured its economic state, literacy rate and health-care facilities. By 2020, the employment pattern should aim at 44 percent in agriculture, 21% in manufacturing and 35% in service sectors, off course, manpower reduction in agriculture has to be met with increased technological input.

At least 80% of school teachers must be trained in computer skills and computer aided instruction. An integrated human resources information network in three-years should be developed in collaboration. This would be an integrated data base of skilled manpower education and training services, job opportunities. There should be complete implementation of ICT in education.

However, the challenges would include aspects such as basic software content, language diversity in India will force ICT have content in multiple

languages. Lack of trained teachers and motivation of all concerned authorities, particularly school administration's mind set to an no appreciation of value of ICT. Other issues such as accessibility, affordability and net working and the annual budget also be included. Education system includes formal and informal forms of education at various level of education. Teaching imparting knowledge. Usages of ICT is one of the way by which India's large population base can be effectively reached.

A survey says that there was a sense of pride created and interest generated among the teacher's and student for gaining ICT and its privilege. ICT has the potential to remove the barrier's that are causing the problems of low rate of education on in any country. ICT as a tool can overcome the issues of cost, less member of teacher's and poor quality of education as well as to overcome time and distant barrier's.

Education is considered as the keystone in each and every society. The development of any country depends largely on the quality of education. India is no exception.

Technologies include computers, the Internet, e-mail, web based P.C, mobile phone, wireless set, projectors interactive boards, radio & television, and different interactive boards. Thus ICT is a system that gathers different information or data to communicate over some distance with the help of modern technology.

In the education sector ICT can provide a practical and enabling solution for improving the quality of education. The advents of highly responsive networks of information and knowledge and rapid development of new software, hardware and other channels of communication have presented real opportunities to creatively solve deficiencies within the educational system. The education and training segment has witnessed a rise in the number of private players offering education technology, training and services. The market is open to competition with emergence of national and regional e-learning companies offering myriad technology solutions and training services as a package to educational institutions across the country.

## **2. ICT - RURAL EDUCATION IN INDIA**

As per the 2011 causes 72.2% of the population lives in rural areas about 638,000 villages and the remaining 27.8% lives in more that 5100 town's and over 380 urban cities.

The main aim of this micro study is to elevate the scope, purpose and methodology adopted for computer education in rural India.

Among the developing countries India reached a significant position in development of ICTs. Particularly in the field of education its development is tremendous.

However, benefits of ICTs are not reached expected level in the rural areas still the rural population living with minimum level of ICTs facilities the poorest of the poor. Both central & state government and NGOs are allocating huge amount for the development of ICTs for rural education.

In present scenario, condition of rural education is still very poor. In some villages there few government school and most schools do not provide computer education.

Problems faced in rural education in India are as follows :

1. Most of the schools do not have proper infrastructure. So that they do not get most of the facilities such as computer education, sports education & extra curricular activities.
2. Due to various developmental activities in education sector rural schools have improving its infrastructure facilities but this development is not uniformly in all rural areas.
3. Before providing ICTs education, there is great need to create awareness on ICT education.
4. Infrastructure facilities are one of the important factor for the implementation of ITC programme in rural areas. Existing infrastructure in schools needs to be improved for successful implementation of ITC.
5. Community participation and interest of rural students are one of the significant aspects of ITC education programme. The attitude and behaviour of rural students in ITC are different from urban students.

### **3. The Role of ITC in Improving the Quality of School Education**

School education has a great role for a country. It is the grass root level for any country. Any type of failure in this stage many become a country backward. Government of India has taken many programmes and schemes for universalizing the primary and elementary education. In modern society ICT plays remarkable role in school education. Not only teaching learning system but also administrative system can be improved by the use of ICT. ICT is an acronym that stands for information, communication & technology.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels central, state and local. As per the annual status of education report (ASER) 2012, 96.5% of rural children between the age of 6-14 were enrolled in school.

ICTs have demonstrated potential to increase the options access, participation and achievement for all students. Even though computers have been introduced in schools in India, the education system has largely not been influenced by the potential for pervasive change intrinsic to ICTs. The government

of India's flagship education programme at the primary level, the Sarva Shiksha Abhiyan (SSA) has stream lined its focus on quality.

#### **4. Key Issues and Concerns**

There are many challenges in implementing ICTs effectively in existing schools. policy makers need to give ICTs adequate priority and attention so as to reap the benefits of developing ICTs in school education. A large number of schools still it not even have appropriate class rooms, computers, Telecommunication facilities and Internet services, ICT continues to be a distant dream. The existing shortage of quality teachers further compounds the problem. shifting the existing focus from traditional educational models to an ICT based education system is bound to be met with constraints and road blocks.

Before any ICT based programme is launched, policy maker and planners must carefully consider the following points :

1. In the first place, a basic requirement is whether appropriate rooms or building available to promote technology.
2. Another basic requirement is the availability of electricity and telephony. In countries large areas are still with out a reliable supply of electricity.
3. Policy maker's should also look at the ubiquity of different types of ICT in country in general, and in the educational system in particular.
4. Insufficient access to computers is one of the main obstacles to the spread of ICT usage in school education.

May of the issues and challenges associated with ICTs in education initiatives are known by policy makers, donar staff and educators. However, data on the nature and complexity of these issues remains limited because of the lack of good monitoring and evaluation tools and processes. Another problem in this area is the lack of common set of indicators for ICTs in education and where data has been collected, it is often quantitative data related to infrastructure rather than data than can help policy makers get the impact of ICT interventions on student learning.

#### **5. Conclusion**

Undoubtedly there has been remarkable progress in pre-school and elementary education in rural area, particularly over the past Ten years. Several problems such as irregular attendance of children and teachers, rate of drop out insufficient infrastructure are basic questions for quality of education. Government programmes such as SSA is shifting from universal enrolment to universal retention and quality.

Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in

the schools. Though Government schools exist, but when compared to private schools then quality is a major issue. Another most pressing challenge is to increase access in rural areas to secondary education, particularly for girls, SC & ST and minorities as well as improve the technical and vocational education & skills.

India, however, is still seem to be lagging behind in the field of primary education, characterized by irregular attendance, high dropouts, and non completion of primary education among children's. The reason for these lie in the socio-economic conditions of rural India, marked by caste class and gender inequalities.

In rural India girls participation in schooling is logging significantly behind that of boys. Fortunately Now recent trends indicate that parents have begun to send girls to school in large number than before, and that parental attitudes are positively changing, due to parental literacy and higher evils of awareness among them.

Basic education is viewed world wide as human right. For this reasons "The right of children to free and compulsory education Act 2009" came into picture. All educational innovation require strong community support & participation. during 1993 - 2002, the gross enrolment ratio (GER) in rural area had increased. On the other hand, the pupil teacher ratio (PTR) in upper primary schools in rural area had gone down. Now government is spending a lot of money on education but the money is not utilized properly so steps should be taken to tackle corruption and other issues so that the funds can be utilized properly.

Quality of education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and informal types of education by employing ICT in teachers trailing programmes can save a lot of money of the government. By employing ICT in administration can help in solving the problems of absenteeism of student and teacher's good quality content is one of the major issue and direct by affects the standards of education and quality. By over coming the certain challenges involved in the process of education can help a lot in this side. Conclusively a lot of quality improvement is possible after careful and planned implementation of ICT in education by various stakeholders.

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# Corporate Social Responsibility (CSR) Bill : Issues in Indonesia

***Ridho Al Furqan\* and Mevi Primaliza\*\****

*Indonesia is the first country to legalize the concept of Corporate Social Responsibility (CSR) into law. There are so many regulations governing CSR either explicitly or implicitly. Although juridically the Government has made regulations related to CSR, but in its implementation there are many issues happened. So that, The Parliament of Indonesia is discussing the Bill on CSR as an solution for the CSR issues that is facing. This research tries to analyze whether CSR Bill is appropriate to be applied in Indonesia. This research using qualitative research method with literature study approach. The theory used in this research is the stakeholder theory that say the company's obligation is to balance all the interests of stakeholders. This research conclude that, first, the enactment of the CSR Bill is not an appropriate solution in addressing CSR issues in Indonesia. Besides it do not conform to the true meaning of CSR, this law can also lead to new problems that can threaten sustainable development. Second, Strengthening GCG and improving and enforcing existing regulations is a better way to encourage companies to run their CSR.*

[**Keywords** : CSR Bill, CSR Issue, Best Practice of CSR]

## 1. Introduction

Indonesia is the first country to legalize the concept of CSR into law. There are so many regulations governing CSR either explicitly or implicitly. The regulations that explicitly regulate CSR are Law no. 40 of 2007 Article 74 concerning Limited

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Liability Companies and Law No.25 of 2007 Article 15, 17 and 34 concerning Capital Investment, which regulates obligations for companies to conduct CSR programs.

Although juridically the Government has made regulations related to CSR, but in its implementation until now there are still many problems, such as :

- » Implementation of corporate social responsibility (CSR) instrument is now more oriented to the giving of charity or philanthropy. In addition, there is still lack of coordination so that CSR has not been on target which is to create sustainable development.
- » Many companies use CSR only as a marketing gimmick to do corporate greenwash or spell corporate image or not even run CSR at all (Husted, 2003).
- » The existing law only explicitly regulates CSR to companies which related to natural resources, while for other companies there is no rule about it.
- » Although there have been many regulations governing CSR either implicitly or explicitly, but the existence of this regulation is not in a single law.

Based on the issues, currently the Parlement of Indonesia is discussing the Bill on CSR. One of the points in this bill is that the government will determine the amount of CSR for the companies that must allocate from their net profit of 2.5%, 3% and 3.5% which the management must be coordinated with the government.

## **2. Research Questions**

Based on the background of this research, so the research questions are :

- » What is the relationship between CSR and Government regulation?
- » Is the CSR Bill a solution for the CSR issues in Indonesia?

## **3. Research Objectives**

Based on the background and the research question, the objectives of this research are :

- » Provide more in-depth knowledge about the implementation of CSR in Indonesia.
- » Provide advice to the regulator in Indonesia as a consideration in making decisions in ratification of CSR Law.
- » Provide consideration to the other countries before ratification of the CSR into Law.

## **4. Research Methodology**

The research method used in this paper is qualitative research method with literature study approach. This study examines the various problems in the implementation of CSR and related legal provisions. Research materials obtained

from libraries, news, journals are then explored and analyzed based on theories and concepts.

## **5. Literature Review**

The theory used in this research is the stakeholder theory that say the company's obligation is to balance all the interests of stakeholders. So that the company not only has economic and legal obligations but also obligations to other stakeholders that exceed the above obligations.

Howard R. Bowen in 1953 in his book entitled "Responsibility of The Businessman" is a milestone for modern CSR. Based on this opinion, it developed several definitions of CSR, including The International Organization of Employers (IOE) that say that CSR as a corporate action that is voluntary and exceeds legal obligations. ISO 26000:2010 also say that CSR as Responsibility of an organization for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that contributes to sustainable development.

Based on this definition we can conclude that CSR is the responsibility of all forms of organization for the impacts of decisions and actions of the organization on society and the environment, with the aim of contributing to the achievement of sustainable development concerning profit, people and the planet which is done voluntary, in accordance with goals and value of society and exceed legal obligations.

## **6. Analysis**

### **6.1 CSR and Regulation**

ISO 26000 on Social Responsibility provides guidance on corporate social responsibility practices covering seven principles (Accountability, Transparency, Ethical Behaviour, Respect to Stakeholders, Compliance with Law, Respect for International Norms, and Human Rights Enforcement). When the company does the impact management in accordance with the hierarchy, it is known as CSR.

ISO 26000 : 2010 confirms that one of the seven principles of social responsibility is compliance to regulations. But it is clear that all principles must be implemented. This means that compliance with regulations is a necessary condition for social responsibility, but not a sufficient condition.

CSR should prioritize the management of negative impacts. There are still many negative impacts of companies that have not been required by the regulation to be managed to completion. So, obeying the regulation can not be said to be CSR. For the example retail company that has a store in a area. It will impact decreasing the income for the others society who sale in traditional market. This is no regulation to anticipated it.

## **6.2 CSR Bill and Solution for CSR Issues in Indonesia**

CSR Bill is expected to be one of the solutions for CSR problems in Indonesia, but there are still many things that make this CSR bill as a boomerang in economic growth. Here are some analyzes why CSR Bill can hamper economic growth in Indonesia.

First, the diversity of industry leads to different stakeholder, that makes it impossible to create a single law. It is like mining companies versus banks, because mining companies are primarily concerned with nature and the surrounding communities, they have to allocate more CSR to their ring area than banks.

Second, The additional expense that can be a barrier to the movement and growth of business and investment in Indonesia and hinder Indonesia from sustainability. The CSR bill can be assured to be a new tax burden that could lead to a reduction in the competitiveness of national industries, as well as a disincentive for investment in Indonesia. The CSR bill would be contrary to the effort to improve the ease of doing business In Indonesia from the 109<sup>th</sup> to the 40<sup>th</sup> as desired by President JokoWidodo with efforts such as simplification of permits, the cancellation of around 3,500 local regulations, the establishment of integrated licensing services, the announcement of 13 economic policy packages , And the promotion of foreign investment in Indonesia.

If the economic burden of the company is increased, especially in difficult conditions, then the company's ability to manage the negative social and environmental impacts may decrease, and consequently the social and environmental performance will decrease.

Third, CSR bill will occur over regulation, over lapping and no law enforcement. Indonesia already has many regulations related to CSR. In ISO 26000: 2010 it is stated that the seven core subjects of social responsibility are: Governance, Human Rights, Employment, Environment, Fair Operations Practices, Consumer Issues, and Community Engagement and Development. In addition, many laws and regulations have substantially regulated CSR, both for corporate organizations, NGOs and government.

In fact, there are many regulations that have not been enforced properly, intersect or even contradict each other, and are not known by government officials, corporations, or civil society. A regulatory compendium that applies generally and applies to a particular sector is required to know all the obligations and the efforts required to improve them. If this has not been implemented, additional regulation is likely to be redundant and will not be effective in promoting the correct development of CSR in Indonesia.

So that, when the CSR law is ratified, Indonesia faces new legislation problems due to the lack of synergy of existing laws, resulting in over-regulation that causes overlapping rules and finally law enforcement or imposing legal sanctions ineffective in its implementation.



Forth, CSR Bill will have an impact on increasing moral hazard. The role of CSR does not replace the role of government in implementing development programs but completes it (authors). But in reality, especially in remote areas, the government is sometimes 'absent' or has the limitation to carry out the development or provision of basic services. To overcome this, often CSR be an alternative or the backbone of local development. The negative effect that can occur is the CSR can be used as a politics of repayment to constituents or fraud sources for double financing that can lead to misuse of government money and or company money. In the case of double funding there is a confusion of the public finance system (both through the State Revenue Expenditure Budget, the Regional Revenue Budget) and the private financial system.

Beside of that, As is the case in various regions in Indonesia, when the government determines the percentage or amount of CSR and utilization, there are various cases of corruption. Like, the Government relies on the financial resources of the company which then builds a problematic relationship with the company, which will create many conflicts of interest. Companies that contribute much will get privilege and when lawlessness occurs, the tendency is omission. So, this condition will occur negative effects for development.

The last, when the CSR is regulated, its implementation will never exceed the law and just become compliance. As documented in many countries, when companies are pressured to incur higher costs by government without clarity of benefits to companies and their stakeholders, companies that feel they have paid 'philanthropic tax' tend to be reluctant to manage their social and environmental conditions.

India is an example of a country often referred to as the decline of CSR since mandating 'CSR funds'. Companies tend to ignore sustainability practices when they have paid for the budget obligations, as can be seen in the report of Guardian journalist Oliver Balch on the page [www.theguardian.com](http://www.theguardian.com). Some experts have already referred to conditions that could potentially alienate the company and the state from sustainability due to the imposition of 'CSR funds', such as the continued practice of CSR-washing, when new rule are imposed on the company. Thus, this CSR bill will become boomerang and harm society and environment.

## **7. Conclusion**

From various explanations and analysis of CSR issues and CSR Bill in Indonesia, it can be concluded that :

- » The enactment of the CSR Act is not an appropriate solution in addressing CSR issues in Indonesia. Beside it do not conform to the true meaning of CSR, this law can also lead to new problems that can threaten sustainable development.
- » Strengthening GCG and improving and enforcing existing regulations is a better way to encourage companies to run their CSR.

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## **Availability of Civil Amenities and Spatial Pattern of Development : A Regional Perspective from West Burdwan District of West Bengal, India**

**Sribash Tikader\***

*This paper focuses on analysis of the spatial pattern of development and civil amenities available on different blocks of West Burdwan district. The study is made on the basis of secondary data, collected from census hand book and district statistical handbook. Some Statistical calculation, maps and some charts have been prepared to fulfil the study. This study excludes different municipality and municipal corporation area and different block have been considered as small unit in the study. This study shows that the blocks with highly developed areas are spread mainly over the eastern part of the district except Salanpur block. Remarkable temporal improvement of different civil amenities of the district is found in this study. Being an industrial and mining region, environmental pollution and some environmental hazards is common feature of the district. This problem recommends that environment friendly industrial policies are of dominant significance in this environmentally vulnerable area and suggests for the managing of local resources and the taking up of ecologically fresh technologies.*

**[Keywords : Crude literacy rate, Electrified village, Z-Score]**

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## 1. Introduction

In the last three decades the economy of the West Burdwan district along with West Bengal has increased amazingly. But the development has led to the expanding of spatial discrepancies. Development is the method of financial and social alteration that is based on socio-cultural factors and their exchanges. Development is not simply an economic event but rather a multi-dimensional process linking reorganization and redirection of whole economic and socio-cultural system (Todaro and Smith, 2009). Development is a concept which is challenged both theoretically and politically, and is intrinsically both complex and ambiguous (Thomas, 2004). The facilities given by the governments and local administrative bodies for common people are called civic amenities. Availability of these amenities is very important for development of any area. Generally urban people enjoy more amenities than their rural counterparts. The development of a region can be recognized through existing employment opportunities, composition of working population, infra-structural facilities, scope of education, different amenities, availability of agricultural land and services provided by government (Mutaquim and Asif, 2016). Seers (1979) highlighted that the word development includes shrinkage in poverty, inequalities in earning and upgrading in employment condition. Chand and Puri (1990), alternatively, he pointed out that development implies positive transformation in socio-economic configuration of a country. So development is a dynamic process by which quality of life of any community may be changed.

West Burdwan district is characterized by mining and industrial phenomenon whereas the eastern Burdwan district is characterized by agronomic phenomenon. This district is an important industrial belt of West Bengal; consequently the average living standard of the residents of this region is better than any other parts of the state. The impacts of mining and industrial activity on the natural and social environment are major concern in the industrially developed area (Park, 1998). This problem recommends that environment friendly industrial policies are of dominant significance in this environmentally vulnerable area and suggests for the managing of local resources and the taking up of ecologically fresh technologies.

## 2. Study Area

West Burdwan district is the industrial hub of West Bengal and popularly known as Asansol-Durgapur industrial region. Extension of the study area is 23°20'N to 23°50'N and 86°46'E to 87°34'E respectively (Fig-1).

The district consists of two sub-divisions, eight blocks, two Municipal Corporations, three Municipalities and 66 census towns, covering 1604 sq.km. West Burdwan district is geographically a transitional zone between the Jharkhand plateau which forms a shield in the west and the Ganga-Brahmaputra alluvial

plains in the north and the east. The highest elevation is 227m; the average altitude is 150m and the regional slope is eastward. It is a newly created district (7th April, 2016) and the area of this district has been carved out from the original Burdwan district. The remaining part of the mother district is presently recognized as Eastern Burdwan district, which covers 5420 km<sup>2</sup>. The size of West Burdwan district is 1/4th of eastern Burdwan district but it consists of 66 Census Town (CT) and eastern Burdwan district has only 19 Census Town (CT). Huge number of CT proves the healthier economic condition of the newly born district. The various five year plans created the new industrial areas of Durgapur and Chittranjan, adding to the urban centres of the region, such as Asansol, Kulti, Burnpur and Raniganj.

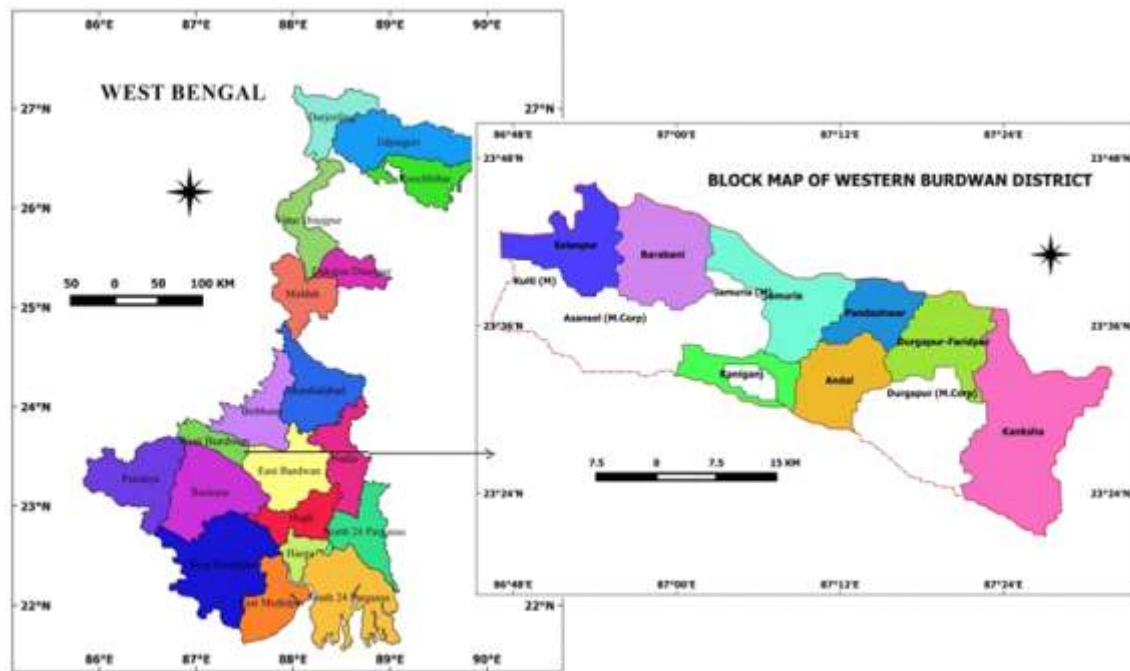


Fig-1 : Block Map of West Burdwan District

A number of small industries also grew up to serve these bigger industries and small industries. Keeping these facts in mind, the effort is to examine the spatial developmental pattern and availability of block level civil amenities of the West Burdwan district.

### 3. Data Base and Methodology Used

The present study is based on secondary sources of data collected from the Census of India 2011 and 1981 and district statistical handbook. The data collected from secondary sources were processed and presented by statistical and cartographic techniques. In the first step of methodological section, extensive literature survey has been done to clearly understand the concept of development and to select variables to determine the level of development. To determine the levels of development twelve variables are selected i.e. Population growth



rate, Level of literacy, Level of work participation rate (WPR), level of urbanization, concentration of SC/ST population, availability of educational institutions, medical facilities, level of electrified villages, numbers of bus-route connected villages, availability of cultivable land, presence of post offices and sources of drinking water. The unrefined data for variable which decides the spatial variations of development have been calculated into Standard Scores or Z-Scores.

Z-Score is expressed as :

$$\text{Z Score} = \frac{X_i - \bar{x}}{s}$$

Where,

$X_i$  = Actual value of i variable in any block.

$\bar{x}$  = Mean value of variable i in all blocks

$s$  = Standard deviation of i variables in all blocks

Work participation rate (WPR) is determined as :

$$\text{WPR} = \frac{\text{Total Worker (Main + Marginal)}}{\text{Total Population}} \times 100$$

For calculation of temporal change of any variable during fixed period following formula has been used :

$$V_{pc} = \frac{V_{fy} - V_{by}}{V_{by}} \times 100$$

Where,

$V_{pc}$  = Percentage change of any variable

$V_{fy}$  = Value of any variable in the final year

$V_{by}$  = Value of any variable in the base year

Finally based on Z-Score values, necessary maps have been made with QGIS-2.12 open source RS-GIS software and all maps, diagrams and data have been analyzed with concluding remarks.

#### 4. Result and Discussion

There are different dimensions of development. Some of them are demographic characteristics, Work Participation rate (WPR), SC/ST Population, Availability of Cultivable land, Level of urban area, level of electrified villages, Numbers of educational institutions, level of moujas connected with Bus route etc. In the district of West Burdwan developmental level is not homogenous among the all blocks, spatial variation is present.

**Table-1 : Block wise Z-Score value of different variables of West Burdwan district-2011**

Block	Block wise value of Z-Scores of different variable						
	PGR	CLR	WPR	SCSTP	CL	LUA	HA
Faridpur-Durgapur	-0.002	0.08	0.262	-0.28	0.894	-0.83	1.26
Pandabeswar	0.147	-0.35	-0.75	-0.62	0.068	1.25	-0.19
Kanksa	1.865	0.66	2.31	1.25	-0.001	-0.76	1.56
Salanpur	-1.312	1.45	-0.61	-1.2	0.462	-0.66	-0.08
Baraboni	0.50	-1.38	-0.02	1.01	0.994	-0.77	-0.58
Raniganj	-1.21	-0.39	-0.6	1.1	-1.641	0.95	-1.13
Andal	0.201	0.92	-0.53	-1.11	-1.388	1.39	-1.11
Jamuria	-0.177	-1.26	-0.06	-0.18	0.613	-0.56	0.28

**Source :** Census Handbook, 2011 and researcher's calculation.

**Note :** PGR-Population growth rate (2001-2011); CLR- Crude Literacy Rate; WPR- Work Participation Rate; SCSTP- Schedule Caste and Schedule Tripe Population; CL- Cultivable Land; LUA- Level of Urban Area. HA-Availability of Hospital

Some important variables have been analyzed here :

#### 4.1 Population Growth Rate (PGR)

Total population of the district was 1163071 in 2011 and it was 594612 in 1981. So during the study period the region registered 95.6% growth of population and the annual growth rate was 3.18%. There are four blocks of the district with population growth higher than the district average. These are Salanpur (4.79%), Jamuria (4.31 %), Raniganj (4.14%) and Kanksa (3.45%).

It is found from table-1 and fig-2 that two blocks of the district fall under the high level of population growth (>0.5 score) i.e. Kanksa (1.86) and Baraboni (0.5). The blocks have z-score value between -0.5 to 0.5 and are categorized in medium level of population growth during assessment period and the blocks are Andal (0.2), Pandabeswar (0.15), Faridpur-Durgapur (-0.002), and Jamuria (-0.18). Two blocks of the district belong to low category (<-0.5) of PGR.

It is evident that the caste population is high in those blocks which registered high growth rate of population. It is apparent that birth rate is quite high among caste population than other category especially in India.

