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Founder
S. S. Shashi

Chief Editor
Dharam Vir

Volume 29, Number 3 (July-September), 2020



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

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The Journal of National Development (JND) is an interdisciplinary bi-annual peer reviewed & refereed international journal committed to the ideals of a 'world community' and 'universal brotherhood'. The Journal is a joint effort of like-minded scholars in the field of social research. Its specific aims are to identify, to understand and to help the process of nation-building within the framework of a 'world community' and enhance research across the social sciences (Sociology, Anthropology, Political Science, Psychology, History, Geography, Education, Economics, Law, Communication, Linguistics) and related disciplines like all streams of Home Science, Management, Computer Science, Commerce as well as others like Food Technology, Agricultural Technology, Information Technology, Environmental Science, Dairy Science etc. having social focus/implications. It focuses on issues that are global and on local problems and policies that have international implications. By providing a forum for discussion on important issues with a global perspective, the *JND* is a part of unfolding world wide struggle for establishing a just and peaceful world order. Thus, the *JND* becomes a point of confluence for the rivulets from various disciplines to form a mighty mainstream gushing towards the formulation and propagation of a humanistic world- view.

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Competence in Language Teaching and Learning : Challenges and Alternatives

*Pooja Khanna**

National curriculum framework (2005) states “English in India is a global language in a multilingual country” (p. 38). The reality of this statement cannot be denied or challenged. English proficiency is something that every individual aspires for- be it the corporate sector or government set up. Being a global language, fluency in English is assumed to improve an individual’s status, opportunities in education, technology, global trades and business world. However, teaching English is laden with challenges because in most parts of India English is not the first language for the learners and the learning English as the second language becomes a challenge and is restricted to learning it through textbooks instead of real life situations. In a culturally rich country like India the diversity is so great that the country does not have a national language but has 22 ‘official languages’ (including English). Since the states were formed on linguistic lines, each of the 28 states has its native language(s) as the official language(s). English, due to its ‘lingua franca’ status, is an aspiration language for most Indians .English is viewed as a gateway to economic prosperity and social status. Thus almost all private schools in India are English medium. Many public schools, unfortunately,

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due to political compulsions, have the state's official languages as the primary school language. English is introduced as a second language from grade 5 onwards. Some states also mandate learning of a non-native third language from grade 6. This lack of priority to the lingua franca in public schools is one of the major reasons for high enrolment ratios in private schools (44 per cent in rural areas and 65 per cent in urban areas). Therefore teachers should always look for useful strategies to reduce the difficulties of teaching English language. English language teaching has gone through multiple changes with the advent of communicative methods and several sociological, economic and pedagogical variables in force. The present paper aims to identify the factors that affect language teaching and learning and suggests techniques to enhance language acquisition for second language learners in India. What is clear is that language is the foundation of all other learning. Developing competence in English as second language becomes challenge in a multicultural and multilingual society like India, for both the learner and the teacher. A feeling of uneasiness and reluctance seeps in when it comes to honing skills in English communication. What we need is to identify the reasons for its slow acquisition, especially in the rural pockets, and thereafter device adequate and appropriate remedial measures for successful rectification of these problems. In spite of adequate training and innovation the result reveals that it is not a sufficient condition for effective learning. There are other prevailing conditions that cause impediments in learning.

[**Keywords** : English, Language, Teaching, Learning, Pedagogy, Multilingual, Teacher, Learner]

1. Introduction

Teaching of English as a second language is a challenging task in a multi cultural and multilingual country like India. The task becomes even more daunting, crucial and painstaking when it is to be performed in a place where English as a language serves a limited purpose and when the foundation of the subject is weak because it is only introduced after primary school. It requires good planning, curriculum, text books, qualified teachers and effective teaching learning process so that real time learning and skill development can take place. There has to be a systematic analysis of the factors responsible for low level of performance and new methods, techniques, strategies and pedagogical tools should be developed to cope with the challenges of teaching and learning English language as a skill. The real problem arises because the target learners have little opportunity to practice what they have been taught outside the classroom situation. To strengthen the skill, people are ready to shell out money and invest time and has led to the mushrooming of