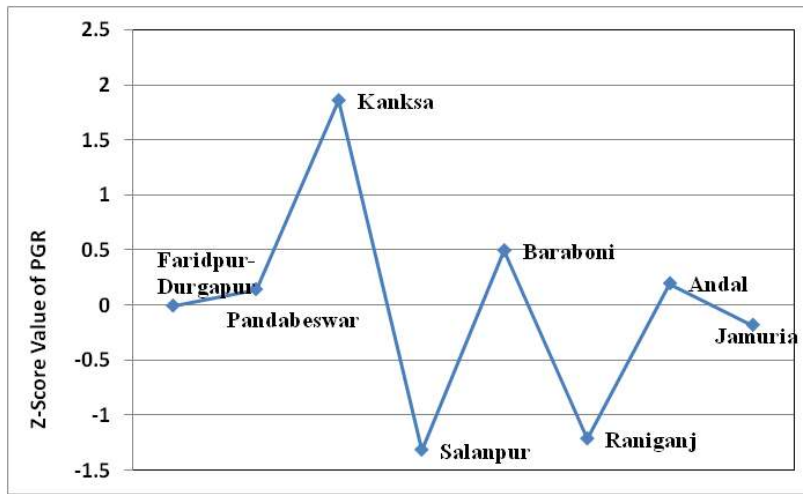


Fig-2 : Pattern of Population Growth (Z-Score Value)

### 4.2 Crude Literacy Rate (CLR)

Effective Literacy rate of the population is defined as the percentage of literates in the age-group seven years and above (Census of India, 2011). This definition has been accepted since 1991 census. Till the census 1981, children aged 6 years or less were treated as illiterate and the crude literacy rate calculation was done on the basis of total population. Therefore, for the comparison of literacy rate between two different time period (1981 and 2011), crude literacy rate has been calculated in the present work. In 1981, high CLR was in Andal block (45.6%) and in 2011 Salanpur block ranked first (70.49%) in respect of CLR. So, huge change in CLR is observed during study period.

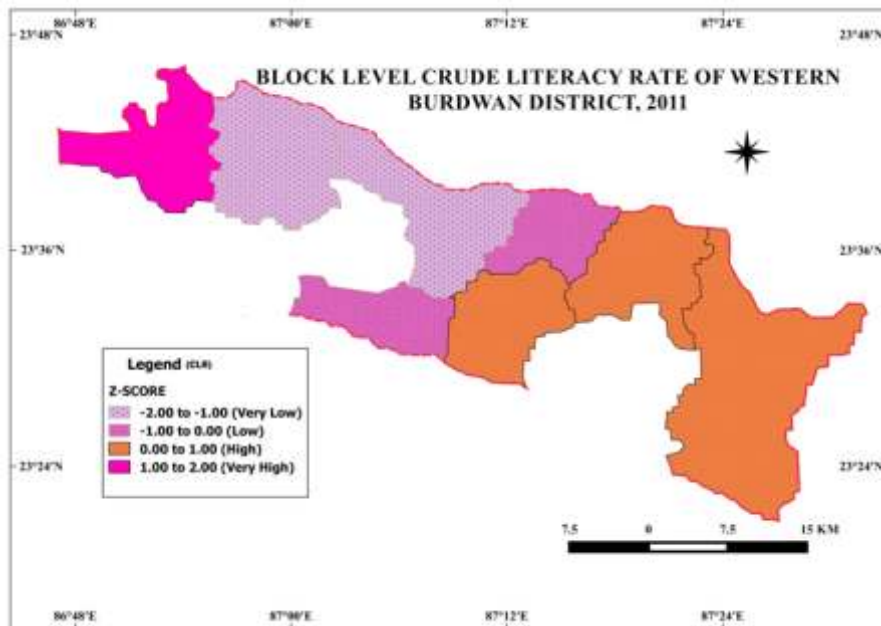


Fig-3 : Level of Crude literacy rate

The development of any region and human society always depends on level of education and overall literacy rate. Table 1 and Figure 3 show that there is a spatial dissimilarity in the level of crude literacy rate in the West Burdwan district the Z-Score value varies from -1.38 in Barabony to 1.45 in Salanpur. Barabony and Jamuria belong to very low level of literacy. Raniganj and Pandabeswar belong to low level of literacy.

Faridpur-Durgapur (0.008), Andal (0.66) and Kanksa (0.92) block fall under high level of literacy, while only Salanpur block belongs to very high level of crude literacy rate.

### **4.3 Level of Work Participation Rate (WPR)**

Complete benefit of progress can only be realized with people's contribution and the financial role of women cannot be separated from the total structure of development (Report of the Committee on the Status of Women In India, 1974). The composition of working people varies with sex, residence and age (Khullar, 2014). Maximum WPR is recorded in Kanksa block (42.4 %) followed by Durgapur-Faridpur block (34.6 %). Lowest WPR is observed in Pandabeswar block (30.79 %). Table-1 shows that the Z-Score value of WPR varies from -0.75 in Pandabeswar to 2.31 in Kanksa block. Salanpur, Raniganj and Andal block record very low level of WPR. Baraboni and Jamuria belong to medium level of WPR. Only one block i.e. Kanksa block has above 42 % participation rate which is higher than the state level (38.08%). Though the rate of participation of these blocks is lower, the average income is higher than other parts of the state. It is because of the fact that most of the workers of the region are engaged in tertiary activity and minimal portions of them are in agricultural sector.

### **4.4 Level of SC/ST Population**

Percentage of SC and ST population has great impact on development of any region. Generally it is believed that SC and ST population are socially and economically weak. Thus, the level of SC/ST population to total population has been considered as a variable in this study.

Level of SC/ST population varies from -1.11 score in Andal to 1.25 score in Kanksa. This range has been clustered into three groups i.e. high, medium and low.

High level of caste population concentrated on Kanksa (1.25), Raniganj (1.1) and Baraboni block (1.01) (Table-1 and Fig-4). Medium concentration has been observed in Pandabeswar (-0.68), Faridpur-Durgapur (-0.28), Jamuria (-0.18). Comparatively lower concentration of SC/ST population is observed over Andal (-1.11) and Salanpur (-1.2).

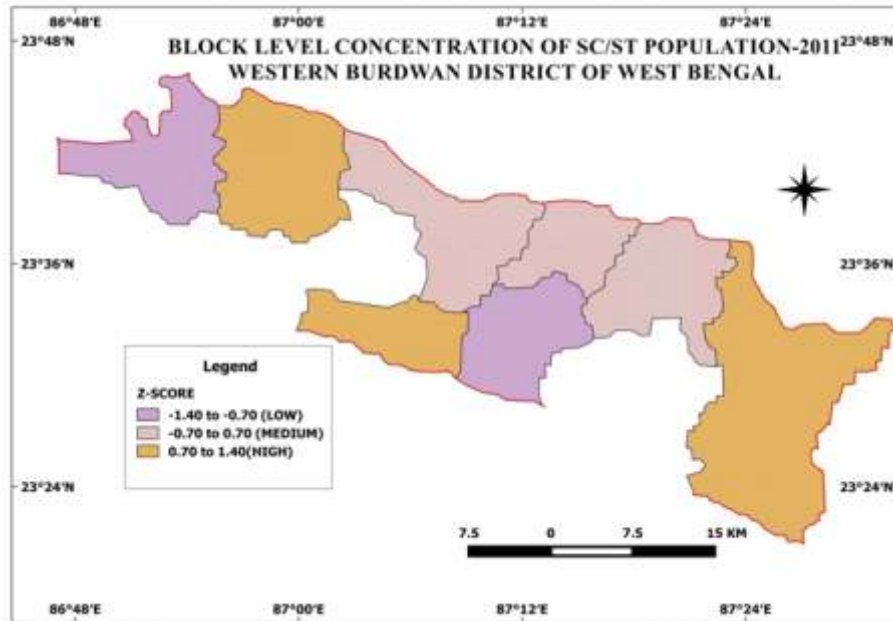


Fig-4 : Concentration of Block Level SC/ST Population

#### 4.5 Spatio-Temporal Change of Caste Population

During assessment period (1981-2011) Kanksa (-4.46 %) and Salanpur (-2.61 %) have registered declining trend of growth of caste population, while caste population increased in significant number in Andal (9.93 %) and Jamuria (4.24 %) block. Though, Kanksa block records negative growth of caste population, till now it ranks second in respect of such type of population. Other blocks register slightly positive growth of SC/ST population.

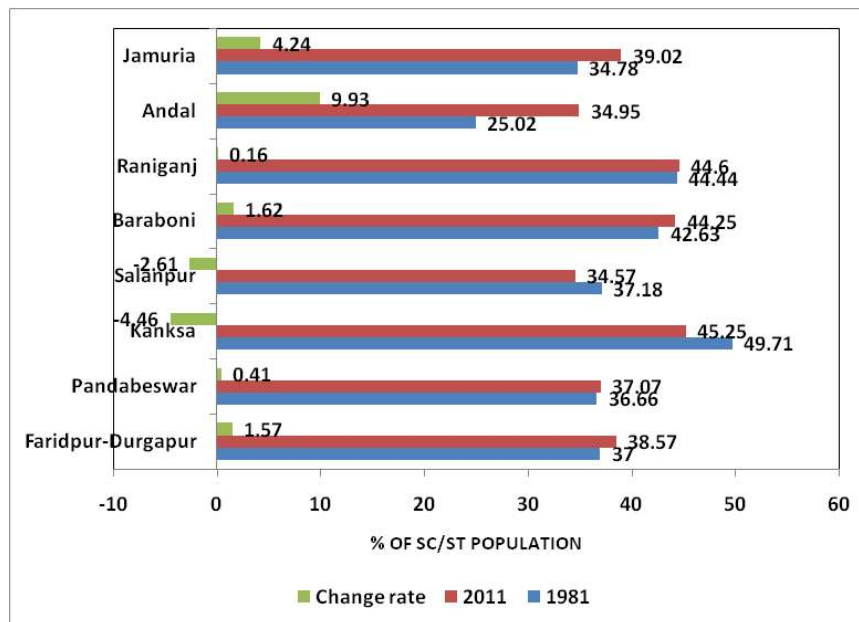


Fig-5 : Spatio-Temporal Change of SC/ST Population, 1981-2011



#### 4-6 Level of Cultivable Land

Agriculture plays a vital role in the Indian economy (Arjun, 2013). It is an essential condition for the development of the national economy (Datt and Mahajan, 2014). Agriculture has always been the backbone of the Indian Economy and in spite of intensive industrialization in the last seven decades; cultivation still occupies a position of prominence. West Burdwan district is an important industrial area of West Bengal. Thus the block level agricultural land of the district is comparatively low than the blocks of Eastern Burdwan district. Baraboni ranks first in terms of availability of cultivable land (72.3%) and Raniganj ranks last (26%). Most of the land of Raniganj is utilized for coal mining.

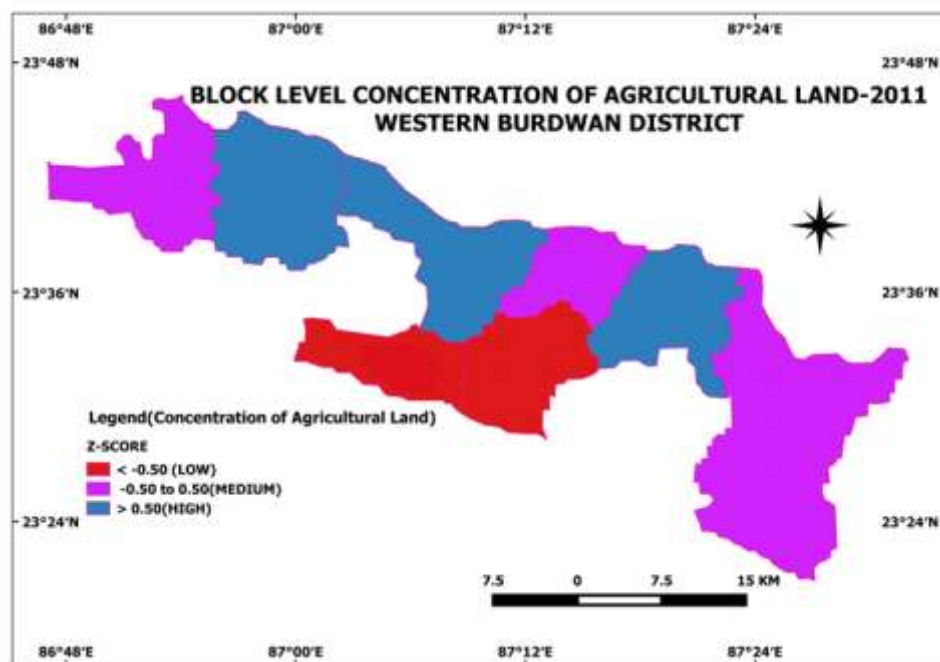


Fig-6 : Level of Agricultural Land

There is a wide regional variation of cultivable land in the district. The Z-Score value varies from -1.6 (Raniganj) to 1.0 (Baraboni). The entire range of variation has been grouped into three categories of high, medium and low. Fig-6 highlights that low level of cultivable lands situated in Andal (-1.35) and Raniganj (-1.64) block. Three blocks of the district having medium level of agricultural land are Kanksa (-0.001), Salanpur (0.64) and Pandabeswar (0.07%). Rest of the three blocks hold high level of cultivable land i.e. Barabony (1.0), Faridpur-Durgapur (0.89) and Jamuria (0.61). A small portion of agricultural land is irrigated in the district.

It is found from census report that the district having low degree of cultivable land is characterized with very low level of agricultural worker, high level of urbanization and high degree of caste population. Most of the workers of this block are engaged in other sector i.e. in service or mining sector.

#### 4.7 Spatio-Temporal Changing Pattern of Educational Institution

Level of education always depends on availability of educational infrastructure of any region. Table-2 shows that all blocks of the district registered remarkable increase in numbers of educational institution. Highest growth of educational Institution during assessment period is the characteristic of Faridpur-Durgapur block (328.3%) followed by Andal (283.3). The low increase in educational institution is the feature of Jamuria (39 %) and Baraboni ((84%) block.

**Table-2 : Changing Pattern of Educational Institution**

Block	Educational Institution		Change of Educational Institution (%)
	1981	2011	
Faridpur-Durgapur	46	197	328.3
Pandabeswar	24	60	150.0
Kanksa	69	144	108.7
Salanpur	40	100	150.0
Baraboni	59	109	84.7
Raniganj	21	60	185.7
Andal	18	69	283.3
Jamuria	61	85	39.3

**Source :** Census hand book and researcher's calculation.

It is remarkable that the blocks which have low literacy rate, low urbanization level, low health facilities and high caste residents, are also having low learning facilities and vice versa.

#### 4.8 Changing Pattern of Electrified Villages

The economic sector cannot be sustained without the availability of adequate power supply. It is assumed that use of energy and level of development is positively correlated with each other. Census data shows that three blocks (Pandabeswar, Barabony and Raniganj) of the district have cent percent electric connection. Remarkable change has taken place in Faridpur-Durgapur block. In 1981 electrified village of Faridpur-Durgapur block was nil, but in 2011, 92.3 % villages of the district get electrified. In 1981, highly electrified block was Raniganj (62.5%) followed by Salanpur (29.87 %). West Burdwan is an industrial district of the state and the impact of industrialization is felt on electrification of the region.

Table-3 : Changing Pattern of Electrified Villages

Block	Electrified Villages (%)		Change of Educational Institution (%)
	1981	2011	
Faridpur-Durgapur	0	92.3	92.3
Pandabeswar	13.79	100	86.21
Kanksa	6.38	92.6	86.22
Salanpur	29.87	92	62.13
Baraboni	29.78	100	70.22
Raniganj	62.5	100	37.5
Andal	22.2	92.3	70.1
Jamuraia	12.5	88.37	75.87

Source : Census handbook and researcher’s calculation.

#### 4.9 Level of Urbanization

In the present study only census towns have been considered for analysis and municipal and municipal corporation areas have been excluded.

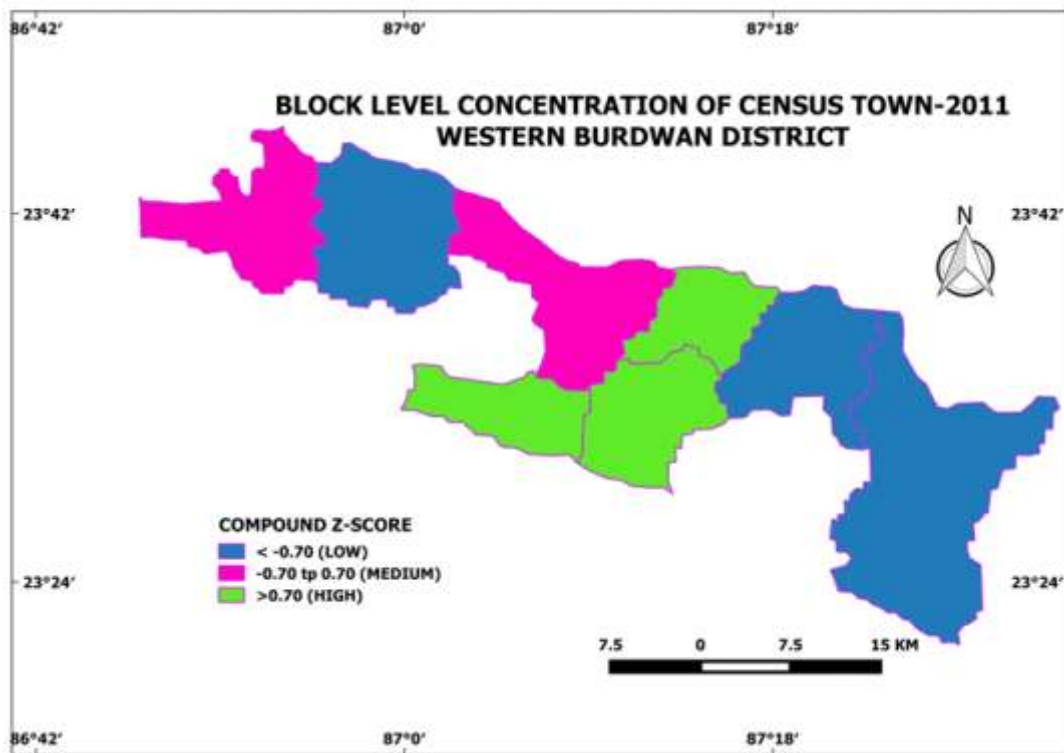


Fig-7 : Concentration of Census town, 2011

Figure-7 shows block wise z-score value of urban area of West Burdwan district. The z-score of urban area to total area of the block varies from -0.83 in Faridpur-Durgapur to 1.39 in Andal. There are three blocks having high value of z-score namely Andal (1.39), Pandabeswar (1.25) and Raniganj (0.95). Jamuria and Salanpur block have a moderate score of urban area. Rest of the three blocks namely Kanksa (-0.76), Baraboni (-0.77) and Faridpur-Durgapur (-0.83) have a low score.

It is found that this district has high density of census town compared to other district of West Bengal. The high level of urbanisation in this district is due to high level of industrialization, high educational facilities, excellent power supply and availability of advanced communication system.

#### **4.10 Medical Facilities**

Number of hospitals, health centres and other medical institutions has been considered for measuring the quantum of medical facilities of the area. Table -1 show that two blocks of the district i.e. Kanksa (1.56) and Faridpur-Durgapu (1.26) fall under the high level of medical facilities. The z-score value between 0.5 to -0.5 and are categorized in medium level medical facilities. Three blocks Salanpur (-0.08), Raniganj (-01.11) and Andal (-1.13) belong to the low level medical facilities.

#### **4.11 Other Amenities**

Bus connectivity is very important for any rural area. In a rural area number of post and telegraph office is an important communication media also. Faridpur-Durgapur and Raniganj block are developed in bus service. Above 88% village of Faridpur-Durgaur block and above 72 % village of Raniganj block are directly connected by bus routes. Baraboni and Andal block ranks last in this respect.

A considerable numbers of villages of the region enjoy tap water facilities for drinking purpose. So impact of industrialization is prominent in every field of the society. In Raniganj block, tap water is present in 100% of villages followed by Baraboni (82%). Tap water facility is available in only 12 % village of Kanksa block. In 1981, wells and tube wells were the prime source of drinking water in every block.

### **5. Concluding Remarks**

Though the district is highly developed from the perspective of socio-economic condition compared to other districts of West Bengal, the blocks of West Burdwan district are marked with spatial variation in overall development. The blocks having high development in every variable are Faridpur-Durgapur, Salanpur, Kanksa and Andal block. High score of medical facility is available in Faridpur-Durgapur, Kanksa and Jamuria block and low level of medical facilities

are observed in Andal and Raniganj block. Quite low level of census town concentration is observed in Faridpur-Durgapur, Kanksa, Baraboni, Salanpur and Jamuria block. Faridpur Durgapur and Kanksa block is located very near Durgapur city and Salanpur and Baraboni block is adjacent to Asansol city. Consequently affluent reactions of the people of these blocks are moving towards big cities like Asansol and Durgapur and becoming city dwellers. Hence the area of these big towns is expanding compared to the increase of number in small towns.

The study reveals that the level of agricultural land is high in those blocks, where low level of urbanization and low level of population density is found and vice versa. Census data shows that irrigated land of the district has been increasing, but till now it is very low compared to optimum level. Government should take initiatives to increase the irrigated land. It is noticeable that mining is the important pillar of economy of West Burdwan district no doubt but it is creating environmental hazards endlessly. Excess mining is lowering ground water level of the region especially West part of the district. Mining and overburdened dumps from other cast mines are reducing agricultural land in different blocks.

Land degradation has been brought about by mining and its allied activities. The region has extensive deforestation due to mining expansion. As a result, vast area has been converted into fallow land and agricultural land. The area has undergone wide transformation resulting in the modification of environment (Bhattacharya et.al.1997). Therefore, steps should be taken by the concerned authorities to reduce negative impact on the society. Environmental pollution is the common picture of the district consequent upon high industrialization and urbanization. Pollution control board has to keep vigil of these actions so as to curb pollution intensity of the region. Furthermore, sensitization is absolutely necessary to maintain steadiness of the region along with conformity to the ecological sustainability.

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## **Democracy and Social Justice in Bihar : A Bird's Eye View**

**Aditya Raj\***

*Democracy is one of the significant phenomena of the past century. It is expected to create associated living in and across communities and, thereby, negate discrimination, subjugation, and oppression. The ideal situation will, then, usher social justice. In this paper, we look at the composite link between democracy and social justice in Bihar, a province in India, where democracy is historically known to have sprouted. Bihar boasts of rich history but in contemporary era it ranks very low in terms of expected developmental indicators. Although an insider to the milieu of the study, yet, have tried to present a detached account of the processes and predicaments of the functioning of democracy and associated social justice in Bihar. This is important as Bihar stands at the historical juncture of transformation and revival of its lost glory.*

[**Keywords** : Democracy, Social justice, Development, Ethnography, Bihar]

### **1. Introduction**

Democracy is important and is a continuing project. According to Sen (1999) democracy is one of the greatest phenomena of the twentieth century. Tocqueville in his seminal Democracy in America (1840) points out that each new generation must acquire knowledge, learn skills, and develop dispositions of both private and public character that is required of a good functioning democracy. Tocqueville vouches for nurturance of these dispositions and argues that democracy is not a machine which will go on itself but must be consciously reproduced for next generations. Thus, democracy can be cultivated. Drawing from Dewey (1912), we

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contextualize that democracy is about associated living- of creating, and learning to create, processes for living together and electing our representative for the good of the community. This will require mitigating differences of class, caste, gender, race, and other social differences. When differences will cease to become reasons for discrimination then social justice will usher. People will decide what they need. Power will cease to be concentrated in the hands of few. Instead, it will be channelized through institutions. This is necessary for developing societies like India, more so Bihar, because Bihar is characterized by exacerbated inequalities and segregation of societies on the lines of caste, class and gender.

From the example of all over the world, we know that survival of democracy is negatively related to high degree of inequality, persistence of poverty, illiteracy and oppression and related features. In this context, democracy is inevitable in the form as well as in substance to promote the agenda of social justice, governance and development. Bihar, as a land of oldest civilization (Indus Valley) and a place where Gandhi Jee launched experiment with the truth Satyagraha (Champaran), carries huge aspirations for the world. Today, Bihar represents a change- change for better India. It reflects a picture in media that is generating much hope and optimism among people. It seems people of Bihar have dodged a battle for transformation to unshackle the chains that keep them in perpetual backwardness. In these circumstances, it is important to capture new stories of Bihar. It presents a text-book case of the ways in which post-colonial societies have unbounded itself in the late twentieth century.

In modern society, education acts as an instrument that mitigates the socio-economic inequalities. Researchers have established that there is a direct relationship between education and growth especially in developing countries like ours. The fundamental principle of democracy is that the every individual is intrinsically capable to make important decisions about their personal and political life. Education act as an important variable to make an informed decision. The role of education in nurturing critical engagement with democracy is crucial. Critical pedagogy considers that education provides individuals the tools to understand better and helps to make a society more just and egalitarian. It seeks to transform those conditions that trap the people in vicious circle of poverty and helps people to overcome the fear that is associated with culture of subjugation.

## **2. Contextualizing the Case of Bihar**

Romila Thapar (1966) in a book, *A History of India*, has written that Bihar, as a state, has its own identity from the time written records were available. According to her, “the history of ancient India is the history of ancient Bihar”. No doubt, Bihar, as an important State of union of India, is marked by remarkable plausibility. It has been a beacon and time to time has given new direction to country’s polity. In 1980’s it has played a key role in spearheading the ‘total revolution’ under the auspices of leadership of Jay Prakash Narayan. Many achievements that India became renowned for -in education, governance, society, or religion, have their

roots in Bihar. But unfortunately all these significant achievements appear to have left no living legacy in today's Bihar. It is a land of ideas and movements but irony is that today the torchbearer of democracy is itself in jeopardy. The State, more than anything else, has become the byword of mis-governance. This irony has beautifully captured by Arvind N. Das in a phrase called 'the land of paradoxes'. Paradox because here both paucity and plenty both goes hand in hand. On the one hand there are large section of people who are below the subsistence level of existence on the other hand large swathe of wealth exists but no one care to invest because of lawlessness. It is also a land of oldest center of learning in form of Nalanda and Vikramshila University but sad reality is that half of the population suffers from basic infirmities of reading and writing.

Ronald deSouza, an eminent social scientist, has provided an interesting analogy to understand the situation of the State comprehensively. According to him, historically Bihar can be analyzed from three 'vantage points' that gives three different yet synthetic picture of the state. The three bird's eye views, described by deSouza are : Eagle, Crow and Sparrow eye's view. Eagle's position presents us panoramic view of Bihar- a beautiful picture of Indo-Gangetic plain, fertile land and rich archaeological site of important places like Nalanda, Rajgir, and Gaya. Crow's position presents the story of post-independence India. Why and how Bihar remained a backward in terms of industrialization, urbanization, habitation and sanitation. But to know the answer of all these questions one has to get down. Sparrow's world's view presents us the picture of micro-level. It tell us why societies of Bihar remained in time warp and couldn't able to catch up with the rest of the states of country. This paper is mainly concerned with the specificities of social practices, public culture and prevalent norms that emanates from social fabric of the societies of Bihar. It limits itself to deal with the questions of public, sense of the public and prevalence of public culture at the ground level.