English speaking skill centers claiming to teach the language in as short a span as 90-120 hours. Parents are keen to get their children admitted in English/convent schools so that an environment is provided to the learner to develop competency in language. The dilemma lies in bridging the gap between English medium schools and government schools so that the privileges of English language learning are not restricted to a few but has a wider outreach. The burden of reading, writing, speaking, listening and comprehending is due to incompetency - sometimes on part of the learner and sometimes due to lack of proper pedagogical tools for the teachers. English is not a language that can be compartmentalized in rules and formats nor can it be passed as a subject by mugging up rules of grammar. The language has to serve a functional purpose so that basic competency in all language skills can be developed. It has been clearly Stated in National curriculum framework 2005 “the goals for a second language curriculum are twofold : attainment of a basic proficiency such as is acquired in natural learning and the development of language into an instrument for abstract thought and knowledge acquisition through literacy” (p. 39). The crux of the matter is that the teacher education should focus on introducing teachers to newer pedagogical tools so that they can meet the challenges of language teaching. Let us look at the struggles and challenges to develop competency in English language.

2. Multilingualism in Academic Institutes in India

India is a land of multiple languages. According to the 2001 census there are twenty two official languages in India and more than one thousand regional dialects with their further varieties and subdivisions. English is just one of the other subjects introduced in secondary classes in government schools and even then it is not the language of functional domains because that function is performed by the local and regional languages. After struggling, and hefty amounts spent in tuitions, these students somehow manage to pass but by the time they go to institutes of higher learning, everything related to English still remains alien to them. However all of a sudden, English becomes the language of all their functional domains. It becomes the medium of instruction, their discussions, debates, examinations, assignments and all official formalities happen in English and it is at this stage the student realizes what an

impediment it is - the lack of competency in English as a language, not only for education but also for communication.

We know that in a land of multiple languages and socio cultural environments “every child is fluent in her first language” (Chomsky, 1965). The child walks into school with his/her first language but by high school he/she has to switch to English. It may be argued that restricting higher education institutes to English in a multilingual country is unfair. However, debates and discussions may momentarily gather fuel in support of regional languages but there is no denying the fact that English has become a global language and its acquisition and competency is a must for success in both the corporate and government sectors. Even though multilingualism is appreciated in society, it is English which seems to command a higher status. Pseudo as it may sound, dominance of English as a medium of instruction in institutes of higher learning results in poor performance by students living in a linguistically rich environment and with a knowledge of so many other languages. This happens because they are systematically forced in a situation where suddenly English language becomes the parameter for judgment of knowledge and skills and their lack of competency over the subject is the major cause of students dropping out of a course. Even in this era of globalization where educators are motivated to recognize the need for multilingualism as a resource (Agnihotri, 2007) the fact remains that English is not just the language of the world but also dominates all Indian languages in terms of status and technical information. So there is no alternative to learning this language. However to increase engagement and participation a whiff of fresh teaching methodology should be adopted, innovation and interaction should be aimed at easing the discomfort associated with English as a language and language should be used as a tool of communication, thinking and sharing ideas, thoughts and values. Classroom transactions to be meaningful the comfort level of the learners needs to be enhanced.

3. Revamping Curriculum to achieve Competency

Conceptualization and Implementation : The curriculum for English as a second language needs to be designed in such a way that the outcome is achieved successfully. The first step in this direction is to understand the rationale for teaching and the background of the

learners. Whether revising an old syllabus or creating afresh the aim should be to attempt a critical analysis, to evaluate and justify the texts selected and the bearing it will have on the learner. For this, the profile of the learner and the availability of the infrastructure needed for implementation is equally important. The learning strategies, the motivational level, the socio economic background and the learning environment of the target group is equally important. Next important factor is the teacher's profile - needless to say that language teaching needs a special set of skills and regular up-gradation through ELT training programmes to do justice to the curriculum. While designing the curriculum it is also important to keep in mind the availability of the learning/teaching aids, technology and other resources. The syllabus has to be drafted keeping in mind the class size and the instruction time allotted. Next and most importantly the need and objective of learning of the target group needs to be kept in mind while formulating the curriculum. This can be assessed through surveys, questionnaires and interviews and based on the outcome, the framers of the curriculum should work out the content and instruction strategies for the teachers. Language is not an abstract system, it is a tool and, in fact a competent tool for communication. Keeping this in mind, the curriculum should focus on grammatical competence, fluency in speaking, familiarity with rules of writing and social appropriateness of vocabulary. The syllabus should contain teaching of basic courtesies - the function of language in thanking, apologizing and requesting. Activities should be planned keeping in mind contextual learning and situational interactions - For example role play, simulation to give a real life experience of probable interactions which involve conversational analysis. In short, the focus should not be on structure and rules but be directed to sharpen the communication skills of the learners.

Classroom transactions and the exchange of resources between the teachers and learners should be targeted to enhance cognitive learning. The classroom interactions should be participatory and not a one way communication with the learner being a passive recipient. The teacher plays the role of a facilitator where he/she provides curriculum related materials/tasks to the class divided into groups and the mentor just oversees the class, offering opinions and comments as the students handle the resources themselves. Integration of structures and functions approach in curriculum

designing works wonders in achieving targeted goals. Mere sharing of resources does not solve the purpose. The outcome has to be assessed through testing and evaluation. The aim of evaluation should also be clear - whether you intend to test the context or skill learnt. Also, whether you want the evaluation to be a continuous process or end of term assessment. Rubrics also need to be decided for ensuring objectivity and uniformity of assessment. Lastly, in curriculum designing what is of paramount importance is implementation stage and feedback mechanism. Effective implementation involves careful designing of resources, teaching the teachers the techniques of effective delivery and testing and evaluating to see if the outcome is achieved. Feedback will help gauge the loopholes and what is a hit and miss in the curriculum and accordingly revamp it in future, as a cyclic process.

4. Learning Strategies : A time for reshuffling to facilitate Outcome - Oriented approach

A large number of research studies have hinted at the ambiguity entrenched in the learning pedagogy which interferes with true learning and the need to pull ELT out of this quagmire. I am tempted to share an analogy which is a fitting comment on the condition of language teaching in India.

A teacher taught his student, a parrot three languages. Once, his linguist friend visited him. In a show of pride, the teacher said that he would like his linguistic friend to meet his student, the parrot whom he had taught three languages. When the linguist met the parrot, the parrot did not speak and remained silent. When asked, the teacher said "I told you that I had taught three languages, I did not say the parrot had learned three languages" (anecdote used by Professor Penny, in a workshop for teachers of University of Delhi).

The above anecdote beautifully sums up the disconnect between teaching and learning process and the urgent need to bridge this gap.

Learning strategies is generally defined as "the special thoughts or behaviours that individuals use to help learners comprehend, learn or retain new information". O'malley and Chamot (as cited in Ganbarzehi, 2014 : 385); Light Bown (as cited in Nassaji, 2012 : 385) stated, although researchers assume that many studies in second

language acquisition are fruitful for language teaching, but the implications of such strategies should be done judiciously. She argued that “second language research does not tell teachers what to teach and what it says about how to teach they had already figured out” (p. 385). So there has to be relevance between language pedagogy and the research associated with language oriented research. Ghanbarzahi (2014) merged learning strategies with communicative strategies and introduced her six segmented classification of learning strategies. The following language strategies are suggested :

1. Cognitive Strategies *i.e.* helping the learner to manipulate the language material in direct ways,
2. Meta Cognitive strategies *i.e.* helping learners to manage the learning process overall,
3. Memory related Strategies *i.e.* helping learners link on L2 item or concept with another but do not necessarily involve deep understanding,
4. Compensatory Strategies *i.e.* helping make up for missing knowledge,
5. Affective Strategies *i.e.* helping learners manage their emotions and motivation level and
6. Social Strategies *i.e.* helping the learner to learn via interacting with others and understanding the target culture.