### **3. Political Development**

The Caste, writes N. K. Singh (1972), form the basis of politics in Bihar. 'Caste social' ritualizes the low status to lower castes, institutionalize the humiliation and contempt and tied them tightly to economic bondages. It sabotages the very neutral functioning of the state and maintain the deep grip over the power structure at local level. The parochial forces have always found roots here that tried to torn apart the society in to pieces. Inequalities that characterizes the social and political fabric of societies of Bihar, is another challenge that poses threat to democratic animation of society. The big chasm in the society, manifest in the form caste and class gradation that stops people to freely participate in civic activities and social discourses. The ever increasing direct influence of caste in economy and polity seems to be decisive blow to democratic and secular polity like ours. In fact, the presence of pre-modern ascription like caste in public life symbolizes defeat of the very idea of liberal 'nation-state'. The cesspool of caste mechanism stops people to participate in power apparatuses.

During the 1990s, first time in history, 'Caste Social' started to change. It changed in to 'Caste Political'. Caste groups started to polarize on the axis of caste line. Indian National Congress (INC) that almost monopolized the politics in post-independence period has failed to read the writing on the wall. There was great social churning going on in society. But INC, just like earlier maintained distant from lower castes at the same time co-opted the leaders from these social groups to garner vote and support. Very soon politics of Bihar became a 'Salad Bowl' where every leaders were trying to be mouthpiece of own castes and sub-castes. The domination of leaders from lower castes and backwards in politics became apparent. New avatar of caste impressively articulated the idioms of social equity and justice. There was supposition that dominance in politics will gradually reflect in other spheres of society like economy and bureaucracy.

In Bihar, no one can undermine the importance of the role of caste as a determinant of social intercourse. In fact, the history of violence on the basis of caste can be traced back to 1930s, when there was report of riots and mobilization on the basis of caste. But, what has changed the politics of caste during 1980s is that even within class, caste-conflicts tend to emerged. Caste has been used as a handy tool to political assertion and to counter the hegemony of upper castes. Now caste was less about temples and mosques, and more about aspirations, assertions and reaping the resources from government. In other words, in 1980s, at the time of 'second democratic upsurge of Indian politics' vernacularized the democracy and hitherto shame and humiliation of caste changed into contestation and celebration. Urbanization and liberalization, these two factors, have also contributed to change the nature of caste and social relations. It has brought disjuncture and incongruence between social and economic inequality.

#### **4. Societies of Bihar**

There is a gradual decadence in the society. Society has balkanized in different groups and subgroups on the lines of castes and sub-castes. The absence of democratic space in form of vibrant civil society raises larger questions about the prevailing sense of social justice in general. In fact, the process and practices that are shared in any society are contingent upon values, ideas and feelings that are prevalent in society. Modernization theory says that there is a good reasons to believe that culture increasingly play an important role in determining the developmental process of any region. According to Dewey (1916) the absence of associated way of living is an obstacle in the progress of our society.

There is simmering discontent among the different sections of society. Society is deeply divided on caste and sub-castes lines. Modern political churning has incentivized this politics of uneasiness. People from each sections have its own grievances against each other's. Irony is that such discontent is not suffused in lower class only, it is equally prevalent in rich as well. This discontent arises because of moral, social and political and economical chaos and dis-orderness. Political uneasiness takes personal notes and rather than order, growth and



freedom, political convulsion used to rise. This can be summed up as the prevalence of 'culture of poverty' among poor and 'poverty of culture' among elite.

On the one hand, there is large number of people who are landless. They worked hard to eke out their existence. In the word of Freire (1970), they lack the process of Conscientization. Conscientization, according to Freire, is consciousness about understanding the social and political contradictions of the society and taking action against them so that they can reflect upon their own reality and thereby to transform them. People are not aware about their rights and entitlements. There is little awareness among them because they don't have the critical faculty to question their existential level.

On the other hand, in post liberalization era middle class has developed the aspirations to materially better off. Individual comes to think that s/he deserves more and any worsening of the situation is understood as threat to self-esteem. This dynamics of comparative inferiority vis-a-vis superiority has put the politics of affirmative action in quandary. However this framework of affirmative policies based on castes is itself oxymoron to liberal kind of democratic theory because it gives preeminence the individual to the group and not the vice versa.

In Bihar the struggle for equality entails the long struggle to get benefits from the modern-liberal state in the form of greater access to state resources, participation in civic institutions. The relationship between low caste status and poverty is strong (Mondal Commission). All this has a bearing on move towards freedom and emancipation. The greater freedom to access to market and market resources empower individual to do what they want to do. But, it simultaneously calls for recognition along with participation and redistribution.

When other states had been showing remarkable progress, Bihar was grappling with social ills like communal riots, mis-governance, casteism and trust deficit in society. Society was appear as sapless, lacking in its own definition. It was a sort of 'identity crises'. This may be because, as Karna (2011) has highlighted in a book *Biharnama*, that culturally and linguistically Bihar hasn't able to carve out a separate social identity. According to him, "the social structure of Bihari population is such that it has composition from all parts of Indian subcontinent." The folk culture, songs, dances like Bidesia, Jat-Jatin, Jhumra, Mithila paintings are rather regions specific and not state bound. These cultural traditions have always transcended the boundaries of caste, class, creed and religions. Still one 'collective identity' has never came out of these complex layers of society. This lacks of harmonic identity caused to split-up the society in to different segments. According to Das (1992), society was so dispersed that even at the time of crisis, it never conjured up as one entity marring its social fragments. It fueled desperation in society. Sheer desperation accompanied with rising expectation induced people to anchor and define themselves in unexpected ways like adhering to caste, creed and religions. In these predicaments, people started to erase their identity vis-a-vis pride in their histories and cultures.

The culture of a society does matter for the developmental process. It determines the quality of a democracy. Culture of inequality is fundamental to Bihar's polity that has reflected in access to education, markets and daily social relations. We know that a good public culture is necessary to value the things that are understood as important in any democratic societies. Bihar too has been at the front in community and political engagement. Bihar too has been at the front in community and political engagement. The tradition of taking decisions on the basis of public discussion was particularly promoted by the Buddhist Council in Rajgir and Vaishali. 'Government by Discussion' now a popular term coined by Walter Bagehot has been in practice since ancient days. According to Tocqueville in a democratic countries the science of association is the mother of science; the progress of all the rest depends upon the progress it has made. In the ancient days people of Bihar are living together to acts in tandem so that the works can be smoothen harmoniously. Gandhi has too emphasized on community and community participation that originates from the belief that given the choices, people has indispensable quality of judging what is right or wrong for them.

Banfield (1959) suggests that people act independently and isolatedly to maximize their personal growth assuring that all others will do the likewise. He called it the process of "amoral familist", i.e. people act amorally to accentuate their benefits without any due consideration of society in long term future. This absence of civic associations, organized charities, and embedded values to promote citizens to initiate in public services in the State of Bihar, obligate us to see the explanations in term of Banfield (ibid) has called moral economy of backward society

Dreze & Sen (2013), see the basic objective of development as the 'expansion of human capabilities'. Delineating further they have emphasized that there are good reasons to pay particular attention to examine the requirements of economic development in education and social change in India. And there is much evidence to believe that there is strong co-relation between basic education and the social change and its bearings on socio-political organization. This linkage has been widely observed and upheld as the 'effectiveness of public action' and 'expansions of social opportunities' that depend a great deal on the effective freedom of people to exercise their reasoned query that emanate from quality education. One way of viewing is that this is how ideologies of education play out in relation to equality. Many authors have emphasized that school is and should be the "site of democracy". This stems from the assumption that democracy and justice are interrelated both in schools as well as in community.

## **5. The Way Forward**

Bihar's growth in recent past has opened up new possibilities. It has opened up new avenues to institutionalize welfare schemes. It is also producing new forms of improvements and mobilities. However, it has also increased the potential for rent-seeking. The society is witnessing a profound change, and the gains in both growth and poverty reduction are impressive. These subtle but pronounced changes have the larger lessons for the backward states in two ways: First, while

identity politics structured around ascriptive identities has complemented by dynamics of the politics of aspiration. Second, the scale of government spending has increased exponentially. It has the potential to change the way politicians are seen and rated during elections.

But these changes by themselves can't address the issues of social justice. In the literary discourse of social sciences, politics of identity and politics centered on welfare and justice are often posed as alternatives. Caste has become the locus of a politics of equality partly because there is deep structural malaise present in our society. So, there is no reason to believe that the forces of identitarian politics are going to fade very soon. But at the same time, one can say with affirmation that the politics of social justice has reached at final stage of movement.

For a new and a fresh impetus, Bihar has to establish a public conception of justice that would support the good of all its citizens. Such a conception would have to address these issues: The government has to seriously pursue the agenda in the spirit of constitutional democracy so that education can act as a force that can mediate the simmering contradictions and competing principles in the society and not mere act as a feeding agent that beget and reproduce the existing one. The agenda of civil society and establishment of public sphere is important. As far as local issues are concerned, civil society has to play a pivotal role by catalyzing a greater democratic participation of the people. According to Habermas (1962) public sphere helps to neutralize the dominant and unequal power and class relations. Even during the collapse or withdrawal of other institutions, civil society should work as a social safeguard. However, to look at the civil society, without taking cognizance of the economic base and socio-economic structures is problematic in Indian context. Subaltern theories claim that the Indian public sphere does not take into account the plurality of cultures. It represents the same structural inequalities and unequal power, that makes representation lopsided and even deliberations are mainly governed by the voices of the dominant section.

The major challenges, therefore, it pose is, can be tackled by the doctrines of "critical theory" (Frankfurt School). Firstly it is very important to address the issues of socio-economic inequalities rather than proposing for "equal members". The public sphere needs to take into account systemic inequalities. Secondly, a single overarching public sphere is not sufficient enough to understand plurality in India to deliver common goods to all citizens. A stratified society creates fragmented space within the idea of a unitary sphere. So there is a need for multiple micro-public spheres at multiple levels. Thirdly, the delivery of a common good depends on the quality of participation guaranteed by the public sphere and how far "public interests" are recognized and respected over "private gains". Therefore the public sphere in Indian context and more so in Bihar, must identify aspects that generate marginalization so that it may be addressed.

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## **Creative Freedom in Films : Illusion or Reality ?**

***Sachin Bharti\* and Divyani Redhu\*\****

*Creativity is the act of bringing your being into the world, your potential into reality. True freedom is like the wind - coming with nothing and leaving with nothing. It is to allow all that has gone into anything we create to fully dissolve and dissipate back into its fundamental components so they can be available for the next creation. Anything that does not fully dissolve and dissipate is unavailable for the next creation. That in turn, limits what is possible to create the next creation. Creativity is never limited in any of the social and human boundaries. It is omnipotent, similarly like the Almighty. No aspect of life is such which is away from creativity, be it films, dramas, literature or science. The present paper is an attempt to understand and analyze the importance of creative freedom for an individual and to evaluate the responses of youngsters towards the ambiguous interpretation of creative freedom, taking films into consideration. It was assumed that the concept of creative freedom is a mere illusion and it does not have any existence in reality. After the completion of the same, it can be affirmed that the society is very dicey about the existence of the creative freedom and cannot clearly favour the existence of creative freedom in reality. The results have made us think if the freedom that we have today is even a bit of the one that we longed for. What kind of a freedom is it which does not even allow free expression of ideas and thoughts and above all, what kind of a democracy is the one that we have? No matter how much we develop ourselves in terms of infrastructure or technology, but the real growth will only take place with the evolution and expression of our creative minds.*

[**Keywords** : Creative freedom, Films, Illusion, Youngsters, Creative minds]

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*“There are two freedoms - the false, where a man is free to do what he likes; the true, where he is free to do what he ought.”*  
*Charles Kingsley (Historian)*

## 1. Introduction

India attained freedom in the year 1947. Since then, the country has boasted of its democracy and freedom for all. But, on the contrary, the debates that are related to the freedom of speech and expression can be traced back to the earliest evolution of mankind. Certainly, the context has changed, but, what has not changed is the domination of one's thought and ideas by the so - called 'social caretakers'.

India provides one of the most suitable grounds for the debate to come to the fore, owing to the numerous instances that put a question mark on the freedom of speech and expression via a creative medium.

From the banishment of literary icons such as Salman Rushdie to repeated assaults on artists like M. F. Hussain, seeking to express their viewpoints through their art, our Indian society has witnessed it all, over the years. Even the common man's voice in traditional and new media has not been spared from the wrath of those who are self - proclaimed caretakers of the society. It would not be wrong to say that taking into account India, freedom of speech and expression has found itself under fire numerous times. The same has been curbed repeatedly in the most alarming ways on the land of the country which is known to be one of the largest democracies in the world. Can there be any bigger an irony than this?

Particularly talking about the creative freedom in films, the situation is no less pitiful. From documentaries to feature films, all have been subjected to the unjust scrutiny repeatedly, for one or the other reasons. *Garam Hawa* (1973), *Aandhi* (1975), *Kissa Kursi Ka* (1977), *Bandit Queen* (1994), *Fire* (1996), *Water* (2005), *Fanaa* (2006), *My Name is Khan* (2010), *Aarakshan* (2011), *Vishwaroopam* (2013), *PK* (2014), etc. are just some of the movies that have been banned or whose release was put to hold for one or the other reason.

The former Chairperson of the Censor Board of Film Certification (CBFC), Leela Samson recently resigned for alleged political interference in the procedural decision-making of the board, in relation to a film by a religious Guru - 'MSG : The Messenger of God'. The critically and popularly acclaimed film *PK* by Rajkumar Hirani was troubled on religious grounds. Today, any film can be made the target of controversy by the radical and fundamentalist elements of the society.

What is even more astonishing is the list of 28 cuss words to be banned, made by the current CBFC chairperson Pahlaj Nihalani, although the same has been put to hold by the court, for now. As a result, Indian cinema has witnessed the increase of ridicule, inquiry and interrogation by various means and that too after more than 67 years of independence.

In an interview with the *Washington Post* on February 12, 2012, Nilanjana Roy, a columnist and literary critic said, "For a country that takes great pride in its

democracy and history of free speech, the present situation is troubling. Especially in the creative sphere, the last two decades have been progressively intolerant."

Justice Markandey Katju, the former Chairman of the Press Council of India, said in an interview with the Washington Post, "No freedom can be absolute. The hold of religion is very strong in India, and you have to respect that. You can't go insulting people."

Is that the kind of freedom that we longed for and our founding fathers conceived of and constitutionalized? The above mentioned examples put a big question mark on the mere existence of creative freedom in India.

The research paper aims to understand and analyze the importance of creative freedom for an individual. Also, an attempt has been made to understand various aspects of freedom and its relation to creativity, in order to get a clear overview.

## **2. Clarifying Key Concepts**

### **2.1 Freedom**

According to Oxford Dictionary, freedom refers to the "state of being free or at liberty, rather than in a confinement." As per the given definition, freedom simply means to be free from restraints.

When one has complete control over one's thoughts and acts with the power to turn them into action, it is defined as being free.

The word freedom has been defined numerous times with different frames of mind. According to Mike Treder, a well known Sociologist, "Freedom is greater than just the right to act. It stands for securing to everyone an equal opportunity for life, liberty and the pursuit of happiness."

As soon as the word freedom is heard, a sense of calmness and rejuvenation fills the mind. But, freedom can never be defined in a limited frame. Different aspects are there to see the freedom. This is because of the fact that the more eyes are present, the more dimensions can be seen for a single object.

### **2.2 Creativity and Freedom**

According to the Webster's dictionary, "Creativity is the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretation, etc.; originality, progressiveness, or imagination; the need for creativity in modern industry; creativity in the performing arts."

Creativity is never limited in any of the social and human boundaries. It is omnipotent, similarly like the Almighty. No aspect of life is such which is away from creativity, be it films, dramas, literature or science.

The way with which creativity is presented can differ, but, the worth of the same can never deteriorate. Thus, a sense of creative freedom needs to be present.

### **2.3 Need and Importance of Creative Freedom**

According to Dictionary.com, “Creative freedom is the right to speak one’s own mind and adhere to one’s belief without any fears of being approved.” As far as the relevance of creative freedom is concerned, Tibetan Spiritual Leader, Dalai Lama has stressed the need for individual freedom to ensure overall growth of human creativity. He said in an interview to Hindustan Times on March 17, 2010 that, “Without freedom, one’s creativity cannot bloom. Right to freedom is pivotal for the progress of any society. And for this, there should be a sense of global responsibility, a feeling of oneness for all beings” (Source : Abhinav Kashyap, www.hindustantimes.com, March 2010).

### **2.4 Right to Freedom of Speech and Expression**

The Constitution of India contains the right to freedom, given in articles 19, 20, 21 and 22, with the view of guaranteeing individual rights that were considered vital by the framers of the constitution. The freedom of Speech and Expression is regarded as the first condition of liberty. It is of speech and expression that it is the mother of all other liberties. It means the right to express one’s own convictions and opinions freely by words of mouth, writing, printing, pictures or any other mode. The first principle of a free society is an untrammled flow of words in an open forum (Source : India Law Journal).

### **2.5 Creative Freedom - The Real Insight**

Standard and beautifully phrased definitions have been laid down for a word that has no boundaries, ‘freedom’. But, when it comes to granting the same, numerous constraints are laid down. The more we are made free in terms of constitutional rights, the more we get trapped in the web of actuality and reality. In the name of censorship and social norms, the ideas and their portrayal is repeatedly questioned. Films are banned regularly, either being accused of vulgarity or because they showcase the bitter truth of society. Eminent talents like MF Hussain, Salman Rushdie etc. are targeted for their bold artworks and ideas. Even literature is not left behind when it comes to accusing the same.

The above mentioned examples are just like the tip of a mountain. It would take more than a life to count the limitation put on one’s mind in reality. The question that arises here is who really is the owner of one’s mind? Is it the society, the people in power or one’s own conscience?

The concept of freedom must ensure a certain type of political, physical and above all, mental empowerment. A person and a society are free when there are no boundaries put on the thoughts, which are not destructive for any other being.

Practically, the real freedom has never been given to a man. Sometimes, the thoughts are controlled, sometimes the emotions. Somewhere, it is the art work that is barred, and somewhere, it is the artist himself or herself who is suppressed.

When the mind is free, no matter if a person is behind bars, he or she would never lose the sense of freedom and being free. Thus, what matters the most is the

freedom which is transparent, rather than the claims that are made to grant it. The deception cannot sustain for long. The base of creativity has to be rock solid which can only be done with the foundation of true freedom.

In the research, an effort has been made to understand to what extent the people feel the need of creative freedom and their reaction towards the dubious interpretation of the same.

### **3. Statement of Research Problem**

Although the constitution has given us Freedom of Speech and Expression, but, when it comes to the applicative aspect, especially in terms of showcasing one's creativity, obstacles have to be faced at every step. Creativity that somehow does not fit in the compressed mind-set of society is subjected to die in exile without even getting a second thought.

Thus, in the research, an effort has been made to understand and analyze the importance of creative freedom for an individual and to evaluate the responses of youngsters towards the ambiguous interpretation of creative freedom, taking films into consideration.

### **4. Review of Literature and Observations**

Jean Jacques Rousseau (Philosopher) has said that "Man is born free and everywhere he is in chains". Freedom not only lays the foundation of every sustainable growth, but, it is also the lifeblood of all round growth. Not only for the individual, but, it ensures the development of society as a whole. Once the real meaning of 'freedom' in true sense is understood, there would be no need of advocating for the need of granting the same.

Past has suffocated itself with numerous examples where freedom, either social, political or mental has been suppressed. The reason for the same being the disgrace of social norms. But then, how many times has it been thought that norms and morals are made for people and not vice versa?

How far is it justified to take away the voice of living beings merely for few irrelevant, baseless and rigid social norms? Several incidents are buried in history which degrades the sanctity of freedom, be it political or social. All of them put a question mark on the interpretation of 'Real Freedom'. From daring to support one's intuition to follow one's passion, restrictions have always overshadowed the positivity of freedom.

### **5. Case Studies (Source : Ajita Kamal, Nirmukta Magazine)**

#### **5.1 Hue and Cry over Verbal Statement of Actress Khusboo**

In 2005, Indian film actress Khushboo was charged with 22 cases of obscenity because she said in an interview that it is acceptable for women to have premarital

sex, “provided safety measures are followed to prevent pregnancy and sexually transmitted diseases”. There were mass protests in Tamil Nadu where Khushboo was worshiped by some as a Goddess. The temples built in her honour were destroyed after this incident. In April 2011, the Supreme Court dismissed all 22 charges brought against her.

## **5.2 Artist M. F. Hussain Forced to Give Away Indian Citizenship**

India’s most celebrated modern artist, Muqbool Fida Hussain, awarded with Padma Shree Award thrice, received notice in 1996 when pieces that he had painted in the 70s were reprinted in a Hindi magazine. Initially, 8 cases were filed against him that eventually escalated to more than 900.

In 2006, the death threats and acts of vandalism increased, forcing Hussain to spend an increasing amount of time abroad. Consequently, he took up Qatar’s offer of citizenship and gave up his Indian citizenship. It is painful to state that such a celebrated Indian artist could not even take his last breath on his homeland.

## **5.3 Bollywood Film ‘Aarakshan’ banned in Parts of India**

A star-filled Bollywood film on India’s caste system churned up passionate debate with angry lower caste groups trying to stop its release, saying it reinforces social prejudices against them.

The above mentioned are just some of the many examples and one common aspect that can be drawn out is the fact that society cannot tolerate even a fraction of alteration, no matter if it is for good. In all the above examples, freedom of expression has forcefully been curbed irrespective of the reason.

Despite having the constitutional Right to Freedom, the same is restricted to be put in action. But despite the same, film makers have tirelessly fought against all the odds and put their ideas on screen. Vishwaroopam ventured into the realm of religious exploitation in terrorism and PK minced no visuals in taking on religious entrepreneurship.

The fact that all these films were box office successes is an indicator of not just that India is thinking about these issues, but also about how much Indians want these issues to be center-staged.

The censor board was envisioned as an autonomous body that would facilitate, and not curb the freedom of expression, through reasonable regulation. But this original intent has been incrementally compromised by all governments without exception.

According to Times News Network, in the contemporary times, when people boasts of their ‘democratic’ status and freedom of speech and expression, a look definitely needs to be given to the reality underneath.

The ‘freedom’, no matter creative, social or physical is just superficially claimed. No area has been left free from the gate keeping on the part of the authorities.



The young generations have old and pretentious head on the top to look and instruct them on every issue. Be it films, books, words, social networking quotes and even the clothes, the government and over sensitive 'censors' seem to be intervening way beyond the acceptance level (Source : Times of India - Delhi Times, August 15, 2011).

Arpita Nath holds that the Government of India has certainly guaranteed the freedom of expression. But, to cut down on the bark of same freedom, it doesn't guarantee the safety if someone threatens the other to be killed over a mere painting play or drama.

MF Hussain had to flee the country just for making a painting that some people found 'objectionable'. If ask for a reason, It is something completely absurd.

Play like Eve Ensler's "Vagina monologues" was banned as it shows women talking about sex. Such frustrating example forces one to wonder if there's anything besides administrative issues the government won't step in for (Source : Times of India - Delhi Times, August 15, 2011).

'Painting Naked' led MF Hussain to die in exile. Manami Mallik holds that MF Hussain, a legendary artist who was also called as 'Picasa of India' died in exile out of his own country.

The legend was always surrounded by the legal claims and many of his artworks were also forbidden from exhibition and were subjected to legal action as the law ministry subjected the pictures to be having potential to spark off communal riots.

Repeated attacks and attempts to kill MF for his bold artwork only portrays one fact and i.e. the society is too rigid and bounded in a cage of superficial living that thinking apart from the league is assumed to be a heinous crime. (Source: [www.ibtimes.com](http://www.ibtimes.com) June 9, 2011. International Business Times)

In an interview with Delhi Times on February 25, 2015, eminent film producer and the President of the Film and Television Producers Guild of India, Mukesh Bhatt said, ""Cinema is an extension of life and you cannot portray real cinema without showing what happens around us. The CBFC has taken some cuss words in isolation and said that they cannot come in any way in even an adult film. You cannot ban a word without seeing it in context of how it is being used.

You can classify a film as adult. But how can you censor what an adult can see? Then the Government of India should pass a law saying that if you are found abusing in real life, you will be put behind bars. We are talking about complete talibanisation of the country. (Source: Times of India - Delhi Times, February 25, 2015. By Priya Gupta)

## **6. Objectives of the Study**

The main objectives of this study are as follows :

1. To understand the need and importance of creative freedom for an individual

2. To understand the reason for dubious interpretation of creativity
3. To analyze the reaction of people, particularly, the youngsters towards the dubious interpretation of creative freedom, taking films into account

## 7. Hypotheses

This study is an attempt to test the following hypotheses :

1. The concept of creative freedom is a mere illusion and it does not have any existence in reality
2. The acceptance of creativity in a society depends on the socio - political - economic scenario and existing social norms
3. It is believed that creativity needs to be free from the unwanted restrictions
4. The influential people manipulate the meaning and essence of creativity to satisfy their parochial interests
5. The autonomous bodies are used only as rubber stamps without being given any power of execution. The members of such bodies are the puppets of some influential people

## 8. Methodology

1. Universe : Youngsters.
2. Area : South Delhi and North Delhi.
3. Research Design : Descriptive.
4. Sample Size and Sampling Technique : 100, simple random sampling.
5. Variables : a) Gender : Male and Female; b) Age Group : 15 - 25 years, c) Occupation : Students and working professionals
6. Tool of Data Collection

Questionnaire

Contents of the Questionnaire were as follows :

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Gender : 1. M      2. F                      Age : \_\_\_\_\_

Occupation : \_\_\_\_\_

1. In reality, do we have creative freedom?  
Yes      No      Not Sure
2. According to you, what should be kept in mind while defining creativity?  
Social norms      Economic factors      Political factors      None      All of them
3. In real sense, do you think that creative people enjoy creative freedom in India?  
Yes      No      Not Sure

4. If not, why do you think creative people do not enjoy the creative freedom completely?

Political pressure Religious issues Social norms All of them None of them

5. According to you, what is the reason for rise in controversies related to creative freedom in films?

Publicity Political pressure Influential people Religious issues

None of them All of them

6. Do you think that the working of the Central Board of Film Certification (CBFC) is influenced by the powerful people?

Yes No Not Sure

7. Do you think the credibility of CBFC is hampered when a film passed by CBFC is questioned?

Yes No Not Sure

8. If yes, do you think that a strong CBFC with reasonable powers can help the film industry to work better?

Yes No Not Sure

9. Do you think that there should be a unified, autonomous (independent) body for checking creativity in different mediums?

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10. What would you suggest in order to exercise actual creative freedom efficiently?

.....

**9. Findings and Conclusion**

A research was conducted on the topic, 'Creative Freedom in Films : Illusion or Reality'. The objective of the research was to understand and analyze the importance of creative freedom for an individual and to evaluate the responses of youngsters towards the ambiguous interpretation of creative freedom, taking films into consideration. The sample size for carrying out the research was taken as 100.

It was assumed that the concept of creative freedom is a mere illusion and it does not have any existence in reality. After the completion of the same, it can be affirmed that the society is very dicey about the existence of the creative freedom and cannot clearly favour the existence of creative freedom in reality.

Earlier, it was supposed that the acceptance of creativity in a society depends on the socio-political-economic scenario. After carrying out the research, the assumption has been proved to be true. It was presumed that creativity needs to be free from the unwanted restrictions. And after analyzing the data collected for the research, the assumption can be stated as correct.