The above strategies prove as a useful resource for teachers in a classroom situation and facilitates adopting a strategy according to the need. No one strategy can be termed best because it is not a question of “one size fits all” kind of scenario. Conflicts occur based on the categorization and classification of the learner group and what might be greatly beneficial for one may be a complete failure for the other. It is the wisdom of the teacher to pick and choose according to the need of the group keeping in mind the end objective of teaching and developing competency in English as a language. The primitive mindset that only experience can tell what works best in a language class needs to be changed and teachers need to have a more open approach and adaptability to newer research models. It is only when co-operation co-exists between researcher and teacher that desired results can be yielded .Implementation, in fact successful implementation of well researched learning strategies in a class replete with a

target group of diverse needs is the true test of research. The judicious selection of the apt learning strategy will go a long way in addressing the challenges faced by teachers and learners of English language.

5. Blending Information and Communication Technology to Revamp Teaching Methodologies in a Language Class

The emergence of information and communication technologies has bombarded the Indian classrooms and the teaching methodologies across the globe. The ELT field has had a great impact of ICT as well, to the advantage of both the teachers and learners. The impact of audio visual input on the learning paradigms cannot be underestimated. English language teaching needs dynamism and continuous evolution to cope with changing times. Thankfully, ELT has come out of its static and cocooned existence and continuously evolving newer materials, resources, tests and the entire ELT has undergone multiple changes brought about the innovation and technology. All these changes have brought about adjustments in the areas of teacher training and development, curriculum design and material production. It should be borne in mind that any decision made regarding the methodology to be used in the classroom or innovation introduced in the curriculum trigger ongoing alterations in the general context of the language teaching and learning process (White, 1998; Johnson, 1989).

The introduction of ICT in ELT has proved to be the turning point in the development of English as a language. The insights obtained and the innovations introduced by technology when incorporated into classroom teaching prove extremely useful. It has lead to a complete transformation of a classroom experience. "A quick switch in the pendulum from the teacher to the learner took place with the leaner becoming the pivotal element in the learning process and the teacher adopting new roles apart from the traditional ones as animator, collaborator, dynamiser, mentor, assessor and facilitator" (Wright, 1987).

ICT has imparted the much needed momentum to the teaching of the English as a language and enhanced the ideological and practical relevance of the language. There already are, rapid changes

in training ELT programmers and emphasis on ICT is the need of ELT professionals.

6. Handling Infrastructural Issues, Psychological Concerns and Sociological Barriers : Challenges and the Road Ahead

Language learning is said to be the foundation of all other learning. Teaching of English as a second language is a challenging task specially in developing countries like India, where, in spite of the huge amount of resources being pumped into the education sector, availability of basic infrastructural facilities is still a challenge. The biggest problem is that there is no active role of English outside the classroom because in most government schools it is introduced at a much later stage. Hence the learners see little immediate need to learn English. To overcome this, the education system should firstly work on creating such a need. It has been argued that learning how to learn i.e. Self Directed Learning would be of utmost importance for language learners for three reasons. First, because of the complexity of the task which learning presents there is never enough time for a formal scheme of instruction to ensure mastery on part of the students, and if the learner has not been prepared within the classroom to take responsibility to learn autonomously outside, it is unlikely that learning will take place (Carver and Dickenson , 1980). The second reason is the belief that engaging students in the process of learning and assessment will encourage their learning efficiency (Naiman et al 1975, Stern, 1983) Thirdly in a Self Directed Scheme through reducing the distance between the learner and the teacher, feeling of anxiety, frustration and alienation decrease and consequently the learner becomes more receptive to the learning process. (Brown 1973, Schumann 1975) Another psychological barrier to learning English is the students' beliefs about the nature of learning English as a subject, consisting of a list of words and a set of grammatical rules which are to be memorized and separable skills to be acquired rather than a set of integrated skills and sub skills. Adding further to the problem is the issue of lack of common background knowledge because they come from diverse backgrounds - mostly rural and even ICT facilities access is variable in rural and urban context.

Another challenging factor is overcrowded classrooms leaving no room for practice of the language. This leads to learning problems because students do not get an opportunity to gain proficiency. Over crowded classes leave little scope for group discussions and the need to engage actively in participative learning is ignored. Lack of motivation amongst students, is also a challenge. Most of them look at English as just another course that they need to pass and do not understand its importance as a tool of communication. Then there is reluctance to adopt technology on part of the teachers and learners, at times. Even when it comes to the components of English language i.e. reading, writing, speaking, listening grammar and vocabulary, it has been found that students usually target a grasp over vocabulary and grammar and bit of writing skills that they might find useful from examination point of view; listening , speaking and reading occupy back seat. The mistake is in educational system itself as the teacher's target is to prepare students for examination and not to make them skilled in the use of language they are learning. Sadly the mission is better grades not better knowledge. Textbooks prescribed in the courses is another challenge - focus is on content to be covered and even evaluation is done in accordance to the text prescribed. There is little opportunity to practice the skill and emphasis is more on rote learning. So what is most important is that course books should constitute an effective resource for Self Directed Learning and presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objective, and support for less experienced teachers who may be lacking in confidence. (Cunningsworth, 1995) Unattractive, boring, outdated and incoherent text needs to be done away with and newer, innovative material must be introduced.

7. Conclusion

The paper has highlighted a wide range of issues faced by teachers in teaching English as a language of communication. The challenges range from inadequate curriculum designing, to lack of training. The limited mastery over newer teaching methodologies and reluctance to adopt technology as a tool of empowerment in language teaching also prevents achievement of the objectives associated with teaching English. On the learners part the major challenges include lack of motivation, limited infrastructure, low

concentration and poor discipline coupled with boredom associated with rules and structure in language learning. What we need to overcome the challenges is adopting strategies and research to revamp the system. The attitude towards language learning on part of the teacher and taught needs to be reformed. Improved training programmes and better infrastructural facilities will further give an impetus and help in enhancing proficiency in the language.

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Relationship between Love and Well-being among Female Youth in Delhi and NCR

Neha Sachdev*

From the time of birth we experience love. Love from parents, siblings, relatives. Even before we step out into the large world we are protected by our families because they love us. The first feeling understood by a baby is love. It's true that everyone needs love. As an individual grows up, he/she understands love from various mediums like story books, movies, soap operas etc. And today romantic relationship has become an integral part of everybody's life as everyone needs a special person with whom they can share their feelings and share their rest of their lives. The present paper is an attempt to analyze the relationship between love and well-being among female youth in India. Empirical findings of the study conducted in Delhi and NCR on 30 female youth aged between 21 to 25 years shows that people in love show more positive feeling in their daily lives. They feel secured and are happy in their relationship. On the contrary, people in love do not experience many negative thoughts or feelings. The people who are in love experiences psychological well-being. Love and well-being are interconnected, if people are in love, they are mentally happy and satisfied and hence it affects their overall and psychological well-being.

[Keywords : Love, well-being, Youth, Romantic relationship, Human kindness, Compassion, Affection]

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1. Introduction

It is very prominent in young adults that they are attracted to the opposite sex of their age. It is because they are far away from their families and so a person needs someone with whom they can share their feelings, whether they are happy or sad. It can also be because of the effects of media; movies which have influenced people's mind to experience a feeling called romantic love and engage themselves in romantic relationships.