Prior to the research, an assumption was made that the influential people manipulate the meaning and essence of creativity to satisfy their parochial interests which after carrying out the research diligently has emerged to be true. Lastly, it was assumed that the autonomous bodies are used only as rubber stamps without being given any power of execution. The members of such bodies are the puppets of some influential people. And when the research has been completed, the assumption has been found to be true and correct.

The results of the research have made us think if the freedom that we have today is even a bit of the one that we longed for. What kind of a freedom is it which does not even allow free expression of ideas and thoughts and above all, what kind of a democracy is the one that we have? No matter how much we develop ourselves in terms of infrastructure or technology, but the real growth will only take place with the evolution and expression of our creative minds.

Laying down the guidelines on paper and practically putting them in application are two very different things. Today, it would not be wrong to say that we have an illusion of freedom when it comes to creative expression of the same. However, what we need is the real creative freedom, the one which is not bound by the unreasonable restrictions. Although, in no manner it is being said that there should be absolutely no restrictions on creative freedom. The only effort is to realize the difference between reasonable and unreasonable. Last, but not the least, the words by Johann Wolfgang von Goethe, a German writer correctly puts forward the essence and relevance of real freedom. It is rightly said that "None are more hopelessly enslaved than those who falsely believe they are free."

## 10. Recommendation

Although, the best effort has been made to conduct the research systematically in the limited time frame. But, if the research would be conducted on a larger scale with ample time, the result may be different. Also, due to time and money constraint, the sample size has been kept small. For the future researchers, it would be advisable to conduct the research over a larger area with a bigger sample size to get a more comprehensive result.

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## Smart Clothing : Future of Wearables

**Yukti Khurana\***

*The textile Industry is undergoing a rapid change which is earmarked by the continuous efforts to produce clothing not only with improved qualities, increased aesthetic appeal but also suitable for specific functions. Such functional or smart clothing includes work specific apparel specializing in their domain of working. These are modulated to match the needs of the people in various fields. Not only they provide protective coverage to the military men or fire fighters but also act as a silent observer and keep a check on the health of the chronic patients, sports persons, etc. The present paper is an attempt to study smart clothing, their application in various sectors and their future road map. Such initiatives are the need of the hour keeping in mind their growing popularity. Their distinct characteristics like thermo regulatory behaviour, shape memorization etc. adds not only to the safety aspect but better efficiency and time management which can change the working conditions hence affecting the output. Thus, smart clothing has a great future in the coming years to compete in a dynamic and challenging world.*

[**Keywords** : Aesthetic, Functional, Protective, Awareness, Thermo regulatory, Shape memorization]

### 1. Introduction

“Smart clothing” is that branch of “Functional Clothing” that senses & reacts to the environmental changes occurring as a result of a change in the stimuli. Such clothing acts as an active device which immediately responds to the change which can be brought from any source like mechanical, thermal, electrical, magnetic etc. in the environment. The change in clothing can easily be visualized through the colour and temperature change or the change in shape (Gupta, 2011).

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## 2. Objectives of the study

The objectives of this study are as follows :

1. To study the applications of smart clothing.
2. To explore the material used in making smart clothing.
3. To discuss the future of smart clothing in India.

## 3. Methodology

Various secondary sources like books, journals, dissertations and internet was used to collect detailed information about smart clothing and different aspects related to it.

## 4. Facts and Findings

The findings of the study are presented under the following subheads:

### 4.1 Importance of Smart Clothing

Smart clothing is seen as a highly developed, technical and helpful form of garment which is equipped with many important features to be beneficial for varied applications. Technical and fitness experts see smart clothing as the logical step in wearable's and health trackers having created garments with material sensors to expose heart vitals as well as other muscle features. They are very useful for the following reasons :

- » Provides Comfort : Smart clothes are very comfortable especially for people who are involved in heavy physical activities like sports personnel and helps to keep a check on the training schedule followed.
- » Maintains & keep a check on the heart rate, rate of respiration, record of body temperature of the patients and thus is highly useful for medical purposes.
- » Smart Tracker : The smart clothing used by police personnel, soldiers, fire fighters helps to keep a track of their whereabouts and safety.
- » Useful during crisis or emergency : The smart clothes worn by patients or accident survivors can help them regain their senses and can intimate others as well about the emergency situation.
- » Easy to handle and maintain : As the magnetic devices attached with these clothing can be removed easily, hence their washing and upkeep is quite easy.

### 4.2 Applications of Smart Clothing

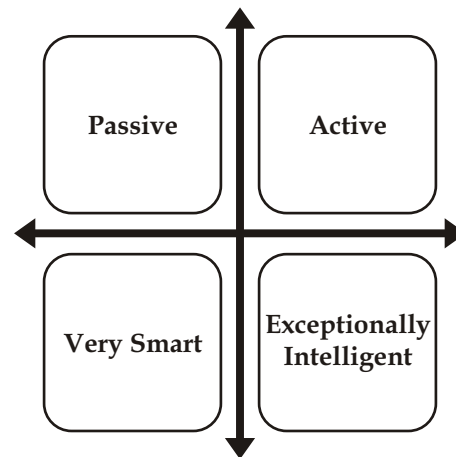
There are many important advantages of smart clothing and so they find use in many sectors. The major applications include :

- » **Boon for chronically ill patients** : The smart clothing proves to be extremely beneficial for the patients requiring constant observation. It will observe even the minute changes occurring in the health status of the patients and will send signals accordingly thus providing medical aid to the needy.
- » **Helps in improving the performance of sports personnel** : Different types of breathable waterproof fabrics like Goretex and Coolmax used in the sports wear provide additional comfort to the user by maintaining a constant body temperature thereby improving their performance.
- » **Used in critical conditions of emergency** : The smart clothing is a boon for those engulfed in the extreme and life threatening conditions. People working in harsh conditions like fire fighters, mine labourers wear such garments and in case of any emergency, quick aid can be provided to them.
- » **Beneficial for armed forces** : The smart clothing used by the defence forces of our country is certainly of a great help to them as these will not only keep a constant check on their movement but will also provide aid like temperature regulation to them, thus saving their lives. Some types of smart clothing has the capacity to harden the soft clothing into a rigid cast around the broken body parts thus protecting the soldier's lives in war fields.
- » **General applications in various fields** : The smart clothing is successful in making our lives easier. For example, the fast skin swimsuit helps in fast swimming across water, reflective textiles for safety garments are extremely helpful to the wearer, fabrics having moisture management systems are helpful for speedy evaporation of sweat, navigation and reflective devices attached to the clothing help in better display, colour and light emitting devices when attached to the garments act as a guide and as a mood simulator for the wearer.

### 4.3 Classification of Smart Clothing

Smart textiles are fabrics developed with new technologies that help keep the wearer cool, track physical condition, or provide some other kind of added value. They are sometimes also called e-textiles. These fabrics incorporate space-age materials and technology into them to give the person wearing them more functionality. Depending upon the extent of smartness in responding to the changed stimulus, these can be classified into following types :

- a) **Passive Smart fabrics** : These fabrics or materials possess the ability to sense the environmental conditions/stimuli. They can respond by changing colour, shape, thermal conductivity/electrical resistivity. For example, a shirt with in-built Thermistors to log and maintain body temperature over time, Optic fibres, Conductive materials, Thermocouples are the examples.



- b) **Active Smart Fabrics** : These fabrics can both sense & respond to the external conditions/stimuli when the actuators respond to it. For example- temperature aware shirt may automatically roll up the sleeves when body temperature gets high. Other examples are chromatic materials, shape memory materials, luminescent materials, photovoltaics, electric textiles etc.
- c) **Very Smart Fabrics** : Such fabrics are able to perform triple functions :
- » they are sensors which can receive stimuli from the environment
  - » they are able to give reaction based on the stimuli
  - » they can adapt and reshape themselves accordingly to the environmental condition.
- For example, space suits, thermal regulating clothing, health monitoring apparel etc.
- d) **Exceptionally Intelligent fabrics** : Such materials develop artificial intelligence to the computers. These kind of materials and systems are not fully achieved in the current investigation of human beings. This may be achieved from the coordination of those very smart (intelligent) materials and structures with advanced computer interface
4. **Material used in making smart clothing** : Smart clothing can be made from materials ranging from traditional Cotton, Polyester, and Nylon to advanced Kevlar with integrated functionalities. However, recent research has shown that conductive yarns can be instrumental in the fabrication of textile-based sensors made of fabric or metallic meshes coated with silver or conductive metal cores woven into the fabric. The common materials used for smart clothing are as follows :
- a) **Thermo regulating materials or Phase changing materials** : These materials have the ability to change their state with a certain temperature range. Developed under NASA, the phase changing materials present in these textiles react immediately with changes in the environmental temperatures

and the temperatures in different areas of the body. With the rise in temperatures, the PCM micro capsules react, absorb heat and store the energy in the liquified phase change materials stored while with the fall in temperatures, the heat energy stored in the micro-capsules is released leading to the solidification of phase change materials again.

- b) Shape memory material :** The shape memory materials are the alloys attached and integrated in the layers of garments. The alloys, mainly nickel-titanium give increased protection against heat or temperature variations. These are in the shape of spring and are basically of two types-
- » The first class materials, developed by the UK Defence Clothing and Textiles Agency, are stable at two or more temperatures. These hold the capacity to assume different shapes once the transformation temperatures have reached.
  - » The other class materials are the polynorborene- based electroactive polymers (EAPs) which can change shape or size in response to the electrical stimuli
- c) Chromic material :** The materials which change their colour reversibly according to external environmental conditions are called chromic materials. Also called as Chameleon Fibres, these materials can radiate the colour, erase the colour or just change it because of the induction caused by the external stimulus. Different types of chromic materials are there like:
- » **Photochromic Materials :** Here the external stimulus, Light brings the change
  - » **Thermochromic Materials :** In this external stimulus, Heat causes change
  - » **Electrochromic Materials :** The chromic material is changed due to external stimulus, Electricity
  - » **Piezochromic Materials :** The external stimulus, Pressure causes the colour change
  - » **Solvatechromic Materials :** In this the external stimulus, Liquid or Gas brings change in the colour
- d) Luminescent Material :** The materials that can emit light in the darkness ( without use of heat ) in the fabrics are called Luminescent materials. Use of luminescent fabrics are as follows :
- » As an alerting medium for wearer's safety like for traffic police personnel
  - » In sportswear
  - » Useful in specific jobs like High Visibility Vest with Flourescent strips used in textile products as tarpaulins, nettings, etc to draw attention towards their presence.

The most widely used method of making light emitting materials is coating of textiles with a resin. This results in the making of fluorescent materials which are affixed to the textile. Such materials can affect the production method, sewing process and end usage of the fabrics.

- e) **Membranes :** These are the materials that are deposited on textiles in order to add new properties on the fabric surface. Polyurethane and Polyflourocarbons are used in this as polymers. The lotus effect provides repellence of the aqueous solution which results in ultra hydrophobic finishing.
  - f) **Voltaic material :** The materials which hold the capacity of producing electric current using solar energy are called voltaic materials. The usage of such fabrics varies right from creating the ability to power up an MP3 player, a cell phone or even the clothing and accessories of people. The photovoltaic integrated fabric is being used in the baseball cap. The cap is lined with a thin strip of the metal and it helps to generate power for moving a fan that is attached to the brim. The speed of the fan depends upon the brightness of sun. Also a solar powered swim suit made by overlaying narrow strips of photovoltaic film onto a swim suit and sewn with conductive thread, with 5-volt output is being developed to recharge an MP3 player.
  - g) **Solar Cell Fabrics :** The fabrics having embedded solar cells (photovoltaic cells) to generate electricity under light exposure are called solar cell fabrics. These are helpful in running a small portable device, an MP3 player, a mobile phone or camera. These are highly beneficial for the soldiers as they can easily use their cameras, etc for longer times to gather information.
5. **Future of Smart Clothing in India :** Smart clothing is a futuristic form of clothing that functions as an active device. Some forms of smart clothing have been created, but none have really been mass-produced, and many more are the subject of science fiction stories and cannot be made with current technology. In the coming times, the future of functional clothing is really bright as these value added textiles are speedily replacing the normal and traditional textile materials. In addition of undertaking the conventional tasks of providing comfort in the field of medicine, biotechnology, nano-technology, physics, etc. the functional clothing is now moving a step ahead towards being useful in the day- to- day life.

No matter your age, gender, or fitness level, you have one choice every day: wear clothes or get arrested for indecent exposure. This is why smart clothes are wearables for everyone. Slipping on a smart t-shirt or hooking on a smart bra in the morning doesn't require any extra effort. You don't have to change your behaviour to suit the tech.

Smart clothes are even more normal looking, and they're much more easily customizable than other wearables. After you've got the sensors down, you



can easily incorporate them into any type of clothing without a hitch. It doesn't take much effort to create 20 different color options and styles for a smart shirt, but manufacturing more than one finish for a smartwatch is a huge operation. Already, smart clothes are available in more styles, colors, and varieties than other wearables.

Therefore, in the coming years, usage of smart clothing is expected to rise because of the following reasons :

- » World is moving towards materialism where people would become isolated and busy in their own self. Hence smart clothes will be needed to monitor their health and care for them.
- » Communication will be even stronger and faster in the coming time leading to sending and receiving messages through one's clothes only.
- » Time will be a big constraint in the near future hence garments which adapt themselves to the changing environment will be preferred so that no time and resources are wasted in procurement of new ones.
- » Technology upgradation is already setting its roots in India and we are imitating the developed countries in everything they do so smart clothes will also be copied and produced on a mass scale.
- » Safety and security features embedded in smart clothes are going to favour its production and popularity which will lead to its enhanced use in the coming years.

Hence, smart clothes are going to be the future clothes however there are many challenges on its successful adoption like market strategy to make and deliver them for the customers based on customization and price range to be brought to a level where it gets easy affordability by the common mass.

## **5. Concluding Remarks**

From the reviews done, it can be well concluded that the smart clothing are certainly turning out to be a boon for the people with specific jobs. For odd jobs, one can easily and more comfortably pursue his/her work and get better and appropriate information about their environment and their safety as well. Smart and functional clothing can very well act as a guide both to the wearer and observers as the wearer can confidently move ahead even for unknown destinations while the observers can keep a check on the movement, physical state of the wearer and guide or assist when needed. Smart clothes have many applications in different sectors and can be passive, active, very smart or extremely intelligent depending on the basis of their smartness in responding to an external stimuli. The smart clothes have a great future and are expected to rise in popularity in the coming years.

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## **Role of Media in Socio-Political and Economical Transformation of India**

***Urvija Sharma\* and Priyanka Singh\*\****

*India is in the midst of a transformation. Spurred on by the economic liberalization in the 1990s, the country has gradually moved ahead on a path of industrial and technological modernization and a further integration into the global markets. Socially, we are all witnesses to the volume of information shared on platforms provided by the media. On the economic front, the media has become a market place of ideas and creativity. Products and services are sold online, thus providing opportunity for start-ups to commence businesses on a small scale. This paper has shown that the media's crucial role in national development is not in doubt. The role covers the political, economic and social spheres. The media set the public agenda and act as the gatekeeper of public issues. They perform the watchdog role especially in political transparency and fight against corruption. As the fourth estate, the media provide the checks and balances in relation to the three branches of government, as created by the Constitution. Media are particularly important in facilitating nation-building, especially of post-colonial societies and those experiencing ethnic and religious diversities. It has been stressed that the media must however play their role in national development in an environment that is free and independent, with fair ownership spread. Biases, sensationalism, propaganda, and media vices are inimical to media role in national development.*

[**Keywords** : Media, Socio-political and economical transformation, National development]

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## 1. Introduction

National development involves political, economic and social factors. Development is a qualitative change, which entails changes in the structure of the economy, social environment, and political disposition. The targets of national development are the people, because it is focused on human population. The overall object of national development is human development, the purpose of which is to enlarge people's choices. Development cannot happen in isolation either it is in micro level or macro level. There is need to connect people strongly and instantly and media plays as a tool by transferring the knowledge to the people by connecting instantly. Media is pillar of society and also mirror of society, media provide platform to create and exchange the thoughts by many ways. It also improves the efficiency of the economy by providing data more efficiently with which to make decisions and improving stability and also need to be more transparent. Media role in national development can be analyzed by economic, political and social perspective. Media provide a platform to create and exchange the thoughts by many ways. Media enhance the proficiency of the economy by giving information all the more proficiently which helps to make decisions and improving stability. After globalization the role of media has been changed. Basically, media plays an important role in making of a society and after words in making of a nation. political sphere, role of media were found in the area of good governance, democracy, human rights and public relation. In social context media cover social issues, education, food security, women empowerment, public health (especially awareness on Acquired Immune Deficiency Syndrome AIDS and Severe Acute Respiration Syndrome SARS). So, media has very positive impact on the development of country's socio-economic and political. The existence of media is mandatory for the survival and progress of any cultured society. Media plays a vital role in maintaining the discipline, development of individual capacity, determining the expectations establishment of social values and objectives. Media is a powerful source of developing public welfare and universal harmony. In brief we can say that media is the active participants of society and decides the direction of society.

According to Everett Rogers "Development communication refers to the uses to which communication are put in order to further development." The practice of development communication can be traced back to efforts undertaken in various parts of the world during the 1940s, but the widespread application of the concept came about because of the problems that arose in the aftermath of World War II. The rise of the communication sciences in the 1950s saw recognition of the field as an academic discipline, with Daniel Lerner, Wilbur Schramm and Everett Rogers being the earliest influential advocates. The term "development communication" was first coined in 1972 by Nora C. Quebral, who defines the field as "the art and science of human communication linked to a society's planned transformation

from a state of poverty to one dynamic socioeconomic growth that makes for greater equality and the larger unfolding of individual potentials.”

If we consider the role of media in present scenario we find that their role becomes more powerful. Social-political and cultural changes. Transformation of nation by media should not be centric but also the whole world can get the thoughts through communication. Media are a power resource with a potential means of influence, control and innovation in society. The primary means of transmission and source of information essential to the working of most social institution. In addition, the media are the single largest focus of leisure-time activity and means of entertainment. As a result, they are a major and expanding industry by providing employment and also has potential economic benefits. The main focus and significance of this chapter is to evaluate the potentials of social media used as a tool for social, political, and economic change in the continent. This chapter considers the arguments for and against the ability of the use of social media to have an impact in these key areas of life . The aim here is to argue that social media has become so entrenched in various facets of society that it has become a mechanism vitally impacting social, political, and economic life.

In the developing nation, the media includes traditional media who perform different function. We can say that communication focuses on the need of the poor and the oppresses, and their socio-economic and cultural interests and need in the developing countries. Every aspect in the society has positive and negative externalities. This paper tries to see how negative externalities can be balanced by positive externalities for the socio economic and political development of country.

## **2. Objectives**

The main objectives of this paper are as follows :

1. To analyze impact of media on structural, behavioural and cultural change of society.
2. To analyze function of media and its effect on socio-political and economical changes of nation.

## **3. Functions of Media**

Media is a source of information. In present scenario it deals with four main elements that are technology, politics, social issues, economic and cultural situation of society. It is a great source of providing entertainment as well. These are some function of media :

- 1. Information :** Media carry out function of teacher by keeping us posted about the latest news in our region and the world. Surveillance of the environment related to information or “news” about happening in society.



2. **Service and economic system** : Media provide information instantly and data for economic analysis. The mass media which includes traditional media, have a different function to perform. In a word, development communication focus on the need of the poor and their socio-economic cultural interest and needs.
3. **Hold society together** : Media hold society together by providing programmes of different religion and culture. Our selection of reading of components is based on by the social and cultural groups we belong to. The way we see and hear and interpret programs too depends upon the same sanctions. In other words, the culture, language, religion, caste and other groups. We are members of provide us the frame of reference for interaction with the mass media. Thus, public opinion is formed only indirectly by the mass media.
4. **Advertising** : An equally vital function is that of the mass media helping to sell goods and service, and in so doing keeping our economic society healthy. India too promotes commercial function and though it has not allowed its representative to take over the programming of radio and television, influence still strong.
5. **As a inspirator** : Media is a powerful source of developing universal harmony and public welfare. In fact, it gets inspiration from society and after words becomes inspirator (motivator) of society. In brief we can say that media is the active participant of society and decides the direction of socio-political and cultural environment of society.
6. **As an Agenda setter** : One of the most important role of the media is to set agenda. public react not to actual events but the pictures which media set in our head. The effect of agenda setting is to epitomized in the famous Cohen's quote that "the press may not be successful much of the time in telling people what to think, bit it is stunningly successful in telling its reader what to think about."

#### 4. Socio-Political Transformation through Media

Media power in politics is designed to introduce the reader to the many ways in which questions about media power have been asked and answered. The media effects on the political system in general and on political subsystems-the executive branch, and organized lobbies and protest group have been analyzed.

According to Nash, "There are all kinds of power centre in any democracy: the judiciary, the government mandarins, the elected representatives, the establishment, the business community, the unions. But...what binds it all together is the media. Only through the media can the governing communicate with the governed in any mass sense" (Knowlton Nash, 1994). Communication involves

active interaction with our environments physical, biological and social. Deprived of this interaction we would not be aware of rather we are safe or in danger, whether hated or love, or satisfied or hungry. However most of us take this interaction, this relationship for granted, unless we experience some deprivation of it. Relations between media and society usually have both the political dimension and a normative of social cultural aspect. According to Davis, "The operation of a modern industrial democracy requires that those who purvey information provide information that is, in fact, not a judgmental distortion of reality and fact, but as accurate as humanly possible - or else a society can quickly, with the permissiveness of modern media, be thrown off balance" (William G. Davis, 1994). Media based its historical claim to freedom of operation much more directly on its political function of expressing opinion and circulating political and economic information.

The question of political freedom does not generally arise in case of media channel which primarily carry fiction, entertainment or music despite are political potential of all three. In free society these media (newspaper, TV, Radio, internet) are left largely to the free market while in totalitarian society their potential is usually harnessed to official aims. Many of the themes of European and North American sociology reflect collective self-consciousness of the problems of change from rural to urban societies. "It is predicated on assumptions that the media have the capacity and power to promote positive change. Development journalism recognizes the reality of underdevelopment and the fact that development is a valid social goal that the media must actively pursue. Thus the main characteristic of development journalism is the deliberate and active role of the media in pressing for change" (Kariithi, 1994 : 28).

In order for development to be just and sustainable, citizens must productively participate in the decisions that shape their lives. Participation requires an informed citizenry. Our selection and reading of components or items of the various media is influenced by the social and cultural groups we belong to. The way we see, read and hear the programmes too depends upon the same sanctions. A free and independent media supply timely and relevant information to citizens allowing them to change their own behaviour and to demand higher social standards for society. In other words, the culture, language, religion, caste and other groups we are members of provide us the frame of reference for interacting with the mass media. Thus public opinion is formed only indirectly by the mass media and by information from other sources like rumours street propaganda and off course, our own interests. By themselves alone the mass media have little power in forming public opinion.

In the sphere of mass communication, the public can, and often does, call the tune, particularly in free societies. Indeed, it is the responsibility of the listening, viewing, reading public to make its opinion known to the media people on reports

or programmes offensive to its culture and values. Campaigns by women's organizations have, for instance, forced companies to withdraw obscene advertisements. Letters to editors and directors do have an impact. The demand for public opinion polls in India has increased over the years. Big publishers like to find out how the public feels about their newspapers, magazines and books. PR and advertising people like to know if they succeed in their efforts to build up a favourable image for companies and their products-through consumer surveys. Government and opposition parties are interested in researching public attitude to social and economic issues, or to the popularity of a leader. Indeed, Gallup polls themselves are now considered big news stories.

## **5. Communication and Development**

Communication could be a potent instrument in world economic development by effectively spreading the message of modernity and transferring the institutions and practices of democratic politics and market economics to economically backward and socially traditional nations of the world. Political-economic theory is an old label that has been revived to identify a socially critical approach which focuses primarily on the relation between the economic structure and dynamics of media industries and the ideological content of media.

Communication for development goes beyond providing information. It involves understanding people, their beliefs and values, the social and cultural norms that shape their lives. It involves engaging communities and listening to adults and children as they identify problems, propose solutions and act upon them. Communication for development is seen as a two-way process for sharing ideas and knowledge using a range of communication tools and approaches that empower individuals and communities to take actions to improve their lives.

UNICEF has a strong track record of amplifying the voices of children and communities by harnessing the power of communication to promote child survival, development, protection and participation. Successful case studies range from polio immunization, curbing maternal mortality, delaying child marriage for girls and use of ITCs for development.

Communication for development utilizes traditional, new and convergence communication tools; in a way that is interactive, innovative and increasingly fast. C4D communicators can choose to use traditional communication routes such as community newspapers and print, as well as increasingly ICT tools - such as websites, emails, online audio/video - and they also mix the technologies; utilizing 'convergent' tools and strategies; such as content distributed via email to newspapers, faxes and printouts for posting on community notice-boards, or broadcast of internet derived content via community radio.

The traditional concept of development overlooked this "human" factor. Development is a whole, it is an integral value-loaded, cultural process, it takes in

the natural environment, social relations, education, production, consumption and welfare. The approach to development depends upon the local cultural or natural situations, not on any outside model. Development communication emerged as a field of mass communication studies during the post-World War II years when the countries of Asia, Africa and Latin America were asserting their right to independence, self-reliance and non-alignment. At the same time, these countries were in a hurry to find solutions to the most urgent needs of their people: the eradication of poverty, illiteracy and unemployment. Colonial rule had established massive bureaucracies, skeleton communication and transport and communication infrastructures and few educational and professional institutions of learning, and fewer industries. Centralized economic planning, large-scale industrialization and the development of basic communications appeared at the time to be the most effective strategies for "catching up".

Economic actors need accurate and timely information to allocate resources efficiently. Investors and other groups increasing value and demand a governance-monitoring role from the media. Independent press can provide information and monitoring to the economic policy development process leading to more effective economic policies. It can also reduce political risk and increase good governance-conditions that are important for robust economic development. According to Human Development Report 1993, Communication is central to this task in many ways. For example, it enables planners, when identifying and formulating development programmes, to consult with people in order to take into account their needs, attitudes and traditional knowledge. Only with communication will the project beneficiaries become the principal actors to make development programmes successful.

## **6. Conclusion**

The media's crucial role in national development is not in doubt. The role covers the political, economic and social spheres. The media set the public agenda and act as the gatekeeper of public issues. They perform the watchdog role especially in political transparency and fight against corruption. As the fourth estate, the media provide the checks and balances in relation to the three branches of government, as created by the Constitution. Media are particularly important in facilitating nation-building, especially of post-colonial societies and those experiencing ethnic and religious diversities. The media must however play their role in national development in an environment that is free and independent, with fair ownership spread. Biases, sensationalism, propaganda, and media vices are inimical to media role in national development.

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## **Role of Psychological Intervention in reducing the Stress on Parents of ADHD Children**

***Chandra Kumari\* and Geeta Paliwal\*\****

*A cross sectional study was conducted to examine psychological intervention in reducing the stress on parents of ADHD symptoms children of sample size thirty parents (mothers and fathers of the 15 ADHD children) in Asha School of Meerut Cantonment. Both mothers and fathers were assessed for needs and their problems, as well as the stress among these parents. Psychological intervention included CBT. Parents were trained in behaviour therapy, individual psychotherapy, group psychotherapy and handling children at home and different ways to reduce their stress, parents were trained in behaviour therapy, individual psychotherapy, group psychotherapy and handling children at home and different ways to reduce their stress. Since, improvement in children would not be possible without parents. Parents along with children were given psychological intervention. Results confirmed that majority of parents lacked understanding about ADHD and most of them faced problems regarding care of ADHD children due to different opinions. They faced social stigmas and sarcastic social attitudes in the society. On the basis of findings it is concluded that psychological intervention of parents may have a positive effect on the behaviour of children with ADHD. It also reduces parental stress and enhances parental confidence.*

[**Keywords** : ADHD, Psychological intervention, behaviour therapy and psychotherapy]

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## 1. Introduction

ADHD is a syndrome of inattention, hyperactivity and impulsivity neurobehavioural disorder represented by an array of symptoms which may include restlessness, arousal states, inability to concentrate, as well as impulsivity and behavioural or conduct disorders. These symptoms may lead to higher emotional and physical risk, as well as consequences that include limited academic development, accidents and injuries, excessive medication, illicit drug abuse, addiction, and social conflict (Lange et al., 2005; Strine et al., 2006; Biederman et al., 2004). Behaviours consistent with ADHD are also seen in young children, and between 2% to 7% of preschool aged children have been reported to meet diagnostic criteria (Egger, Kondo, & Angold, 2006; Lavigne et al., 1996). This disorder has been shown to be highly familial. Family studies have consistently established elevated rates of ADHD in the biological relatives of children with ADHD (e.g., Faraone et al. 2000). Parental stress is a complex construct involving behavioural, cognitive and affective components that manifest into a tense child-parent relationship (Kadesjö, Stenlund, Wels, Gillberg, & Hägglöf, 2002). Therefore, elevated rates of ADHD in parents of children with ADHD would be expected and studies have shown that up to two-thirds of children with ADHD have a parent with a history of ADHD (Schachar and Wachsmuth 1990). One well-accepted sequela of ADHD in children is increased parenting stress (Johnston and Mash 2001). Parenting stress has been defined as 'the aversive psychological reaction to the demands of being a parent' (Deater-Deckard, 1998). For parents, the challenges that accompany an ADHD child's condition are various: for instance, financial strain might result from expensive medications being prescribed and from special schooling being required if functional impairment is within the realm of learning and academic achievement; social stress might result from trying to gain acceptance, or avoid blame, in a society that stigmatizes any form of abnormal behaviour; relationship stress might result from difficulties associated with imposing a daily routine and discipline on the ADHD child (Austin & Carpenter, 2008). Parents of children with ADHD report three times as many peer issues and 10 times as many challenges forming friendships among their children. These risks include increased school absence, sub-academic performance, nonfatal and major injuries, violence, alcohol and substance abuse, traffic violations and motor vehicle accidents. As of 2011, the societal cost of illness for ADHD was approximately \$45 billion or \$15,000 per individual per year (CDC, 2013). Gupta (2007), compared differences in parental stress levels between ADHD, children developing disorders (DD) and children with medical conditions. He found that the parents of ADHD and DD children had higher levels of parental stress than parents of children with medical conditions. Spratt et al. (2007) also found that parents of ADHD children experienced significantly higher stress levels than parents of children without ADHD.

Childhood mental health problems have been identified as a principal concern among researchers, clinicians, and educators alike because of their persistence into later childhood (Loeber et al., 1993) as well as their correlation with family, peer, and social relationship problems, as well as subpar academic performance and incompleteness of education (Coie & Dodge, 1998; Parke & Slaby, 1983).

## **2. Methodology**

### **2.1 Participants**

This study was a part of a cross-sectional study with members of an ADHD association. The sample of this study consisted of Thirty parents (mothers and fathers of the 15 ADHD children) were assessed using Parent Need Assessment Schedule and Presumptive Stressful Life Events Scale (PSLES). From each family, one child and one biological parent participated in the study. Initially, stress, needs and problems of 15 children were assessed. Further, biological parents/legal guardians of 15 children (parents who were ready to participate in intervention programme) were considered for psychological intervention. Psychological intervention included CBT. Parents were trained in behaviour therapy, individual psychotherapy, group psychotherapy and handling children at home and different ways to reduce their stress. Since, improvement in children would not be possible without parents. Parents along with children were given psychological intervention.

### **2.2 Tools/Measures**

#### **2.2.1 ADHD Diagnostic Rating Scale adapted from DSM IV**

ADHD Diagnostic Rating Scale adapted from DSM IV was used to identify ADHD. The Vanderbilt ADHD Rating Scales (VARS) is newer DSM-IV-based scale.

#### **2.2.2 Presumptive Stressful Life Events Scale (PSLES) for Parents**

Presumptive Stressful life events scale (PSLES) for parents was developed by Gurmeet Singh, Balbir Kaur & Harsharankaur (1991). This is 51 items scale used to assess the level of stress experienced by an individual. Weightage to each response was given, ranging from -3 to +3, depending on the degree of stress. Presumptive stress can be measured on 8 dimensions viz, positive stress last year, positive stress- anytime, total positive stress; negative stress last year, negative stress- anytime, total negative stress; total stress- last year and total stress anytime.

#### **2.2.3 Parents' Needs and Problems Assessment Checklist**

It included needs as dealing with out of control children, impulsive children, hyperactive children, inattentive children, when to enforce rules or be give special

treatment, how to guide parent' understanding about ADHD ASTRESS, Stigma and social attitudes, social isolation, managing complex situation.

### 2.3 Dependent and Independent Variables

Dependent and Independent Variables along with tools used to measure variables are shown in the following table :

**Dependent and Independent Variables along with tools used to measure variables**

S. No.	Dependent Variables	Tools used to measure variables
1	ADHD in children	ADHD Diagnostic Rating Scale Adapted from DSM IV
2	Intelligent quotient	Development Screening Test Developed by Dr.J.Bharath Raj
3	Social quotient	Vineland Social Maturity Scale (VSMS) Devised by E.A. DOLL
4	Stress among parents	Presumptive Stressful life events scale for parents. Stressful life events scale for parents (PSLES) Developed by Gurmeet Singh, Balbir Kaur & Harsharankaur
5	Parents' needs and problems	Assessment check list Developed by the investigator
<b>Independent Variables</b>		
1	Psychological Intervention	Cognitive Behaviour Therapy. It included Parent Guidance Session, Individual Psychotherapy and Group Psychotherapy

### 2.4 Statistical Analysis and Interpretation

The pre and post data was analyzed using appropriate statistics i.e. frequency, percentage, mean, standard deviation (SD). Paired t-test was used to assess the effect of intervention programme at 5% level of significance.

### 2.5 Ethical Consideration

**Information & Consent** - Proper information & consent has been documented appropriately. Individuals were informed about the research and only those participants were included who provided their voluntary consent before becoming research participants. If they wanted to withdraw in the middle, they were not forced for participation.

**Risk-Benefit ratio**- Risks to the participants were minimized, and potential benefits maximized in terms of reduction in anxiety & stress and gain in

knowledge. No participants were harmed physically, psychologically, socially or economically.

### 3. Results

Ample research (e.g., Levy et al. 1997; Lifford et al. 2008) shows that it is valid to consider the behaviour associated with ADHD as a dimensional trait, with children with diagnosable ADHD at the uppermost extreme of this dimension (Barkley 2006). In order to maximize statistical power, ADHD symptoms were analyzed continuously in both children and adults with and without this diagnosis. This data analysis approach has been used in several previous studies (e.g., Rogers et al. 2009; Semiz et al. 2008; Thapar et al. 2003). The table 1. lucidly shows parents of ADHD children with their mean age at marriage. The mean age of fathers and mothers were 31.6 years and 21.8 years respectively. It is clear from the table that majority of the mothers were either high school or were graduate. The table indicates that parents belonged to different socio-economic status. Relatively higher percentages (56.60 and 26.60 percent respectively) of parents were from middle and lower socio economic status. It can be seen that ADHD is highly prevalent in lower and middle socio-economic status. Higher percentage of parents of ADHD children (80 per cent) were nuclear families. The study found that ADHD is more common in children belonging to nuclear families.

**Table-1 : Socio-demographic profile of parents with ADHD children.**

<b>Parental mean age at marriage</b>		
Fathers age	31.6 years	
Mothers age	21.8 years	
<b>Socio demographic characteristics</b>	<b>F (%)</b>	
<b>Educational Qualification</b>	Fathers (N=30)	Mothers (N=30)
Graduation	10 (33.30)	6 (20.00)
Sr. Secondary	8 (26.60)	5(16.60)
High school	10 (33.30)	12 (40.00)
Illiterate	2 (6.60)	7 (23.30)
<b>Socio-economic status</b>		
Upper	5 (16.60)	
Middle	17 (56.60)	
Lower	8 (26.60)	
<b>Type of family</b>		
Nuclear	24 (80.00)	
Joint	6 (20.00)	



**Table-2 : Stress in parents of ADHD children**

Samples	N	Mean	SD	t-ratio
Mothers stress for past 1 year	15	8.63	2.95	2.10*
Fathers stress for past 1 year	15	6.15	3.51	
Mothers stress for life time	15	13.52	6.72	1.90 <sup>NS</sup>
Fathers stress for life time	15	8.33	8.12	

Tabulated value 2.04; df- 28; 0.05 level of significance

Table-2 shows the mean value, S.D. and t-ratio of stressful life events in past one year and life time among mothers and fathers of ADHD child. The mean score value of stressful life events for mothers and fathers for past 1 year is found to be 8.63 and 6.15 respectively and for the lifetime mean is found to be 13.52 and 8.33. The standard deviation of stressful life events for mothers and fathers for past 1 year is 2.95 and 3.51 respectively and for life time is 6.72 and 8.12 respectively. The calculated t-value for past one year is 2.10 and for lifetime is 1.90. There exists a significant difference in stress for past one year between fathers and mothers.

**Table-3 : Mean and standard deviation for desirable and undesirable events perceived by mothers and fathers**

Events	Desirable events		Undesirable events	
	Mothers (N=15)	Fathers (N=15)	Mothers (N=15)	Fathers (N=15)
Mean	10.80	9.80	4.10	3.71
S.D.	7.29	5.13	3.91	3.82
t-ratio	0.43NS		0.27NS	

Tabulated value 2.04; df- 28; 0.05 level of significance

Table-3 indicates the mean value for desirable and undesirable events for mothers are 10.80 and 4.10 respectively and for fathers it is found to be 9.80 and 3.71 respectively. The standard deviation for desirable events is found to be 7.29 for mothers and 5.13 for fathers respectively. For undesirable events it was found to be 3.91 for mothers' and 3.82 for fathers respectively. The t-value for desirable events is calculated to be 0.43 and for undesirable events it is calculated to be 0.27. This shows that the t-value is less than the tabulated t-value at 28 degree of freedom and .05 level of significance. This signifies that mothers and fathers reported almost same levels of desirable and undesirable events experienced by them.

**Table-4 : Level of stressful life events**

Estimate of presumptive stress of events on rating scale		
Level of Stress	Mothers	Fathers
Positive-stress	150	134
Moderate- stress	114	93
Negative -stress	54	49

Plan and conduct of psychological intervention for parents of ADHD children

Table-4 shows the frequency reported by mothers and fathers on different stress. Items were in series from negative stress to positive stress in descending order. Mothers frequency for positive, moderate and negative stress 150, 114 and 54 whereas fathers reported slightly less frequencies in all the three levels 134, 93 and 49. This indicates that the positive stress is high in life of parents in comparison to moderate and negative stress.

**Table-5 : Module for psychological intervention for parents and children**

1 <sup>st</sup> Month		
1st week	Content	Duration
Session 1 and 2	Rapport Building	1 hour
Session 3	(a) Report and observation	2 hours
	(b) Case history	
	(c) I.Q. test and S.Q. test	
2 <sup>nd</sup> week		
Session 1	Activities for children for motivation	30 minutes
Session 2	Music therapy, Yoga therapy for children and parents	30 minutes
3 <sup>rd</sup> week		
Session 1	Parent training in behaviour therapy	1 hour
4 <sup>th</sup> week		
Session 1	Parent training in dealing with social behaviour of children	1 hour
5 <sup>th</sup> week		
Session 1 and 2	Management of stress among parents	1 hour

<b>2<sup>nd</sup> Month</b>		
<b>1<sup>st</sup> week</b>		
Session 1 and 2	Counselling for needs and problems of parents	1 hour
<b>2<sup>nd</sup> week</b>		
Session 3 and 4	Social skill training for parents	1 hour
<b>3<sup>rd</sup> Month</b>		
<b>1<sup>st</sup> week</b>		
Session 1 and 2	Interventions and activities for home	1 hour

#### 4. Impact of Psychological Intervention on Stress among Parents with ADHD Children

Table-6 : Pre-test and post-test scores on stress of parents

Samples	N	Pre-test	Post-test	t-ratio
		Mean (SD)		
Mothers' stress for desirable events	15	10.80 (7.29)	6.21 (3.14)	2.24*
Fathers' stress for desirable events	15	9.80 (5.13)	5.61 (2.33)	2.89*
Mothers' stress for undesirable events	15	4.10 (3.91)	2.34 (1.44)	1.95NS
Fathers' stress for undesirable events	15	3.71 (3.82)	2.83 (1.45)	0.84NS

Tabulated t value at 0.05 level of significance : 2.24; df : 14

Table-6 lucidly shows that as far as mothers' stress for desirable events and fathers' stress for desirable events are concerned calculated t-ratio is equal to or higher than the tabulated t-ratio ( $t_{0.05}=2.24$ ) at df: 14. It is observed that there is significant reduction in post-test stress scores. In undesirable events no significant reduction in stress score is observable among fathers and mothers.

Other impact of psychological intervention on parents is as follows :

- » Most of the parents' (94%) need of curiosity regarding dealing with out of control children, impulsive children, hyperactive children, inattentive children, when to enforce rules, firmness, when to be patient or provide

special treatment, how to handle behaviour problems were answered during psychological intervention.

- » Parents learnt child behaviour management, increased parental competence and confidence in handling and caring children improved the parent child relationship by good communication and positive attention to help the child's development.
- » Social skill training helped in self-regulation (initiate, delay, modify thought, emotion, behaviour or psychological response) and cope with stress.
- » It helped them cope with stress and reduced parental stress and enhanced parental confidence.
- » The programme developed an understanding about nature, of problems associated with ADHD children parents. It reduced the stigma and negative social attitude as they were able to discuss their problems with other parents in group therapy.

## **5. Discussion**

The first major finding of this study was that parental ADHD symptomatology was the strongest predictor of parental distress considered. ADHD symptoms include inattention, impulsivity, and difficulties with executive functioning: these challenges may make parenting especially stressful. One would expect that these symptoms would impede parents' abilities to plan for their children's needs, resulting in less effective accommodations for their children's diagnoses. Other difficulties resulting from parental ADHD symptoms may include difficulty remembering medical appointments and school meetings, difficulties remembering to administer medication, and problems with following through on a parent's own desired way of parenting, all of which could be expected to substantially increase stress. The large effect for parental ADHD symptomatology in the prediction of parental distress is consistent with studies showing large effects for parental depressive symptoms in the prediction of parental distress (Harrison and Sofronoff, 2002; Theule et al. in press; van der Oord et al., 2006). Given the familial link between ADHD and depression (Biederman, et al., 1992), and the co-occurrence of these two disorders (Biederman et al., 2004), there is a possibility that these findings are both illustrating the same underlying relationship. Furthermore, research on typically-developing infants has shown that depressed mothers experience more parenting stress (Gelfand et al., 1992).

In conclusion, mothers and fathers have almost same levels of desirable and undesirable events experienced by them. The majority of parents needed guidance related to behaviour problems. Parents were not even sure whether to give special treatment to their ADHD children or not. A significant percentage of children

exhibit behavioural problem, they even face peer problem as well as academic problems. It can be seen that ADHD is highly prevalent in lower and middle socio-economic status. The study found that higher percentage of parents of ADHD children were from nuclear families. On the basis of findings it is concluded that psychological intervention of parents may have a positive effect on the behaviour of children with ADHD. It also reduces parental stress and enhances parental confidence.

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## Health Insurance in India : A Comparative Study of Public and Private Companies regarding Service Quality

Anupreeta\*

*Health Insurance, by whatever term used it often subsumes numerous distinctive plans of coverage to protect the insured against specific financial losses from injury, illness or incapacity. In developing countries where diagnostic expenses and cost of private hospitalization in beyond individual's pocket, the role and importance of health insurance increases with leap and bounds in order to get financing of the health shock treatment. In India also, significance of health plans could not be ignored. In our country these health insurance plans are being offered by both public and private sector health insurance companies. These companies adopt various measures like full transparency, better hospitalization facilities, more inclusion of critical illness diseases, simple and prompt claim procedure, low premium etc to attract their customers. In present research paper researcher had endured to make a comparative analysis of service quality offered by both private sector and public sector health insurance companies together with suggesting some suitable measures to improve the same.*

[**Keywords** : Health Insurance, Service quality, Hospitalization facilities, Diagnostic expenses, Policyholders, Transparency]

### 1. Introduction

Medical or Health Insurance may be defined as: Health Insurance means any form of insurance whose payment is contingent on the insured incurring

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additional expenses or losing income because of incapacity or loss of good health. It is also known as disability insurance or medical expenses insurance, popularly. Investing in insurance means, investing in one's quality of life. Health plans offer financial security to meet health related contingencies. Due to changing lifestyles, health issues have not just escalated, they have increasingly become more complex in nature. Moreover inadequate social determinants of health as nutrition, food security, water and sanitation is causing illness at large scale. Medicines have become quite expensive, due to new product patent. It is only that health insurance policy taken by a person can take care of hospitalization costs of this magnitude

## **2. Business of Health Insurance in India**

Till 1990, public sector companies had monopoly over general insurance business. In 1993, the government set up a committee under the chairmanship of R. N. Malhotra, former Governor of RBI to propose recommendation for reforms in the insurance sector. Among other recommendation, one was to permit the private sector to enter the insurance sector. IRDA was incorporated as statutory body in April 2000. One of the key objectives of IRDA was promotion of competition so as to enhance customer satisfaction increased consumer choice and lower premiums, while ensuring the financial security of the insurance market. After this public and private companies both started attracting customers by various measures, service quality being one of them. Consumers, and their representatives, demand better quality care because they can see a definite link between their payments and services.

## **3. Objective of the Study**

The main objective of the study is to make a comparative study between Public and Private Companies regarding service quality together with the suggestion to make improvement.

## **4. Sample Selection, Size and Question**

In the present research paper the regions of Eastern Uttar Pradesh especially districts of Allahabad and Varanasi were focused. The districts were selected with the criteria that these districts covered the major part of population in Uttar Pradesh. Further four major health insurance companies operating in Eastern Uttar Pradesh were focused. The companies were from both the sectors. These companies were selected as they are operating throughout the length and breadth of this region and at the same time being governed under the regulations of the IRDA. The numbers of respondents to whom the questionnaire was administered for collecting primary data through questionnaire was 400. 100 each from each sampled company.

Question : The company policy takes due care of issue related customers or service quality is as per expectation :

1. Strongly dissatisfied ( )
2. Moderately dissatisfied ( )
3. Can't say ( )
4. Moderately satisfied ( )
5. Strongly satisfied ( )

Customer expectation with the policy is a significant factor in health insurance. It is in this context that the question is framed to determine whether service quality of the company has fulfilled the customer expectation.

## **5. Limitations of the Study**

Inspite of best efforts the present work inherits some limitations, some of which are :

1. The study is based on primary and secondary data which have their own limitation
2. The study was restricted to only four health insurance companies which cannot give an accurate picture of the industry as a whole.
3. The study was confined to districts of eastern Uttar Pradesh especially Allahabad and Varanasi which cannot give comprehensive information about customer satisfaction as a whole.

## **6. Analysis**

Service quality given to a customer relates those services which include renewal of policies, medical checkup bonus, tax benefits etc. Companies lay emphasis on services like information and dissipation to policy holder, pre and post treatment, claim settlement and re-imburement etc. The customer perception is dependent on the aspect up to the extent of satisfaction provided by the companies.

The primary information reveals that in case of public sector companies 33% of the respondents were moderately satisfied, 30% moderately dissatisfied, 15% strongly dissatisfied, 12% strongly satisfied and the rest did not responded.

In case of private health insurance companies 52% respondents indicated strong dissatisfaction towards services, 9% were moderately dissatisfied, 20% moderately satisfied while only 12% were strongly satisfied for the service quality provided to customer. The reason behind the strong satisfaction level with public companies is that these companies are running since long time and had adapted themselves in order to fulfill customer requirements in best possible way.



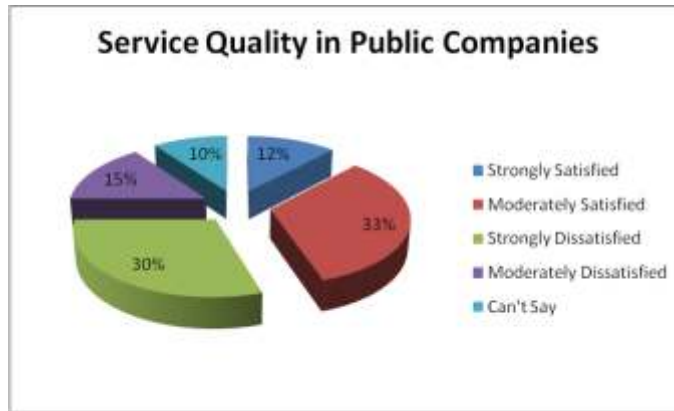


Figure : Degree of Agreement for the Statement  
 “Service Quality is as per Expectation in Public Companies”

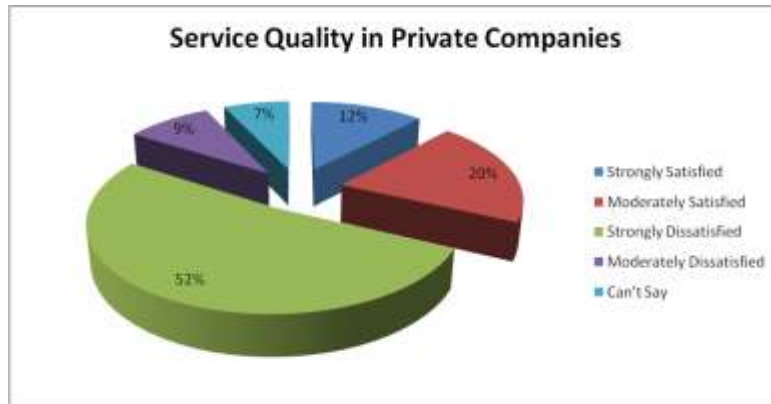


Figure : Degree of Agreement for the Statement  
 “Service Quality is as per Expectation in Private Companies”

### 7. Hypothesis

Null hypothesis  $H_0$  : “Service quality of Public Company has met customers’ expectation”.

Alternative hypothesis  $H_1$  : “Service quality of Private Company has met customers’ expectation”.

Table-1 : Level of satisfaction/dissatisfaction with Private and Public Company

Company	Satisfied	Moderately Satisfied	Can't say	Moderately Dissatisfied	Strongly Dissatisfied	Total
Private	12	20	7	9	52	100
Public	12	33	10	15	30	100
Total	24	53	17	24	82	200

Table-2 : Observed frequency table (fo)

12	20	7	9	52	100
12	33	10	15	30	100
24	53	17	24	82	200

Table-3 : Expected frequency table (fe)

100*24/200	26.5	8.5	12	41	100
12	26.5	8.5	12	41	100
24	53	17	24	82	200

Table-3 : Calculation of Chi-square

f0	fe	(f0-fe)	(fe-fo)^2	(fe-fo)^2/fe
12	12	0	0	0
20	26.5	-6.5	42.25	1.59
7	8.5	-1.5	2.25	.26
9	12	-3.0	9	.75
52	41	11	121	2.95
12	12	0	0	0
33	26.5	6.5	42.25	1.59
10	8.5	1.5	2.25	.26
15	12	3	9	.75
30	41	11	121	2.95
200	200			X <sup>2</sup> = 11.121

$$\begin{aligned} \text{Degree of freedom} &= (c-1) (r-1) \\ &= (5-1) (2-1) = 4 \end{aligned}$$

The calculated Chi-square value is 11.121 which is greater than the table value (9.48) at .05 level of significance with degree of freedom 4. Thus the calculated value holds good for null hypothesis and there is significant relation between the customer expectation and service quality of the public companies.

## 8. Suggestions and Recommendations

After the analysis of both primary and secondary data it was revealed that the sample health insurance companies have performed well in some areas while they are fail to come up to the expectation of the policyholders in few areas. Here are the some recommendations drawn from the research for improving health insurance products and business :

### 8.1 Better Transparency

The policyholder expect that he should be provided complete information about the various aspect of policy and the returns expected in the policy. The company official or agents should frame the policy document in a comprehensive

manner. Though the primary information reflect that the policyholders of public companies are more satisfied regarding the disclosure of information than the policyholders of private companies, it is suggested that both public and private companies should make efforts to include all necessary information regarding the policy in the document bringing more transparency in it.

### **8.2 Enhancing the Scope or to Tailor-made**

The range of Health insurance products in private sector companies is quite large in comparison to public sector companies. Also private sector companies follow tailor made pattern to serve their customers. Public sector companies should avoid the rigidity and must focus either on enhancing the range of products or to get ready for molding the policies accordingly. The products must be flexible, affordable in terms of premium & benefits. Products must suit the need of customers.

### **8.3 Straightforward Policies**

The terms and conditions and terminology of health insurance policies should be simplified and standardized for the greater understanding and benefit of consumers. Simplifying policies will help achieve this objective faster.

### **8.4 Improving Service Quality**

Service quality provided by both public and private sector companies are to be improved. Basically, services of any health insurance provider start from making a person to understand the product by an advisor. Advisors follow a very set pattern of explaining any of the products. Better training of advisors will make the start impressive. Further all customer care services should be enhanced and taken good care till the maturity/ claim settlement.

### **8.5 Improvisation of Claim Procedure**

The claim procedure of health insurance should be made simple and easy; in this respect the services provided by the agents are very important. The companies must train and motivate their agents for better services to their customers in claim settlement process.

### **8.6 Effective Grievance Mechanism**

The Insurance Companies should try to provide more customer services through grievance mechanism across the country. The concept of helpline or call centre should be promoted by the health insurance companies across the country.

### **8.7 Better Hospitalization Facility**

It is suggested that the public company should and private company should endeavor to provide a large network of hospital across the country and make their hospitalization facilities better especially public sector companies.

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## Challenges and Opportunities for Women Entrepreneurs in India

*Joyti Mishra\* and Sanjeev Mahajan\*\**

*The educated Indian women have to go a long way to achieve equal rights and position because traditions are deep rooted in Indian society where the sociological set up has been a male dominated one. Despite all the social hurdles Indian women stand tall from the rest of the crowd and are applauded of their achievements in their respective field. There are number of obstacles faced by women entrepreneurs during start-up stage and running up of their enterprise. Entrepreneurs play a key role in any economy these are the people who have the skills and initiative necessary to take good new ideas to market and make the right decisions to make the idea profitable on the basis of analyzing literature available on women entrepreneurship in India the present paper talks about the status of Women entrepreneurs and the problem faced by them. And also how much credit can be given to entrepreneurship for the upper cemented innovation and growth of free enterprise economies. Some suggestions are given to promote spirit of Women entrepreneurship and helping the women to become a successful entrepreneur.*

[**Keywords** : Women entrepreneurship, Challenges, Opportunities, Suggestions]

### 1. Introduction

The origin of basic word “entrepreneurship” is from a French word “Entree”, “To enter and Pender”, “to take” and in general sense applies to any person

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starting a new project or trying a new opportunity. The Oxford English dictionary 1897 defines the "Entrepreneur" in similar way as the director or the manager of public musical institution, one who gets up entertainment arranged especially musical performance. Initially in the early sixteenth century applied to those who were engaged in military expeditions. In 17<sup>th</sup> century it was extended to cover civil engineering activities such as construction and fortification. Since then the term entrepreneur is used in various ways.

Entrepreneurship refers to the act of setting up a new business or reviving an existing business so as to take advantages from new opportunities. An entrepreneur is a person who starts an enterprise. He searches for change and responds to it. A number of definitions have been given of an entrepreneur- The economists view him as a fourth factor of production along with land, labour and capital.

The sociologists feel that certain communities and cultures promote entrepreneurship like for example in India we say that Gujaratis and Sindhis are very enterprising. Still others feel that entrepreneurs are innovators who come up with new ideas for products, markets or techniques. Thus, entrepreneurs shape the economy by creating new wealth and new jobs and by inventing new products and services.

Entrepreneurship is a herculean task for women in India but if carried successfully can inculcate confidence among them and making them more conscious about their rights. Development of women entrepreneurship is very low in India in comparison to developed countries. There are number of obstacles faced by women entrepreneurs during start-up stage and running up of their enterprise. These obstacles need to be addressed so that women can make a significant contribution in sustained economic development and social progress of our country.

The present paper has endeavored to study the challenges and opportunities for women entrepreneur in India during start-up stage and running up of their enterprise.

## **2. Concept of Women Entrepreneurs**

Women entrepreneurs may be defined as the women or a group of women who initiate, organize and operate a business enterprise. The Government of India has defined women entrepreneurs as "an enterprise owned and controlled by women having a minimum financial interest of 51 percent of the capital and giving at least 51 percent of the employment generated in the enterprise to women." 'Women Entrepreneur' is a person who accepts challenging role to meet her personal needs and become economically independent. Women entrepreneurs engaged in business due to push and pull factors which encourage women to have an independent occupation and stand on their legs. A sense towards independent



decision-making on their life and career is the motivational factor behind this urge. Saddled with household chores and domestic responsibilities women want to get independence. Under the influence of these factors the women entrepreneurs choose a profession as a challenge and as an urge to do some new. Such a situation is described as pull factors while in push factors women engaged in business activates due to family compulsion and the responsibility is thrust upon them.

### **3. Review of Literature**

Meenu Goyal and Jai Prakash (2011) have studied the women entrepreneurship problems and prospects in India. They have studied the factors responsible for encouraging women to become entrepreneurs and the impact of assistance by the government. This study is based on secondary data. They found that today we are in a better position where in women participation in the field of entrepreneurship is increasing at a considerable rate. Efforts are being taken at the economy as brought promise of equality of opportunity in all spheres to the Indian women and laws guaranteed equal rights of participation in political process and equal opportunities and rights in education and employment were enacted.

Subhash Chander and D. D. Arora (2013) have studied the financial problems of women entrepreneurs in Haryana during start up stage and running up of their enterprise. They have used the purposive and snow ball sampling techniques. They found out that the women entrepreneurs faced the problem in obtaining start-up capital and accepted it as a major obstacle. The lack of adequate information about the schemes of financial institutions for women entrepreneurs and reluctance of officials to finance women entrepreneurs are the main problems.

Yogita Sharma (2013) has examined the women entrepreneur in India. Data has been collected from number of articles, books and websites. The present study has been an attempt to generate awareness and to understand meaning, rationale for diversification. She found out that some major problems faced by Indian women entrepreneurs such like as lack of education, social barriers, legal formalities, high cost of production, male dominated society, lack of self confidence etc.

Neha Dangi and Ritika (2014) have studied the women entrepreneurship and growth and performance of MSMEs in India and the problems and challenges which are faced by women entrepreneurs in India. It also focuses on initiatives taken by the government for women entrepreneurs. The present study is descriptive and analytical in nature. The study is based on secondary data. They found out that micro, small and medium enterprise is contributing to the economic growth and development of Indian economy. The Government has taken many initiatives for the growth of women entrepreneurs.

Jyoti Chandwani, Hemant Rumar P. Bulsara and Shailesh Gandhi (2015) have examined the women entrepreneurship in surat and the challenges faced by her.

For the purpose of the study primary and secondary sources of data was used. They found that increased opportunities for women have provided them with skills which have resulted in more opportunities to pursue economic independence.

Arakari Shanta V. (2013) has studied the women entrepreneurship in India. In this study he talks about the status of women entrepreneurs and the problems faced by them. This study is based on secondary data. He has found that women are very good entrepreneurs, and prefer to choose the same as they can maintain work life balance. Even though we have many successful women entrepreneurs in our country, but as we have a male dominated culture there are many challenges which women entrepreneurs face from family and society.

Vijay Kumar (2013) has studied the issuers regarding Women entrepreneurship in rural India. This study is based on secondary data and some observations he has found that absence of definite agenda of life, absence of balance between family and career obligations of Women poor degree of financial freedom for Women, lack of self-confidence, mobility constraints and lack of integration with successful entrepreneurs are major problems of women entrepreneurship development in India.

#### **4. Methodology**

This prepared paper is a descriptive study in nature. The secondary data and information have been analyzed for preparing the paper extensively. The secondary information have been collected from different articles published in different journals we have used the method of content analysis for collection of secondary data.

#### **5. Challenges/Problems of women Entrepreneur**

The problems and constraints experienced by women entrepreneurs have resulted in restricting the expansion of women entrepreneurship. The major barriers encountered by women entrepreneurs are :

1. Women in India are very emotionally attached to their families. They are supposed to attend to all the domestic works, to look after the children and other members of the family. They are over burden with family responsibilities like extra attention to husband, children and in laws which take away a lots of their time and energy. In such situation, it will be very difficult to concentrate and run the enterprise successfully.
2. Even though our constitution speaks of equality between saves, male chauvinism is still the order of the day women are not treated equal to men. Their entry to business requires the approval of the family. Entrepreneurship has traditionally been seen as a male preserve. All those puts a break in the growth of women entrepreneurs.

3. Knowledge of modern technological changes, know how, and education level of the person are the major factors that affect business. The literacy rate of women in India is found at low level compared to male population. Many women in developing nations lack the education required to build up successful entrepreneurship. They are unaware of new technologies or inexpert in their use, and often incapable to do research and gain necessary training.
4. The traditions and customs prevailed in Indian societies towards women sometimes stand as an obstacle before them to grow and prosper. Castes and religions dominate with one another and hinder women entrepreneurs too. In rural areas, they face more social barriers. They are always seen with suspicious eyes, the old and outdated social outlook to stop women from entering in the field of entrepreneurship is one of the reasons for their failure. They are under a social pressure which restrains them to prosper and achieve success in the field of entrepreneurship.
5. Usually women entrepreneurs employ low technology in the process of production in a market where the competition is too high, they have to fight hard to survive in the market against the organized sector and their male counterpart who have vast experience and capacity to adopt technology in managing enterprises.
6. Women in India are by nature weak, shy and mild. They cannot bear the amount risk which is essential for running an enterprise. Lack of education, training and financial support from outsiders also reduce their ability to bear the risk involved in enterprises.
7. Lack of self confidence, will power, strong mental outlook and optimistic attitude amongst women creates a fear from committing mistakes while doing their piece of work. The family members and the society are reluctant to stand beside their entrepreneurial growth.
8. Women's family obligations also hinder them from becoming successful entrepreneurs in both developed and developing nations the financial intuitions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again.
9. Access to finance is one of the most common challenges that entrepreneurs face and this is especially true for women who are further impeded by lack of personal identification, lack of property in their own name and the need for their husband's countersignature on many documents.
10. Lack of awareness about the financial assistance in the form of incentives, loans, schemes etc. By the institutions in the financial sector. So the sincere efforts taken towards women entrepreneurs in rural and backward areas.

An ILO report on women entrepreneurship identifies the following problems faced by women entrepreneurs:-

### **5-1 Lack of Family Support**

Sometimes the family may make the women feel quality of neglecting household duties in her pursuit of business obligations. Cultural traditions may hold back women from venturing into her own business.

### **5-2 Lack of Capital**

Traditional sources of finance like banks are reluctant to lend to women entrepreneurs especially if they do not have any male or family backing. This is especially true of lower income females. Women do not have adequate finance or legal knowledge to start an enterprise.

### **5-3 Lack of Confidence and Faith**

Lack of role models undermines the self-confidence of women entrepreneurs. The activity of selling is considered abhorrent to the female gender.

### **5-4 Lack of Right Public/Private Institutions**

Most public and private incentives are misused and do not reach the women unless she is backed by a man also many trade associations like ministries, chambers of commerce do not cater to women expecting women's organizations to do the necessary thing.

## **6. Opportunities/Suggestions for the Growth of Women Entrepreneurs**

The elimination of obstacles for women entrepreneurship requires a major change in traditional attitudes and mind-sets of people in society rather than being limited to only creation of opportunities for women. Right efforts from all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities Entrepreneurship basically implies being in control of one's life and activities and women entrepreneurs need to be given confidence, independence, and mobility to come out of their paradoxes. The following measures are suggested to empower the women to seize various opportunities and face challenges in business.

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# Study of Planning of Subject as Study Habit's Dimension in Relation to Academic Achievement of Hindu and Muslim Senior Secondary Students

*Narendra Kumar\* and Bhawana Pandey\*\**

*This study attempts to assess the "Planning of Subject" as the dimension of study habits in relation to academic achievement of Hindu and Muslim senior secondary students of Kumaun region of Uttarakhand. A sample of 200 Hindu and Muslim senior secondary students of Kumaun region was randomly taken from different Government senior secondary schools. Study Habits Inventory developed by B. V. Patel was used to study the school environment as study habit's dimension. Mean, S.D., t-test and Pearson product moment correlation coefficient were used to analyze the data. Results show that Hindu students were found to have better planning of subject for their studies in comparison of Muslim students. It was also found that the academic achievement of both Hindu and Muslim students was not significantly related with study habit's dimension planning of subject.*

[**Keywords** : Planning, Study habit's dimension, Academic Achievement]

## 1. Introduction

Religion is a way of life entailing specific values, beliefs and practices. The religion practiced at home determines the qualities, attitudes and behaviour

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patterns of the parents of the children. These, in turn, must influence the development of the child as he identifies with them and tries to replicate their ways of living. The all round development of children is seen to be an outcome of their socialization which begins from the home. The home passes to them family culture, values, way of thinking, way of living, traditions, beliefs, and life practices. Even the cultural aspect of the development is transmitted to them through their family. No single factor of home environment, however, can be held responsible for their development. It is the total environment of the home that influences their development. The Senior Secondary education is a central link between elementary and higher education. It acts as the means for determining and shaping an individual's approach towards future higher education. One of the most imperative outputs of any educational system is the accomplishment of the objectives by the students up to the extreme. How the students take their school activities and make the studies, significantly determines their level of academic achievements. The students who develop and practice better and effective study habits are expected to achieve good in their studies in comparison of the students who have bad study habits. Thus, study habit is very influential to the academic achievement of every student at all levels. Active participation in the religious community brings people into contact with others of similar age who have common interests, and with whom social relationships may form. Interpersonal support can result in formation of new healthy social networks, which can facilitate positive personality changes. The religion practiced at home determines the qualities, attitudes and behaviour patterns of the parents of the children. These, in turn, must influence the development of the child as he identifies with them and tries to replicate their ways of living. Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of the students' plays important role in learning and fundamental to school success.

Anton and Angel (2004) found that the students of good socialized personality were found to be better in study habits than the students of lower socialized personality. Further, it was also observed that personality and academic achievement were found to be related with study habits. It was found that female students were better in academic achievement than male students due to the fact that female students were found to have more socialized personality and good study habits than male students. What is fundamental, is the ability of a student to acquire effective study habits. Study habits play an important role in human performance in academic field (Panda, B. N., 1992; Ramachandra Reddy and Nagaraju, 2001; Verma, 1996; Patel 1996; Verma & Kumari, 1999; Satapathy & Singhal, 2000; Riaz, A., Kiran, A. and Malik, N. H. 2002; Vyas, 2002). The students studying in private schools have better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995; Sanjeev, 2003). The nature of

the family has significant influence on the study habits of the students with respect to preparation for examination. Currently, there is no research evidence of any kind available in this regard. So it was felt that there was a need to work on this issue. Hence, this researcher conducted an empirical research to obtain evidence as to how the religion, planning of subject are linked with the study habits and academic achievement of senior secondary students of Kumaun Region.

## **2. Methodology**

Methodology of any research study are decided on the basis of the theory and principle of the statement of the research problem under investigation, objectives formulated for the present research problem, the appropriateness of the available resources of researcher, ability and capacity of the researcher, etc. These essential considerations have directed the researcher to use the Normative Survey method under the descriptive nature of research for the present study. In the present study all the necessary steps have been followed which have suggested being essential for the Normative Survey Method of research by most of the educationists.

### **2.1 Population**

For the present study, population is defined as the students of Hindu and Muslim Religion of class XI studying in government senior secondary schools of Kumaun region.

### **2.2 Sample**

For the present study, 200 students (both Hindu and Muslim) of class XI studying in Government Senior Secondary Schools of Kumaun region were taken as sample. For this purpose, random sampling technique was used at each stage.

### **2.3 Tool Used**

The study habits of the students were measured by Study Habits Inventory developed by Dr. B.V. Patel. It was considered suitable for the purpose on the basis of its characteristics given in the manual. For the study habit's dimension "Planning of subject", 05 items are included in this inventory. The student was asked to give his/her opinion on a 5 points scale viz. Always, Often, Sometimes, Hardly and Never.

## **3. Results and Discussion**

To study the significance of differences between Hindu and Muslim senior secondary students on study habit's dimension planning of subject, t-test was used. All statistical values were calculated with the help of Microsoft Excel. Summary of t-test for difference between Hindu and Muslim students on study habit's dimension planning of subject is given in Table-1.

**Table-1 : Summary of t-test for difference between Hindu and Muslim senior secondary students on study habit's dimension planning of subject**

Religion	N	Sum	Sum of Squares	Mean	S.D.	t- value
Hindu	102	2023	41373	19.833	3.518	2.343*
Muslim	98	1834	35306	18.714	3.185	
*p<0.05 (Significant at 0.05 level)						

It is evident from Table-1 that t-value between the means of Hindu and Muslim students of Kumaun region on study habit's dimension planning of subject was found to be 2.343. To find out the table value for degree of freedom (df) -198 at 0.05 level of significance and 0.01 level of significance, p-value calculator (<https://www.danielsoper.com/statcalc/calculator.aspx?id=8>) for student's t- test was used. Table values for degree of freedom (df) -198 at 0.05 and 0.01 level of significance were found to be 1.973 and 2.601, respectively. This indicates that the calculated t-value (2.343) was greater than the table value at 0.05 level of significance but less than the table value at 0.01 level of significance. This reveals the fact that Hindu and Muslim students were found to be differed significantly on study habit's dimension planning of subject at 0.05 level of significance. Since, the mean difference was in favor of Hindu students which indicate that Hindu students were found to have better planning of subject for their studies than Muslim students of senior secondary schools of Kumaun region.

To study the relationship of study habit's dimension planning of subject with academic achievement of Hindu and Muslim senior secondary students, Pearson product moment correlation coefficient was calculated. Summary of product moment correlation of study habit's dimension home environment and planning with academic achievement of Hindu and Muslim students is presented in Table-2.

**Table-2 : Summary of product moment correlation of study habit's dimension planning of subject with academic achievement and of Hindu and Muslim senior secondary students**

Religion	Hindu		Muslim	
	Academic Achievement	Planning of Subject	Academic Achievement	Planning of Subject
N	102	102	98	98
Sum	28757	2023	22744	1834
Sum of Squares	8377311	41373	5573394	35306
Mean	281.931	19.833	232.082	18.714
S.D.	51.686	3.518	55.141	3.185
Product	573874		425490	
Correlation	0.192*		-0.009*	
*P<0.05 (Significant at 0.05 level)				

It is evident from Table-2 that Pearson product moment correlation coefficient between academic achievement and study habit's dimension planning of subject for Hindu students was found to be 0.192 which was less than table value 0.195 at 0.05 level of significance and at degree of freedom (df) - 100. This indicates the fact that academic achievement and study habit's dimension planning of subject for Hindu students were not found to be significantly correlated. Similarly, correlation coefficient between academic achievement and study habit's dimension planning of subject for Muslim students was found to be -0.009 which was also less than table value 0.199 at 0.05 level of significance and at degree of freedom (df) - 96. This indicates the fact that there was no significant correlation between academic achievement and study habit's dimension planning of subject for Muslim students. Results of this section depicts that the academic achievement of both Hindu and Muslim students is not significantly related with study habit's dimension planning of subject.

#### 4. Conclusion

The results show that there was significant difference between Hindu and Muslim students on study habit's dimension planning of subject. It was also found that Hindu students were found to have better planning of subject as their study habits in comparison of Muslim students. These results are due to the variations in the schedule and pattern of living at home and family environment in both the communities. These findings are supported by the earlier researchers. Panda, B. N. (1992) revealed that Non-disadvantaged students were found to have good and effective study habits than disadvantaged students. Ramachandra Reddy and Nagaraju (2001) revealed that there was significant difference between rural and urban students in their study habits. It is also concluded that the academic achievement of both Hindu and Muslim students is not significantly related with study habit's dimension planning of subject. The finding of the present study in this regard are not supported by the earlier researches, because in most of the earlier researches, it was found that academic achievement is significantly related with student's study habits.

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## Contextualizing Domestic Violence

*Renu Agarwal\**

*Violence affects the lives of millions of women worldwide, in all socio-economic and educational classes. It cuts across cultural and religious barriers, impeding the right of women to participate fully in society. Violence against women takes a dismaying variety of forms, from domestic abuse and rape to child marriages and female circumcision. All are violations of the most fundamental human rights. This is the reason that violence against women is considered a major violation of human rights. It is also a major public health problem. A wide range of physical, mental, sexual and reproductive and maternal health problems can result from violence against women. The present paper is an attempt to contextualize most important form of violence against women, namely domestic violence. The big challenge before us is to figure out ways to strengthen and reinvigorate civil society and family as an institution in a way that individual rights remain inviolable and also contribute to the protection of vulnerable individuals through communitarian efforts and vigilance. It has been stressed that the solution lies in the fact that women empowerment approach to combat violence against women should be well integrated and interwoven into all policies and programs of the governments. Women should be equal partners not only at the public places but should have adequate control of their own resources.*

[**Keywords** : Violence against women, Domestic violence, Human rights, Gender equality]

### 1. Introduction

The United Nations Declaration on the Elimination of Violence against Women (DEVAW) defines violence against women as “Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological

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harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life" (DEVAW, Article 1).

Violence against women takes a dismaying variety of forms, from domestic abuse and rape to child marriages and female circumcision. All are violations of the most fundamental human rights. This is the reason that violence against women is considered a major violation of human rights. It is also a major public health problem. A wide range of physical, mental, sexual and reproductive and maternal health problems can result from violence against women. Violence against women is associated with sexually transmitted infections such as HIV/AIDS, unintended pregnancies, gynecological problems, induced abortions, and adverse pregnancy outcomes, including miscarriage, low birth weight and fetal death.<sup>1</sup>

## **2. Aim of the Paper**

There is not even a single day when we don't hear or read about domestic violence against women in India. Be it the cruelty of husbands and in-laws for dowry or burning the brides. The economic backward or lack of education are generally considered the main reasons for this type of violence. However, it is not so as even the employed and educated women also become prey to domestic violence. The submissive quality in women in India and the general mind set of the society that women are physically and emotionally weaker than the males makes them vulnerable to domestic violence. It is said that in India there is a crime against women in every three minutes. The aim of this paper is to clarify the meaning of domestic violence against women, explain the magnitude and forms of domestic violence in India as well as to identify its causes.

## **3. Contextualizing Domestic Violence**

The term 'domestic violence' is used to describe the exploding problem of violence within homes. This type of violence is towards someone whom we are in a relationship with, be it a wife, husband, son, daughter, mother, father, grandparent, daughter-in-law or any other family member. It can be a male's or a female's atrocities towards another male or a female. Anyone can be a victim and a victimizer. Although both men and women can be abused, but the victims are women in most of the cases. This is the reason that generally domestic violence connotes the violence against female members of the family. Children in homes where there is domestic violence are also abused or neglected. Although the woman is usually the primary target, violence is sometimes directed toward children, and sometimes toward family members and friends.

Domestic violence and emotional abuse are behaviours used by one person in a relationship to control the other. Partners may be married or not married; heterosexual, gay, or lesbian; living together, separated or dating. Violence can be

criminal and includes physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and stalking. Although emotional, psychological and financial abuse are not criminal behaviours, they are forms of abuse and can lead to criminal violence.

U.S. Department of Justice has defined domestic violence as a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviours that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

The Protection of Women from Domestic Violence Act, 2005 defines domestic violence as actual abuse or the threat of abuse that is physical, sexual, verbal, emotional and economic. Harassment by way of unlawful dowry demands to the woman or her relatives is also covered under this definition. This act has been brought into force by the Indian government from October 26, 2006. The preamble of the Act aims at providing effective protection of the rights of women guaranteed under the Constitution of India who are victims of any kind of violence occurring within the family. Though it is a civil law, yet this Act also recognizes certain acts as offence, punishable with imprisonment or penalty. Breach of Protection order, has been made as cognizable and non-bailable offence.<sup>2</sup>

Thus, domestic violence is a pattern of abusive behaviour (as contrasted to a single event); the abusive behaviour involves control, coercion, and/or power; the abusive behaviour may be physical, sexual, emotional, psychological, and/or financial; and the victim of the abusive behaviour is a cohabitating or non-cohabitating intimate partner or spouse.

#### **4. Magnitude of Domestic Violence in India**

Though domestic violence as such was not recognized by any law till the year 2005 in India<sup>3</sup>, still it has been an intrinsic part of our society since times immemorial. The contributing factors could be the desire to gain control over another family member, the desire to exploit someone for personal benefits, the flare to be in a commanding position all the time showcasing one's supremacy so on and so forth. On various occasions, psychological problems and social influence also add to the vehemence. However, domestic violence has increased in magnitude during recent decades. It is now present almost everywhere and nowhere is this eruption more intense than right behind the doors of our homes. Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another.

Although efforts have been taken to improve the status of women in India, the constitutional dream of gender equality which culminates in crimes against women, including domestic violence, is miles away from becoming a reality. The result is obvious. All forms of violence against women in India go unabated and increase every year.

According to recent data released by NCRB for the year 2016, A total of 48,31,515 cognizable crimes comprising 29,75,711 Indian Penal Code (IPC) crimes and 18,55,804 Special & Local Laws (SLL) crimes were reported in 2016, showing an increase of 2.6% over 2015 (47,10,676 cases). During 2016, IPC crimes have increased by 0.9% and SLL crimes have increased by 5.4% over 2015.

Majority of cases under crimes against women were reported under 'Cruelty by Husband or His Relatives' (32.6%) followed by 'Assault on Women with Intent to Outrage her Modesty' (25.0%), 'Kidnaping & Abduction of Women' (19.0%) and 'Rape' (11.5%). Uttar Pradesh reported 14.5% (49,262 out of 3,38,954 cases) of total cases of crimes against women followed by West Bengal (9.6%) (32,513 cases) during 2016. Delhi UT reported the highest crime rate (160.4) compared to the national average rate of 55.2.<sup>4</sup>

## 5. Forms of Domestic Violence

Domestic violence can happen to anyone regardless of race, age, sexual orientation, religion, or gender. Domestic violence affects people of all socioeconomic backgrounds and education levels. Domestic violence occurs in both opposite-sex and same-sex relationships and can happen to intimate partners who are married, living together, or dating.

Examples of violence against women (including domestic violence) throughout the life cycle are shown in the following table<sup>5</sup> :

**Table-2 : Examples of Violence against Women Throughout the Life Cycle**

Phase	Type of Violence
Pre-birth	Sex-selective abortion; effects of battering during pregnancy on birth outcomes.
Infancy	Female infanticide; physical, sexual and psychological abuse.
Girlhood	Child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography.
Adolescence and adulthood	economically coerced sex (e.g. school girls having sex with 'sugar daddies' in return for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking in women; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy.
Elderly	Forced 'suicide' or homicide of widows for economic reasons; sexual, physical and psychological abuse.

Source : **Violence Against Women**, WHO. FRH/WHD/97.8

Various forms of domestic violence worldwide, including India are as follows :

### **5-1 Physical Abuse**

Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc are types of physical abuse. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.

### **5-2 Sexual Abuse**

Coercing or attempting to coerce any sexual contact or behaviour without consent. Sexual abuse includes, but is certainly not limited to, marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.

### **5-3 Emotional Abuse**

Undermining an individual's sense of self-worth and/or self-esteem is abusive. This may include, but is not limited to constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.

### **5-4 Economic Abuse**

Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.

### **5-5 Psychological Abuse**

Elements of psychological abuse include - but are not limited to - causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work.

### **5-6 Female Infanticide**

The phenomenon of female infanticide is as old as many cultures, and has accounted for millions of gender-selective deaths throughout history. It remains a critical concern in India. Female infanticide reflects the low status accorded to women, not only in India but in most parts of the world. It is considered the most brutal and destructive manifestation of the anti-female bias that pervades 'patriarchal' societies. In societies like India where a higher value is placed on sons, discrimination towards female children can take extreme forms such as sex-selective abortions and female infanticide. In the absence of genetic testing, infanticide has been the only inhumane option for discarding the female child. In India, Annual Survey of Human Rights conducted by the U.S. State Department

reported 10,000 cases of female infanticide annually. The figure does not take into account the number of abortions performed to prevent the birth of a child.<sup>6</sup>

Domestic violence not only affects those who are abused, but also has a substantial effect on family members, friends, co-workers, other witnesses, and the community at large. Children, who grow up witnessing domestic violence, are among those seriously affected by this crime. Frequent exposure to violence in the home not only predisposes children to numerous social and physical problems, but also teaches them that violence is a normal way of life - therefore, increasing their risk of becoming society's next generation of victims and abusers.

## 6. Causes of Domestic Violence

There is no one single factor to account for violence perpetrated against women. Various factors responsible for domestic violence are inter-relatedness. These factors have been divided into four categories by Heise<sup>7</sup> as shown in the following table :

**Table-3 : Factors That Perpetuate Domestic Violence**

Cultural	<ul style="list-style-type: none"> <li>» Gender-specific socialization</li> <li>» Cultural definitions of appropriate sex roles</li> <li>» Expectations of roles within relationships</li> <li>» Belief in the inherent superiority of males</li> <li>» Values that give men proprietary rights over women and girls</li> <li>» Notion of the family as the private sphere and under male control</li> <li>» Customs of marriage (bride price/dowry)</li> <li>» Acceptability of violence as a means to resolve conflict</li> </ul>
Economic	<ul style="list-style-type: none"> <li>» Women's economic dependence on men</li> <li>» Limited access to cash and credit</li> <li>» Discriminatory laws regarding inheritance, property rights, use of communal lands, and maintenance after divorce or widowhood</li> <li>» Limited access to employment in formal and informal sectors</li> <li>» Limited access to education and training for women</li> </ul>
Legal	<ul style="list-style-type: none"> <li>» Lesser legal status of women either by written law and/or by practice</li> <li>» Laws regarding divorce, child custody, maintenance and inheritance</li> <li>» Legal definitions of rape and domestic abuse</li> <li>» Low levels of legal literacy among women</li> <li>» Insensitive treatment of women and girls by police and judiciary</li> </ul>



Political	<ul style="list-style-type: none"> <li>» Under-representation of women in power, politics, the media and in the legal and medical professions</li> <li>» Domestic violence not taken seriously</li> <li>» Notions of family being private and beyond control of the state</li> <li>» Risk of challenge to status quo/religious laws</li> <li>» Limited organization of women as a political force</li> <li>» Limited participation of women in organized political system</li> </ul>
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The most common causes reported for stalking and battering of women in India include dissatisfaction with the dowry and exploiting women for more of it, arguing with the partner, refusing to have sex with him, neglecting children, going out of home without telling the partner, not cooking properly or on time, indulging in extra marital affairs, not looking after in-laws etc. In some cases, infertility in females also leads to their assault by the family members.

In rural areas, the greed for dowry, desire for a male child and alcoholism of the spouse are major factors of domestic violence against women. There have been gruesome reports of young bride being burnt alive or subjected to continuous harassment for not bringing home the amount of demanded dowry. Women in India also admit to hitting or beating because of their suspicion about the husband's sexual involvement with other women. The Tandoor Murder Case of Naina Sahni in New Delhi in the year 1995 is one such dreadful incident of a woman being killed and then burnt in a Tandoor by her husband. This incidence was an outcome of suspicion of extra marital affairs of Naina Sahni which led to marital discord and domestic violence against her.

In urban areas, there are many more factors which lead to differences in the beginning and later take the shape of domestic violence. These include—more income of a working woman than her partner, her absence in the house till late night, abusing and neglecting in-laws, being more forward socially etc. Working women are quite often subjected to assaults and coercion sex by employees of the organization. At times, it could be voluntary for a better pay and designation in the office.<sup>8</sup>

## 7. Conclusion

Domestic violence is a wide-ranging phenomenon not only in India but in other societies too. So far India as concerned, not only the latest report prepared by India's National Crime Records Bureau (NCRB) for the year 2016 indicates increasing incidences of domestic violence, but many studies also substantiate that it is the fastest-growing crime. In such a situation what do we do? Is it necessary to gather more and more information, facts and figures about cases of domestic violence for just knowing its magnitude and expressing our concern over this issue or we want to find out the remedies for minimizing its occurrence? Knowing well



that domestic violence is increasing in India, we can't be silent spectators and afford to sit disappointedly over it. Moreover, domestic violence is now also being viewed as a public health problem of epidemic proportion all over the world. Hence, it becomes necessary in a civil society that efforts must be made earnestly to clean up the mess with full determination and with all the resources in hand.

The big challenge before us is to figure out ways to strengthen and reinvigorate civil society and family as an institution in a way that individual rights remain inviolable and also contribute to the protection of vulnerable individuals through communitarian efforts and vigilance. The solution lies in the fact that women empowerment approach to combat violence against women should be well integrated and interwoven into all policies and programs of the governments. Women should be equal partners not only at the public places but should have adequate control of their own resources.

It is also important in order to prevent violence that non-violent means be used to resolve conflict between all members of society. Breaking the cycle of abuse will require concerted collaboration and action between governmental and non-governmental actors, including educators, health-care authorities, legislators, the judiciary and the mass media.

### Footnotes and References

1. Surabhi Mahajan and Sanjeev Mahajan, "Domestic Violence in India", *Contemporary Social Sciences*, Vol. 21, No. 1 (January), 2012, 29.
2. Surabhi Mahajan, "Domestic Violence in India : Multidisciplinary Perspectives", Sanjeev Mahajan (ed.), *Violence against Women*, New Delhi : Aprita, 2017, 4.
3. Traditionally, issues related to domestic violence were considered as private matter even by the police. However, increased awareness about the far-reaching effects of the problem has forced the government to view it as a serious problem with significant repercussions on the physical and the mental well-being of victims and their forthcoming generations.
4. NCRB, "Figures At A Glance-2015" in *Crime in India-2016*, New Delhi : Ministry of Home Affairs, 2017, xix.
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8. Ibid. Note 4, 23. ★

## Analysis of Vocational School Student's Metacognitive in Solving Mathematics Problem

**Siti Maimunah\***

*Double system education or internship system in vocational school enables students to learn in real work environment. Knowledge mastery, and problem solving skill are needed for their best performance in internship and future work. Metacognitive activity shows how well their ability in finding the path to solve a problem they face and how their self-efficacy in it. Among 24 classes in SMKN 5 Jember, there was one class that always averagely failed to reach the mathematics standard score set by school. Meanwhile the teacher stated that the same class also showed a well performance and activeness in classroom learning. By using meta-cognitive-approach analysis, the missing space between this two phenomenon tried to be unfold. By finding the factor behind it, the alternative solution the teacher can use to fix and prevent this peculiar condition hopefully could be found. Specifically, this research focused on student's metacognitive activities (planning, monitoring, evaluating) and metacognitive levels (tacit use, aware use, strategic use, reflective use).*

*This qualitative design research was focused on chemistry analysis class year 2 (code: CA1) in State Vocational High School 5 of Jember. The major method used were mathematics problem solving test and unstructured interview. The test contained 4 problem and has been triangulated to ensure its validity. The students from CA1 were guided to answer the test based Polya's 4 steps of problem solving. Thirty three students who finished the test were grouped into 3 group of competence, lower group, middle group, and higher group. One student from each group were taken to do the interview. The interview was conducted to reveal their metacognitive activity*

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whilst answering the test. Interview and test result were analyzed by comparing it with metacognitive activities and levels indicator. These indicators were constructed based on previous research and has been validated by the experts. From analysis result, student's metacognitive were unfold.

3 students from CA1 were taken to do interview. Students 1 (coded S1) from low group of competence, showed a metacognitive activities only on 1st and 2nd steps of Polya. He knew what he didn't know and it made him couldn't solve the problem. But he didn't know how to fix it and didn't even feel that it was importance to fix it. Student 2 (coded S2) from middle group of competence showed metacognitive activities only on 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> steps of Polya. Even though he answered the problem correctly, his self-efficacy didn't reflect well on it. He categorized as strategic-user. Student 3 (coded S3) from high group of competence showed a well performance on all of Polya's step, so did the metacognitive activities. But he lacked on consistency and self-efficacy, mostly on 4th step of Polya. He stood on semi-reflective user. Interviews revealed that the main problems were on 2nd and 4th step of Polya and on students self-efficacy. These point haven't emphasized well on learning activities. The students only knew how to repeat the problem solving the way the teacher showed without deeply understand the value behind it. Focusing more on this 3 points in classroom learning activity might give another result for both the teacher and students.

[**Keywords** : Metacognitive, Vocational school, Mathematics Problem solving, Polya]

## 1. Background/ Objectives and Goals

Self-realization in the science of philosophy explains the nature and purpose of man is to build himself close to the ideal man. Education with its system is trying to help human to reach this idealism. Even if indeed this idealism will never be touched. Metacognition, firstly introduced by Flavell(1979), is talking about how people recognize their own way of thinking. With its fundamental phrase, "Thinking about Thinking", metacognition describe so much on how people realize their self on thinking, learning process, until how they make a judgement. Metacognition also discuss about how people aware with the way they manage, process, save, look out, and control their cognitive knowledge

Here is the simpler analogy. In construction field, there are people who do the technical project such as build the wall, window, doing painting, electrical installation, etc. All of those worker usually monitoring and controlled by the expert, technician or the architect. Those experts are the one with responsibility to ensure that all of the works are on the right track and connect each other. Metacognition is trying to make the two kind of job is done by one person. One brain. In the aspect of thinking. Thus, people's thinking process will be done all together with controlling it. It'll be more effective. By having metacognitive in thinking habit, it makes us easily know what we know, what we don't, and what we need to do to gather some information or complete the missing link between our own knowledge construction (Lestari, 2012; Mahromah & Manoy, 2013; Nugrahaningsih, 2012).

Regarding its effect on education, especially mathematics education, it gives so much contribution on problem solving field. There is a strong correlation between metacognition and problem solving skill. By giving a training toward student's metacognitive, it can also increasing their problem solving skill (Anggo, 2011; Biryukov, 2002; Bryce & Whitebread, 2012; Kuzle, 2007; Lestari, 2012; Sengul & Katranci, 2012, 2015). Furthermore, metacognitive also giving positive impact on student's self-efficacy, self-confident, and emotion, decreasing student's mathematics anxiety, mathematics problem solving, and mathematics achievement (Abdolhossini, 2012; AL-Baddareen, Ghaith, & Akour, 2015; Anggo, 2011; Hermita & Thamrin, 2015; Hoe, Chang, Cheong, & Yee, n.d.; Hoorfar & Taleb, 2015; Journal & Vol, 2009; Kesici & Irem, 2011; Kuzle, 2007; Ozsoy, 2011; Tavakolizadeh, Tabari, & Akbari, 2015; Tornare, Czajkowski, & Pons, 2015). Thus, we can conclude that by including metacognitive in daily classroom learning, students can take benefits for their learning.

There are so many area in metacognitive. Metacognitive can be defined as knowledge, skill, experience, approach, behaviour, thinking, or learning strategy. In this study, we limit the concern of metacognition on the metacognitive activities. Metacognitive activities contain three item such as planning, monitoring, and evaluating (Elmar Cohors-Fresenborg & Christa Kaune, 2007; Gay, 2002). When the three activities exist on every step of problem solving process, then the problem solver has a good metacognitive experience.

There are four step of problem solving based on Polya's, such as understanding problem, planning solution, solving problem based on plan, and looking back. On the first step, understanding problem, we can say that student has metacognitive activities when they rewrite the information on the problem by their own word, and explain all of mathematics concept related to the problem, can find implicit information from the problem, and ensure that all of the information is valid. Metacognitive activities exist on planning step if students can develop a plan or strategy to solve the problem, and analyze what they need to apply it, and choose the best strategy with logical reason. The existence of metacognitive on 3rd step of problem solving can be tracked when students can apply the plan they make before and keep it on the right track. If there's some obstacles on the road, they can find the alternative to face it. For the last step, looking back, when students can solve the problem by using different strategies or starting it from the result to get the known information, then they solved the problem metacognitively. Of course they also need to ensure that the way they do to look back the solution is logically correct. This indicators were developed based on some resource (Flavell, 1979; Nugrahaningsih, 2012; Polya, 1962).

By making the indicator of metacognitive activities based on problem solving step, we can define student's level of metacognitive. Metacognitive levels of problem solving are tacit use, aware use, strategic use, and reflective use. This level

is adapted from Swartz and Perkin's student's thinking awareness in problem solving (Mahromah & Manoy, 2013). Tacit use is the lowest level of metacognitive. Tacit user doesn't aware on their own knowledge, it's hard for them for understanding the problem, gathering implicit or even explicit information, making strategic plan. They don't even bother to checked the solution or the solving process because of their low of confident. Aware users actually realize what is lacked from their knowledge. At some point they know the reason why they couldn't solve the problem properly. But they don't how to fix it or what they need to do to fill the missing bridge on their knowledge construction. Strategic users, 1 level above aware user, can understand the problem well, can make at least one plan or know at least 1 strategy to solve the problem. At this level, their ability to monitoring their solving process is good. When they can apply more than 1 strategy or plan, and using it to ensure that they reach the correct solution, then they're categorized as reflective user. In addition, reflective user are great on finding alternative way when they face some obstacles or when their original plan couldn't bring them to the answer they want.

By knowing student's metacognitive activities and level, it'll easy for the teacher to design a mathematics learning that suitable for them and help them to improve their metacognitive into higher level. Thus, this study conducted with two purposes, to assess the metacognition activities of students in solving mathematical problems and to assess the level of metacognition of students.

## 2. Methods

The purpose of this research was to reveal student metacognitive activities during problem solving. This qualitative case study was conducted chemistry analysis class year 2 (code: CA1) in State Vocational High School 5 of Jember. This class was chosen because of their phenomena in classroom learning process. Most of the teacher who teach CA1 class stated that this class has shown active contribution during learning process. Including mathematics class. But on the last 3 formative test, their average score didn't reach the passing grade the school stated. This study also would like to find out the reason behind this gap.

The instruments used in this study were mathematics test form, metacognitive activities indicator, and informal interview guideline. Mathematics test form contain 4 composition function problem which is the last material the subjects learn, and answer sheet with polya's step guideline. To ensure its validity and reliability, the test form were tested to another chemistry analysis class that is homogenous to the sample class. With validity score 0.47 and reliability 0.48, this test form was categorized as valid and reliable with medium range.

35 students in CA1 class were given test form and answer sheet. They have 120 minutes to solve all of the problem there. The answer sheet was set with a guideline to make the students gave their answer based Polya step of problem



solving. By using the score test, they were grouped into 3, low group of competence, medium group of competence, high group of competence. One student from each group was chosen randomly to do interview. From interview, their metacognitive activities were revealed descriptively.

### **3. Results**

Metacognition activities of students when faced with a given mathematical problem show how students respond to the problem and how students are able to use all their knowledge to solve a given problem. When all of metacognition activities are present in the student, the student has metacognitive thinking. From these metacognition activities, it can be seen how the level of metacognition of students in solving mathematical problems.

After the test and grouping, 3 students were chosen. One student from low level of competence (code : S1), one student from medium level (code : S2), and the last one from high level of competence (code : S3). The test given contains 4 composition function problem with different level of difficulties, low to higher. From the interview, it's revealed that S1 understand and can explain the purpose of the given problem well. But that understanding only if the problem is explicitly stated. S1 is less able to analogize problem with another similar problem. He simply relies on the strategy he knows without really understanding whether the strategy is suitable or not. S1 aware about his lack on mastering the material and it makes him realize that he is unable to monitor his thinking process when dealing with problems related to the material. He can only monitor his thinking process if he has a good understanding of the material so that the problem is not too difficult for him. He cannot evaluate his thinking process because of his inability to monitor the process. This indicates that students' understanding of subject affects the response or action he did in solving the problem. This response or action is related to how the student metacognition when facing the problem. Since S1 only use metacognitive activities on 1st and 2nd step of Polya, he categorized as aware user. In addition, he aware on why he couldn't solve the problem well even-though he didn't know how to fix it and didn't consider it as something worth to try.

S2 from medium level of competence is having a better understanding from S1. He directly write all of the information he got from the problem. From the interview, he stated that the 1st and 2nd problem are familiar for him. So he think that the strategy he know can be applied to it. As for the 3rd and 4th problem with higher difficulties, he tried to apply the same strategy. But he didn't realize the mistake on the process. He also got some difficulties in doing 4th step of Polya, looking back. Then he only rechecked his answers by rereading it. Thus, his consistency in involving metacognitive activities only until the 3rd step of Polya. He categorized as semi-strategic user.

S3 from high level of competence group did the planning well. He believes that although he is only able to present 1 strategy, but the strategy is the most



appropriate. He is also aware of every step he takes in solving problems. This is evidenced by his ability to provide logical and correct reasons. He also did a good monitoring. The three metacognition activities of student 3 show that he has been able to think metacognitively. But if he is in a hurry to solve the problem, his thinking process will be disrupted so that he is not able to maximally use his metacognitive to solve the problem. S3 is categorized as semi-strategic user.

#### **4. Discussion**

There are two major findings here after their metacognitive activities and level was revealed. First, they clearly know on what stance their cognitive knowledge are. They know the reason why they couldn't solve the problem well. One of the reasons coming from all three of them is because they lacked on prerequisite knowledge needed to solve the problem. But in the end, this obstacle didn't receive any treatment. They didn't even realize that it was something that need to be fixed. The teacher also didn't encourage them to learn more. In the end, as long as they pass the final test or complete the remedial project, then it's done. I believe that this kind of phenomenon is still happen on majority students in Indonesia. I also believe that actually the students have a lot of potential to be more, but the learning environment and the teacher way of teaching somehow make it hidden and not develop. So this study suggest to conduct metacognitive study with teacher as the subject. So we can see how the teacher metacognitive flow and how far a mathematics teacher use metacognitive in their teaching. This next study becomes very urgent, because it'll help us to find the solution to improve student metacognitive through classroom teaching and learning effectively.

The second finding is that on the 4th step of Polya problem solving. All of the student in CA1 stated that looking back step is genuinely new for them. They never know that re-checking their answer by using such method is needed. Their teacher until now never teach them or encourage the to do that. But doesn't mean they can't. Eight from 32 students in CA1 did the 4th step of Polya correctly on the two first problem. Two of them could do the 4th step at the third problem. It means that they do have potential to do it. The problem is that they never get encouragement for it. It can be understood that students somehow didn't reached their optimum score because of some mistake such as on the operation or on the strategy choice. At the very last interview, the students stated that they start to consider the important of rechecking their answer not just by reading it again. They realize that it's helpful to make them more confident with their answer after doing looking back process. As the recommendation, involving problem solving step in classroom learning process, not necessarily using Polya step, is helpful to decrease student's mistake and improving their confident with the answer. This is also recommend the next research to combine metacognitive approach with problem solving method to increase student's metacognitive activities frequency.

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## Tourism in India : Challenges and Opportunities

*Indu Sharma\**

*Tourism from being regarded as a pastime activity for the leisured few in society has grown into a multi-billion industry and a multi faceted activity. Worthily on account of its phenomenal socio-economic magnitudes and prospects tourism has also become the subject of scholarly interest. Hence our present research in the area of tourism in general and Indian tourism, in particular. The objective of the present paper is to understand the prospects of tourism industry in India in the era of liberalization, privatization and globalization (LPG). Indian tourism industry today is on the threshold of a big change for large economic gains. However, tourism is much more than an economic activity; it has become a way of life. Without ignoring the problems of tourism industry and its implications on the future development of tourism industry in India, we make an attempt to identify the potentials of tourism industry in the present liberal environment. The paper analyses the key changes and challenges in the path of revolutionizing the tourism industry in the new millennium. By making use of appropriate secondary data, the authors try to understand the interactivity between tourism enterprise and its stakeholders, including consumers. The quest for alternative tourism or newer forms of tourism like health tourism, rural tourism and e-tourism is also examined, albeit briefly. The essentiality of promoting sustainable tourism is underscored.*

[**Keywords :** Tourism, Industry, Environment, Sustainable]

### 1. Tourism in India

The travel and tourism sector holds strategic importance in the Indian economy providing several socio-economic benefits. Provision of employment,

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income and foreign exchange, development or expansion of other industries such as agriculture, construction, handicrafts etc. are some of the important economic benefits provided by the tourism sector. In addition, investments in infrastructural facilities such as transportation, accommodation and other tourism related services lead to an overall development of infrastructure in the economy. According to the World Economic Forum's Travel and Tourism Competitiveness Report 2013, India ranks 11th in the Asia Pacific region and 65<sup>th</sup> globally out of 140 economies ranked on travel and tourism Competitiveness Index. India has been witnessing steady growth in its travel and tourism sector over the past few years. Total tourist visits have increased at a rate of 16.3 per cent per annum from 577 million tourists in 2008 to 1057 million tourists in 2012. The travel and tourism sector directly contributed INR 1920 billion to India's GDP in 2012 reflecting a growth CAGR of 14 per cent since 2007. This is forecasted to grow at a CAGR of 12 per cent from the estimated INR 2222 billion in the year 2013 to INR 6818 billion by 2023. Capital investment in the travel and tourism sector in 2012 was estimated at INR 1761.4 billion amounting to approximately 6.2 per cent of total investment in the Indian economy.

## **2. Challenges of Tourism in India**

Various challenges/issues faced by the domestic travel and tourism industry in India are as follows :

### **2.1 Lack of Proper Infrastructure**

Infrastructure needs for the travel and tourism industry range from physical infrastructure such as ports of entry to modes of transport to urban infrastructure such as access roads, electricity, water supply, sewerage and telecommunication. The sectors related to the travel and tourism industry include airlines, surface transport, accommodation (hotels), and infrastructure and facilitation systems, among others

### **2.2 Proper Connectivity**

To harness India's tourism potential, several efforts are being taken for opening new destinations and exploring niche segments. However, infrastructure facilities such as air, rail, road connectivity, and hospitality services at these destinations and the connecting cities are inadequate. This remains a major hurdle for development of tourism. Roadways form a vital network in the tourist industry with almost 70% tourists in India travelling by road. Moreover, many tourist circuits depend on roads. Despite numerous efforts to improve road infrastructure, connectivity remains a major problem. There is a greater need for strengthened road and rail network, development of more expressways, and tourist-specific routes to improve connectivity to various locations across different regions.



Aviation infrastructure is also critical since it is a major mode of entry for inbound tourism. Passenger traffic is expected to increase in the coming years; however infrastructure facilities at airports are cause for concern. Expansion and development of airports at major gateway cities is underway to cater to the increasing passenger traffic. However, in addition, airport facilities at important secondary cities and tourist destinations also need to be improved to be able to handle greater passenger traffic.

### **2-3 Tourists Facilities**

Amenities available at various tourist locations and en route need to be improved. These include basic amenities such as drinking water, well maintained and clean waiting rooms and toilets, first aid and wayside amenities (to meet the requirement of the tourists travelling to tourist destinations) such as lounge, cafeteria, and parking facilities, among others.

India scores poorly in terms of availability of these infrastructure facilities. Inadequate infrastructure facilities affect inbound tourism and also could lead to an increase in the outflow of domestic tourists from India to other competitive neighbouring countries. Hence, for the industry to register healthy growth, issues concerning all the related sectors need to be addressed.

### **2-4 Resources For Humans**

Availability of skilled manpower is a major challenge faced by the travel and tourism industry, one of the largest employment generators in the country. To sustain growth in the travel and tourism industry, trained manpower/ workforce is required at every level - managerial, supervisory, skilled or semi-skilled. Challenges faced at each level are different. At mid and senior management levels, the industry faces talent crunch and at the front-line staff level, although human resources are adequate, a boom in other service industries such as banking, retail, airline and BPO have resulted in shortage of manpower at this level for the travel and tourism industry. Thus, we have a demand-supply mismatch with respect to manpower in the travel & tourism and hospitality sector in India. A study conducted by Ministry of Tourism suggests that existing supply of human resources do not cater to even 40% of the demand. Thus, the industry has no alternative but to fill the void with untrained resources. Such a high proportion of untrained manpower would adversely affect quality of services offered to the tourists. Attrition, shortage of tourism training infrastructure, qualified trainers, and lack of proper strategies and policies for human resource development also affect the industry. The industry needs to address these problems at the earliest.

### **2-5 Marketing and Promotion**

Marketing and promotion of India as a major tourist destination is critical for the industry to achieve its potential. Lack of adequate budgetary support for



promotion and marketing, compared with competing tourist destinations, is a major reason for India lagging behind as a tourist destination. Marketing under the “Incredible India” campaign helped place India as a good tourist destination on the global tourism map. Indian tourism products are promoted primarily by the Ministry of Tourism with the involvement of state governments through the State Tourism Development Corporations. Newer tourism concepts, which include cruise tourism, adventure tourism, agri tourism or rural tourism, are emerging in India and these require support to develop and flourish. Hence, greater marketing push for these different products is required. To remain competitive in the fiercely competitive field, India needs to change its traditional marketing approach to a more competitive and modern approach. There is a need to develop a unique market position and the brand positioning statement should capture the essence of the country’s tourism products: i.e., they should be able to convey an image of the product to a potential customer.

## **2.6 Taxation**

Travel and tourism in India is a high-taxed industry, which makes India expensive as a tourist destination. This is affecting the growth of the industry in India and India is losing out to other low-cost destinations. Inbound tourism is the one most affected. Various taxes are levied across the entire industry right from tour operators, transporters, airline industry to hotels and these include service tax, luxury tax, tax on transportation, tax on aviation turbine fuel (airline industry), and various taxes on transportation. In addition, these tax rates tend to vary across different states in the country.

## **2.7 Safety For Tourists**

Safety is a major problem as well for growth of tourism for a number of years. Terrorist attacks or political unrest in different parts of the country have adversely affected sentiments of foreign tourists. Terror attacks at Mumbai in November 2008 dealt a strong blow to tourism in the country. The terror attacks raised concerns of safety. In addition, insurgency in different parts of the country also mars India’s image as a safe destination. Following the terror attacks in Mumbai, security at tourist spots, airports and hotels has been beefed up to regain confidence of tourists. However, the government needs to take a proactive approach in addressing these issues and in averting the potential impact on the industry.

Cyber crime is another major challenge the travel industry faces. Use of Internet in the travel and tourism industry has increased rapidly in recent years and has emerged as one of major segments for online spends. However, some of the biggest frauds have been detected in this segment and the issue of online security has assumed significant importance. While the online travel industry has registered robust growth, major concerns relating to security of online transactions persist. The industry needs to take measures to make the process of online

bookings more secure and transparent and also needs to create awareness regarding this.

## **2-8 Service Level**

In addition to tour operators and hotel staff, tourists interact with persons from different backgrounds, occupations and experience. Such people include staff at bus/railway station, immigration staff at airports, taxi/coach operators, ticketing/ travel agencies, small hotels, dhabas/roadside eateries, staff at heritage sites, and tour guides, among others. The degree of service offered by these various stakeholders has a significant impact on determining the tourist's overall experience of India as a tourist destination. The government has taken initiatives to promote responsible tourism by sensitizing key stakeholders of the tourism industry through training and orientation, to develop a sense of responsibility towards tourists and inspire confidence of foreign tourists in India as a preferred destination. One such major initiative is the "Atithi Devo Bhava" campaign. More such efforts are required to improve the degree of service across various operators.

## **2-9 Regulatory Issues**

For inbound international tourists, visa procedures are seen as a hindrance. A number of countries competing with India for tourists provide visa on arrival. India should provide visa on arrival for more countries or for certain categories of tourists for a specific duration.

A number of projects in the tourism infrastructure segment and in the hotels industry are delayed due to non-attainment of licenses and approvals on time. The government recently cleared the long-standing proposal for single window clearance for hotel projects to hasten the process of infrastructure development. Implementation of this proposal would help development of tourism and hospitality infrastructure in the country. There is a greater need for speedier clearances and approvals for all projects related to the industry.

## **3. Opportunities and Prospects in Tourism in India**

India's size and massive natural, geographic, cultural and artistic diversity offers enormous opportunities for the travel and tourism industry. The promotion and aggressive marketing measures undertaken by the government is expected to aid influx of tourists. The industry would also benefit from introduction of new forms of tourism and development of niche segments.

Medical tourism in India has gained considerable popularity in recent years. India has a major cost advantage in this field compared with other countries. In addition to cost advantages, Indian healthcare industry offers state-of-the-art equipment, technological advancement, qualified and experienced medical personnel and a blend of modern and traditional medicines. Thus, medical tourism has immense potential in India.

Opportunities also exist in eco-tourism, adventure tourism, and cruise tourism. Eco-tourism is increasing in popularity, evident in the development of eco-friendly hotels and tour packages. With increasing environment awareness and consciousness among tourists and given efforts undertaken by the government and private players, the eco-tourism segment is expected to record handsome growth in the coming years.

India holds immense potential in adventure and cruise tourism. India's greatest adventure tourism assets are Himalayas and its mighty rivers. The peak period for adventure tourism is the "lean period" of cultural tourism. Development of adventure tourism can make India a round-the-year tourist destination. The cruise industry is one of the most promising industries in India. However, strong efforts need to be made to develop this industry. Other forms of tourism such as agri-tourism, pilgrimage tourism, heritage tourism, and MICE tourism also hold enormous potential.

Healthy economic growth recorded in past few years, especially in the services industry, has led to increase in business travel. Higher disposable income and affordability have increased domestic leisure travel in India. Foreign tourist arrivals in India have also grown. The industry's performance was hit in 2009 due to the global economic slowdown, terror attacks in Mumbai (November 2008) and H1N1 virus. However, the industry has shown signs of recovery in the first half of 2010. This is a clear indicator that the long-term prospects for the Indian travel and tourism industry are bright. India is expected to witness increased tourist activity both in the business and leisure segments in the coming years. International inbound traffic is expected to grow rapidly with increasing investment and trade activity. India has been identified as one of the fastest-growing countries in terms of tourism demand.

#### **4. Suggestions**

Some of the very useful suggestions for strengthening tourism in India are as follows :

1. ITDC have to be enriched so that it can provide adequate facilities at tourist sites like good environment, tourism information etc.
2. Tourism information must be updated often. The websites must give enriched information with catchy phrase. Specific toll free numbers can be used for easy access of information by tourists.
3. Involvement of private sector in the field can be made to serve the tourists better.
4. Special attention has to be paid by the Department of tourism so that recommendation has to be implemented by the Government at the earliest.
5. There can be focussed promotion of various places to get attention of the travellers by using aids like short films, photographs, etc.

6. Clearly planned, focussed tour packages can be introduced.
7. Liberalizing the visa norms can be made so that more number of tourists can arrive and stay for more days.

## **5. Conclusion**

The Indian tourism industry has emerged as one of the key drivers of growth among the services sector in India. Tourism in India is a sun rise industry, an employment generator, a significant source of foreign exchange for the country and an economic activity that helps local and host communities. India is a tourism product which is unparalleled in its beauty, uniqueness, rich culture and history has been aggressively pursuing the promotion of tourism both internationally as well as in the domestic market. With increasing tourist inflows over the past few years, it is a significant contributor to Indian economy as well. Rising income levels and changing lifestyles, development of diverse tourism offerings and policy and regulatory support by the government are playing a pivotal role in shaping the travel and tourism sector in India. However, the sector is facing challenges such as lack of good quality tourism infrastructure, global concerns regarding health and safety of tourists, disparate passenger/road tax structures across various states and shortfall of adequately trained and skilled manpower. While several plans and programmes have already been devised for tackling these challenges, successful implementation would be critical to accelerate growth. Concerted efforts by all stakeholders such as the central and state governments, private sector and the community at large are pertinent for sustainable development and maintenance of the travel and tourism sector in the country. The contribution travel and tourism industry to the global gross domestic product and employment has increased significantly.

Globalization has promoted interactions among people of different countries, following which many more areas have emerged as possibilities from some business opportunities point of view. In fact, tourism is an important catalyst emerging as a global phenomenon in the socio-economic development in the modern times. Software industry in India through its business activities promotes tourism as a most profitable industry and also credited with contributing a substantial amount of foreign exchange. Development of Information Technology has transformed the contemporary business environment in the tourism sector. IT sector development can definitely act as a vehicle for the tourism progress in India. To attract the foreign tourists in India, liberal policies and reduction in taxes along with a comprehensive package for attracting tourist and foreign investment are the need of the hour. Keeping in view the Indian tourism can be made stable by making a special strategic framework of promotional policy in and outside India. All it requires is that India should promote adventure tourism, concentrate on domestic tourism, rather than inbound tourism and launch a publicity campaign for tourism promotion.

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## **Ethno-history of Baram : Narration and Reconstruction of Identity**

***Kapil Babu Dahal\****

*Baram is an ethnic group residing along with their neighboring caste/ethnic groups in the central hills of Nepal. Habituated in narrating their oral history, they do not feel deprived of because of their absence of written history. Despite being small in number and living along with other caste/ethnic groups in the central hills of Nepal, they share some cultural traits with their neighboring caste/ethnic groups, however, their unique historical, social and cultural experience, makes them different than other neighboring caste/ethnic groups. Restrictions from the government in civil services had forbidden them to join any government services within the country. This article highlights and analyzes implications of this facet of their socio-political history and also deals on how they construct and reconstruct their ethnic identity.*

[**Keywords** : Baram, Ethnic History, Ethnic identity, Oral history]

### **1. Introduction**

Baram is an ethnic group residing along with their neighboring caste/ethnic groups such as Gurung, Magar, Bahun-Chhetri, and Dalits in the central hills of Nepal in Gorkha, Dhading, Lalitpur, Makawanpur and Tanahun districts. Majority of Barams are found in the Central-Southern part of Gorkha district. 2011 census shows that they are about 8,140 (CBS, 2012) in size in the whole country. Barams, who practice their traditional culture, are also found to be highly influenced by Hindu culture and practices (Kansakar et al., 2011). Baram is a patriarchal community with its distinct language (Baram et al., 2009). Baram ethnic identity, as

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Holmberg (2005) states in the case of Tamang, "derives not from common culture but in contrast to the ethnic identities of other Hindu and Tibeto-Burman groups" (p.22). This article presents the attempts and process of Barams as "self-aware ethnic group" (Barth, 1965) who claim having their own distinct identity than Magar and Gurung two neighbouring ethnic groups and another distant ethnic group, Sunuwar.

This article mainly bases on primary qualitative information collected during micro level ethnographic study carried out in 2000 (Dahal, 2001) and some information based on observations and informal discussions with the local people during the researcher's subsequent visits to the sites and with some key informants from this community in different time till November 2017. The initial study was conducted in different locality of the then time Aru Pokhari Village Development Committee (VDC) of Gorkha District in the mid hills of Nepal.

Like their high caste fellow villagers, the Baram of Aru Pokhari are also divided into various Thar (Baram prefer to use the term Pad and equate it with surname of Bahun-Chhetri) and Gotra (clan). Baram is their Jati, ethnonym. Sometimes they are in confusion about whether the very term is Pad or Gotra. Some of their Pads are similar to that of Gurung's Thar like Lamichhne, Khulal etc. Some Pads like Binicha are also further divided into sub-units. Thapa-Magar (1996 : 7-8) regards that their clan and subclan names are similar to those of Sunuwar, however, as discussed elsewhere in this article, no Baram accepts this claim. During my fieldwork in 2000, I have found ten Pads and eight Gotras of the Barams of Aru. Nansing, Khulal, Jhimel, Binicha, Khursane, Kalakute, Lamichhane, Chana Ghale, Shertane and Darnal are the Pads and Kausila, Kasi, Kusiya, Dhananjaya, Suryabamsi, Rana, Lasa and Tharu are their Gotra. Though living in small group, their marital practice is Pad and Gotra exogamy. In spite of such ideals, Pad and Gotra exogamy is not always followed because of their ignorance of Pad and Gotra, which some of the Barams key informants confessed with me.

## **2. Narration of Ethnic History and Identity**

Barams of the study area regret on the fact that they do not have their written history. Nevertheless, they have oral history passed on from generation to generation, which is believed not only to sketch their origin but also supposed to reveal their world-view, which has developed in a particular social and ecological situation. In addition to capturing their lived experience, as Janesick (2010) states, oral history also performs the function of social justice through providing room for the stories from peripheral parts of the society like Baram. I found four origin myths which are most common among the elderly people.

One of the widely prevailing beliefs about Baram origin is that they are the descendant of the sun (Surya), so, they are Suryabansi. As per this idea, the Baram were created out of the rays of the sun. That is why, despite their small physical

size, they claim to be very strong. In this way, people link their physical and bodily structure and feature to their mythical ancestor and his certain qualities.

The second legend shows how present day Barams perceive their linkages with other (neighbouring) ethnic groups. Among the twelve brothers in a family, one was the ancestor of the present day Baram and he was the most Sojho (innocent). When his other brothers did not give him his rightful share in his parental property, he became angry with them and went towards the west from the settlement of his brothers, not to see them at all. The other brothers were the ancestors of other Mongoloid groups. He arrived and settled in Thumi, a northern village from the study area. Since he came as Baralindai, traveling without any specific purpose, from his brother's point of view, then they named him Baram.

There are a smaller group of Barams who believe that Barams got their clan name from their ancestors who had come from Burma, the present Myanmar. However, they do not know when these people came into the area from Burma. Whereas, Indra Bahadur Baram (79, at the time of initial fieldwork), the last Jimmuwal from the Baram community of the area, told me that Baram (12) Thari (type of) people who came from the east are Baramu/Baram. Nowadays they interchangeably use the word "Baramu" and "Baram" to denote their ethnonym. Still, anyone among the Barams from the study area is not sure that who these twelve types of people, why did they come in this region and why together.

Despite multiple interpretation of the term Baram, they are quite concerned about their identity. The multiple meaning to the term Baram can be regarded as their enthusiasm to construct meaning of the past from the reality of the present. The way they interpret the etymological meaning of the term denotes their inclination to construct their identity in a particular way. Lack of written, and thus uniform, history provides them space to project their ethno history in multiple ways. Nevertheless, multiple interpretations do not affect their being a distinct group of people called Baram.

During my intensive fieldwork in 2001, Barams from the study area stated that their current inhabited area in the Central-Southern hills of Gorkha district is their native land and some of the Baram who are found in elsewhere are the ones who migrated from that area. In line with my findings, Lewis (2009) had also stated that North of Gorkha district, Gandaki Zone, along the Daraundi Khola and its tributaries as the habitat of Baram. Baram et al. (2009) had also claimed that Baram are the indigenous people of (some parts of) present day Gorkha district. Whereas, Grierson (1909) and Bista (1980), argue that Baram was one of the tribes from Nepal Terai. Considering their comparable physical feature with other hill-origin ethnic groups, oral history and current areas of inhabitation, their claim does not seem to be convincing.

They are quite concerned about the size of their body and portray it in relation to its physical strength. They also stress their personal qualities, often the desired one, the innocence. In relation to their fellow caste/ethnic groups, they are presenting themselves as a noble group of people. Their ethno-history also portrays the inevitability of intra household dispute. Moreover, they have presented themselves as a dynamic group of people, both socially and politically.

About twenty years ago there was a heated debate between two fractions of Baram in the study area. One group which was relatively stronger and supported by more Barams was led by the former Jimmuwal and the other led by the former Indian Army, Kal Bahadur. The debate was on whether to convert their ethnic identity into Sunuwar or to remain as Baram itself. Those who were interested to become Sunuwar argued that since Baram is one of the twelve brothers of the Sunuwar who have migrated into the area, they have to become Sunuwar. Those opposing it argued that since Sunuwar is one of the twelve brothers why should they convert to Sunuwar? The debate remained for months. Indra Bahadur thinks some politically influential Sunuwars from the eastern part of Nepal also had catalyzed the pro-Sunuwar fraction. One of the Panchayat era parliamentarian, Mr. Champak Sunuwar, had also visited in the study area. During the period of dispute 25 households of the Baram from Thalajung (west of the study area, in Gorkha district) influenced by the pro-Sunuwar faction changed their surname to Sunuwar, including on their citizenship certificate. Later on, all the Barams agreed to remain as Baram and not convert into any other Mongoloid group, including Sunuwar. Those who have converted into Sunuwar, as a key informant Kiran Baram opined, later on converted back their surname to Baram.

Baram celebrate different festivals and rituals as inevitable part of their culture. As in case of other ethnic/caste groups of the middle hills of Nepal, some of their festivals are unique to them and others are common to their neighboring communities. For example, as one of the key informants from the study area claims that Chandi Purnima is their main festival. Probably, Chandipurnima is one of the widely celebrated festivals by many caste and ethnic groups in the study area. It is important to note here what Baram et al. (2009) had highlighted in their book about such common festivals: *Aru jati sanga dherai jaso chad-parba mile pani puja garne ra khanpan garne tarikama bhinnata chha* (2009, V), even if they celebrate common festivals, uniqueness lies in the way they are celebrated and the food and drinks used and consumed in such occasions.

The Barams have their own language known as Bal (Bal is Baram in their language) Kura (language). As Kansakar et al. (2011) state it is a Tibeto-Burman language spoken in the Gorkha district of western part of Nepal. They are glad to have their own mother tongue and feel pride in Bal Kura, that it has been learnt from the womb of the mother while the child is still a fetus. Only two elder Baram from the study area can speak Bal Kura whereas few people can speak this in some

other villages of Gorkha district. Considering such gloomy reality of their language, Baram et al. (2009) had stated that Baram language is in dangerous situation (of extinction). Not only language use can play a major role in the development of social identity in general (Eastman, 1985) and ethnic identity in particular (Giles & Johnson, 1981) but also simply having the existence of it can also provide that space.

The fact that they have a distinct language helps them to distinguish themselves from other ethnic/caste groups whose mother tongue is not Bal Kura. Moreover, they have not to feel deprived and thus humiliated for not having their own mother tongue as their neighboring ethnic groups Magar and Gurung. Though Julian Steward (1972) had excluded Language from his categorization of the core feature of culture, looking at the primacy of Bal Kura in justifying distinct identity of Baram, it seems language is at the core of their ethnic identity, no matter whether they can speak it or not. It helps them in the process of “construction of the boundaries” (Antweiler, 2015, p.28) which separates them from neighboring ethnic groups. Their repeated reference to Bal Kura to distinguish from others reminded me what Bhaba (1994, p.4) stated : “a boundary is not that at which something stops but...is from which something begins its presence”.

### **3. Kipat Holdings of the Barams**

In analyzing socio-economic history of Nepal, Mahesh Chandra Regmi (1997) has stated about Kipat holdings of different ethnic groups, which also includes Baram.

In Nepal, although the concept of statutory rights in the land had developed long before the political unification of the kingdom during the latter part of the eighteenth century, there still existed areas and communities where traditional concepts of customary rights in the land persisted. Such rights were generally of a communal character and were known as Kipat. In the Kipat form of land tenure, however, communal authority superseded any claim that the state might extend on grounds of internal sovereignty of state landlordism. A Kipat owner derived rights in Kipat land by virtue of his membership in a particular ethnic group and their location in a particular area. Land ownership under the Kipat system was limited to certain communities of Mongoloid origin... in the eastern and western hill areas of Nepal...Prominent among the Kipat owning communities of Nepal were the Limbus of Pallokirat...other Kipat owning communities which included... Baram, Danuwar, Sunuwar...were scattered throughout the eastern and western... midlands.

Barams of the study area told me that their ancestor Baram was brought into Gorkha by the then time (unknown) king for carrying Soli-Doli i.e. palanquin and other goods, during the marriage and carrying mangoes from the garden of

Arughat Bazaar to the Palace. The king was very much impressed with his service and told Baram to ask something in return. The Baram was hesitant to say anything but took some mud in his folded hand (Muthi). Then the king symbolically understood that he needed some land. So the king granted the land of one of his brother's Birta (land obtained or possessed in such a way that the land is wholly exempt from the state land tax, or the payable tax is less than the tax imposed on the land of common people) of upper-Gorkha area to the Baram as Kipat. Along with the land as Kipat, the King further ordered that the Kipat holder Baram was to be addressed as Mijar, the respectable form.

Mijar enjoyed some rights over their subjects. Inhabitants (Raiti) within the Kipat, regardless of their caste/ethnic identity, each household had to contribute labor especially for carrying mangoes and Litchi fruits from Aarughat to various palaces of Kathmandu like Singh Durbar, Lal Durbar, Narayanhiti, and Jawalkhel Durbar. They did not know who lived in these palaces. Upon reaching these palaces they would receive Aath Aana (fifty paisa) as wages. The Jimmuwal accompanying them would also receive confirming document that his Raiti had brought the things for which they were obliged.

I had an opportunity to interview some elderly Barams who had carried such loads into those palaces. Some of them still express anger while remembering those days. They had to carry heavy loads of fruits and it took about 3-4 days of walking during the monsoon season. They not only had to cross the swollen river several times but also had little time to engage in farming (especially rice planting) for which they used to get nothing as wages. Some of their friends and relatives lost their lives in the rivers. During a single season they (Baram especially) had to transport fruits several times, and were thereby deprived of working for their own agricultural activities. The frequency of carrying the load negatively associated with the social status of the household.

Within their Kipat holdings Baram were the Jimmuwal (collectors of Bali i.e. irrigated land tax) and the Mukhiya (local functionaries who collect tax from dry land i.e. Sherma). They were also the local-level state representatives, having some other rights. It is relevant to mention here what Forbes states about the status of the then time Jimmuwal Barams too - "The Jimmuwal settled disputes, collected taxes from their subjects, delivered those taxes to the district office, oversaw land transaction and, in general, administered local affairs" (Forbes, 1999).

As Parsons (1962 quoted in Regmi, 1999) states, "where the society is still in the primitive stage of economic development, land-tenure policy is based upon the custom that land belongs to the person who reclaims and cultivates it". In such situation, rights in the land are governed by the need for survival and personal use. Barams had also cultivated only those lands which they needed for survival. Most of the land was mainly covered by the forest. Neighbouring villagers were well aware of importance of the land, which was scarce in their area, so, they went into



Aru Pokhari area and asked the Jimmuwal for some land. On getting some gifts of ghee and other milk product and sometimes invited in the villagers homes and offered feast with drinks, the Mijar felt indebted and reciprocally offered something, which was the land. In this way, non-Barams like Bahun, Chhetri, Gurung, Magar and Dalit settled in the area and claimed the land.

When the forest land was cleared in this way up to the marginal area, they adopted new measures. At that time, there was a strong network of Baram Mijar and the Thulabada (elite) of the neighbouring villages. When these Thulabada liked the bigger terraces of any Baram household he could grab the land easily. He did not have to toil anymore, but only to pay Char Dam Theki (for detail see Regmi, M.C. 1978) to the Baram Mijar which included one paisa and some milk product in addition to some bribe (about Rs. 20/-), whatever the size of the land. The Mijar, who had exclusive power over the granting and grabbing of land in the area, had a good network of Mathi and the illiterate, Sojho and Nimukha (helpless and unable to express grievance) Baram subjects could not do anything against the alliance but accepted the situation as their fate. Many Baram households lost their land because of Char Dam Theki which had been utilized as a sharpened weapon against general Baram.

Thulabada who had grabbed land in the area did not go to the Baram village themselves to settle, rather, they sent their fellow villagers (e.g. a Sodari household from Okle) and sometimes poor relatives (e.g. Khanals from Tandrang) to settle in the area. The latter had to serve as their agents by taking care of the land and the crops as well as finding the suitable impoverished household to provide the loan.

Some Barams presented them as relaxed and easy-going people who did not worry much about the future. They were fond of drinking alcohol and eating meat, whatever festival and ceremony they were celebrating. Therefore, their expenditure was higher than their income. Along with the monetization of economic sphere of their life and increasing influence of market in their area, this habit also contributed in escalating their poverty (Dahal, 2001). In addition, those who did not have enough land, instead of working on their own land, they worked for others (especially for Brahmin-Chhetri from and around the area). They also had not properly utilized their own land, stated Bakhari Singh Baram (52 at the time of fieldwork), who is the eldest son of the last Mijar of the area. The incomes from their sources were insufficient to meet the expenses. They had to borrow money from others to meet these expenses. Although the original amount was small, because of a high rate of interest (up to 5 paise i.e. 60% per annum), the loan increased rapidly. The rate of interest was directly proportionate with that of the impoverished condition of the household, i.e. the more the household is supposed to be poor, the higher the interest rate was. After some years, they had no choice but to "sell" their land and become Hali (plough man). When they are forced to sell the land they had less bargaining power and they had to sell the land at the lower price



than usual. Though this kind of poverty trap was not confined only to the Baram, however, some of the key informants stated that they were the ones most affected.

The land in the Baram village was relatively cheaper than that of the neighboring villages. Those who had insufficient land in their own villages, sold their land there, and bought the Baram land at the cheaper price. Later on, if the Baram household was fortunate to have some money (this was rare), they had to pay many times more for the same land. These new comers also served as the *Afnumanchhe* (own people) being agents of the *Sahus* (creditors) from their earlier villages who have given loan to the Barams. When the Barams had *Kipat* land, despite their suffering of carrying loads to center Kathmandu as a *Raiti* from peripheral villages they were at least solving their hand to mouth problem. Later on, as discussed above, gradually they lost their land and now the flat terraces and fertile land in the area do not belong to the descendant of those *Raiti* Baram.

#### **4. Enslavable Kipat Holders : Restriction on Governmental Services**

The Civil Code of 1854 A.D., discriminatory and regressive in nature, sought to revitalize the caste system, enforced by *Jayasthiti Malla* during the reign of *Janga Bahadur Rana*. It made provisions for enslavable status to some ethnic groups (For details see *Hofer, 1979*). Barams were also categorized under the enslavable group and many Baram served the so-called upper castes.

Barams of the study area stated that till the downfall of *Rana* reign they were not allowed to join in any kind of government services including the military, police and the civil service. They have different interpretation about the initiation of this prohibition. Some Barams think it was because of the *Kipat* land which they possess, they were not allowed to join in any government services. The last *Jimmawal* of the area was of the opinion that the then time king (he does not know who is he) restricted Barams to join the governmental service saying that 'Baram have anger on their nose' (i.e. the anger is ahead of them) and instead they were granted the *Kipat* land. Some of them blame *Ranas* whereas others blame the then-time King for not allowing them to join in *Nepali* government service, the *British Army* and *Indian Army*.

Such restrictions have had far reaching consequences on the livelihood of the Barams. First and foremost, their economic niche was restricted to enter into the state machinery. Most of the land in which they were residing was not fertile enough to feed them and not all Barams had benefitted from the *Kipat* system. Rather, some of the Barams were negatively affected from the *Kipat* system as discussed earlier. They were confined to their locality to search for the means of livelihood, losing their land because of their relaxing and expensive culture and cheating by the elites. They were also deprived of the social recognition they could have earned by joining the government services.

It is significant to note that Barams consciously chose not to relate their restriction to join government services with their status in the caste society. They were very much conscious not to present their ethnic status lower than that of Gurung and Magar. Their effort was to portray their status as distinct and equal with them. On the other hand, when they have to deal with the state machinery they adopted different strategies. Some Baram joined the British and Indian Army under the surname of Thapa, Gurung and Magar. Even during the time of my first fieldwork in 2000, some of them are in Nepali military and police service under the surname of Gurung. This is because they have joined there as Afnumanche of Gurung from their area who facilitated their entry into the military and police force. Still, Baram have to face another form of identity crisis as Public Service Commission of Nepal knows them as Brahmu, instead of Barm/Baramu. Because of this, whenever they have to apply for the government services, they have to wander to District Administration Office (DAO) to authenticate that Brahmu and Baram/Baramu (mentioned in their citizenship and academic certificates) is the same.

## **5 Conclusions : History, Identity, and Agency**

Identity, whether personal or collective, is about staying (partially) the same in the context of others. Thus, identity is always related to difference and demarcation (Antweiler, 2015 : 26). My field data show that identity is negotiated reality, it is neither given nor granted. As Baram strategy of entering into British/Indian army shows, they adopt their identity as Gurung and Magar, both the ethnic groups with whom they always try to distinct themselves in their locality. Some of these Barams have served in the British and Indian Armies under the surnames of Gurung and Magar. Most of the young Barams are attracted to these military services considering the monetary reward as well as status attached to it. Baram's similar physical appearance with the Gurung and Magar and the ability of the former to speak in Gurung/Magar language had been used to construe their official ethnic identity as Gurung/Magar. In this sense, their taking of Gurung/Magar surname served them as "weapons of the weak" (Scott, 2008) to negotiate with the discriminatory state and international ideals and practices related with martial race.

One Baram youth, who was doing his higher studies in Kathmandu during my fieldwork in 2000, a very rare phenomena at that time, told me that pointing towards his ethnic name-the Baram-often he tells people that he belongs to a sect of Magar. Currently serving for Government of Nepal, after more than one and half decade of my first meeting with him, reflecting the contemporary consciousness of their ethnic identity, he feels pride on being Baram. Their consciousness about Baram ethnic identity is also reflected in some of the Key Informant's advice to me regarding how to project them in my writing. They told me not to present their livelihood strategies which they adopted in the past. I found this quite crucial in the

process of rectifying history from the present and thereby making new history. Interestingly, they did not tell me about what I have to write. This clearly denotes the fading out of traditional occupations on the one hand and on the other hand unclear contemporary occupations, or possibility of vast opportunities prevalent at present time.

Active abandoning of their historically stigmatized identity and not being sure about how to portray their situation at present means they are open to new identity. Conventionally their employment niche was based on hierarchical caste system. However, the present day occupations are not based on caste hierarchy; it is a matter of individual choice. Even if someone does some menial jobs such as carrying heavy loads of merchants of neighboring towns it is not considered as derogative, people regard such behaviours as personal rather than equating that with their community. Changing occupations of Barams is the nice example of transformation of Nepali society from feudal stage to capitalistic mode of production. Currently, some Baram youths have joined different non-governmental and governmental services, including civil service and service in Nepal police. Moreover, present chairperson of Nepal Federation of Indigenous Nationalities (NEFIN), is also from this community. Of course, they would look for new egalitarian identity as they actively wanted to abandon the conventional hierarchical identity. This also shows that identity is not primordial rather socially constructed phenomenon. At the ontological level, it also shows that Baram idea of identity is fluid.

They have also published a booklet containing certain, which they regard as, main rituals. Whenever I was approaching to some of the key informants they used to refer the booklet, it's written there. Being naïve ethnographer at that time, when I used to tell them that I wanted to know what actually happens in the practice rather than what is written on the text. Now, I confess that I was not able to understand their efforts to streamline, accumulate, and make uniform rituals. They were very much worried about construing their identity. They have found rituals as important identity marker and wanted to project them as uniformly prevailing among them. Barth (1965 : 10) is right to emphasize that "ethnic distinctions do not depend on an absence of social interaction and acceptance, but are quite to the contrary often the very foundations on which embracing social systems are built.....cultural differences can persist despite inter-ethnic contact and interdependence".

People choose a certain myth to construe their identity in a particular way, e.g. Sojho-instrumental value to portray one's group identity-in certain occasions they compare and contrast themselves with their neighboring ethnic groups of Gurung and Magar and claim that they are different. Their ritual has been codified in format with the ideas of maintaining 'bounded ethnic group' (Rack, 2005) and projected as standard, and thus universally applicable. I remember that in my approach to inquire about Baram ritual, often many people advised me to look at

this small booklet. Characterizing them with certain trait and codified ritual is perceived as instrumental in maintaining their ethnic identity and boundaries. Realizing their smaller size in number, to persist as significant units, as Barth (1965 : 15-16) states, Baram attempted to show their “persisting cultural differences” not only through their behaviours but through the written document.

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