Love is an emotion of a strong affection and personal attachment. Love is also said to be a virtue representing all of human kindness, compassion, and affection—the unselfish, loyal and benevolent concern for the good of another. Love may describe compassionate and affectionate actions towards other humans, one's self or animal. Love in its various forms acts as a major facilitator of interpersonal relationships and, owing to its central psychological importance, is one of the most common themes in the creative arts. Love in its various forms acts as a major facilitator of interpersonal relationships and, owing to its central psychological importance, is one of the most common themes in the creative arts.

Psychological well-being refers to how people evaluate their lives. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is a hedonic evaluation guided by emotions and feelings such as frequency with which people experience pleasant/unpleasant moods in reaction to their lives. The assumption behind this is that most people evaluate their life as either good or bad, so they are normally able to offer judgments. Further, people invariably experience moods and emotions, which have a positive effect or a negative effect. Thus, people have a level of subjective well-being even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to the person.

2. The Aim of the Paper

The broader aim of this paper is to find out the impact of love in relation to well-being among female youth of Delhi and NCR. Its specific objectives are as follows :

1. To study the relationship between love and positive affect,
2. To study the relationship between love and negative affect and
3. To study the relationship between love and psychological well-being.

3. The Methodology

The study was conducted in Delhi and NCR in 2018. The research is quantitative in its design. The sample was collected from various parts of Delhi and NCR. The details are as under :

Sample size : 30

Age group : 21- 25 years

Education qualification : Post Graduates

Socio-economic status : Middle class

Sex : females.

The following tools were used for the study:

Table-1 : Tools used in the Study

S. No.	Tools Name	Developed by	Year	Items
1.	Rubins measurement of love and like scale	Rubin, Zick	1970	
2.	Panas	Watson et. al.	1988	
3.	Ryffs well-being scale	Dr. Carol Ryff	1995	89

After conducting the research, the data were put for statistical analysis. In the first step, Mean and Standard Deviation for each variable under investigation was calculated. The study uses co-relation between two or more variables and then the data were subjected for regression analysis.

4. Theoretical Understanding of the Problem

Love types - passionate love and companionate love - have been accepted as a valid conceptualization of love regardless of age, gender, and culture in a wide array of research (Lee, 1973; Sternberg and Barnes, 1986, Hatfield and Rapson, 1993; Wang & Nguyen, 1995; Hatfield & Rapson, 1996; Hendrick & Hendrick, 1996). It has been predicted that passionate love and companionate love would be differently associated with satisfaction with life and with positive/negative emotions. Specifically, we predicted that companionate

love would be more strongly associated with life satisfaction than would passionate love, whereas passionate love would be more strongly associated with the emotional aspect of subjective well-being; positive and negative affect.

Passionate love is a strong emotional state in which people experience continuous interplay between elation and despair, thrills and terror (Hatfield & Rapson, 1996). As a result, passionate love is not only positively related to positive emotions but also often related to emotional distress. Supporting this idea, it was reported that passionate love is neuro-anatomically and chemically related with anxiety (Carlson & Hatfield, 1992; Freud, 1935; Kaplan, 1979; Liebowitz, 1983). One study showed that children and adolescents in a high state of anxiety received the highest scores on the Passionate Love Scale. Thus, passionate love would be more strongly associated with the emotional component of subjective well-being (Hatfield & Rapson, 1996; Tennov, 1999).

In contrast, we predicted that companionate love would be more strongly and positively related to life satisfaction than would passionate love. Compared with passionate love, companionate love is less intense, but is a warm feeling of affection and tenderness that people feel for those with whom their lives are deeply connected. Thus, companionate love is often described as friendship love and involves shared values, deep attachment, long-term commitment, and intimacy (Hatfield & Rapson, 1996; Hendrick & Hendrick, 1996; Hendrick, Hendrick, & Adler, 1988). People develop this type of love during a long time span and there is more emotional trust. Companionate love involves mild but comfortable emotional states between partners. Companionate love is typically more reciprocal liking and respect. Therefore, it is expected that in companionate love people feel more satisfaction than in passionate love when other variables are equal.

In many studies it has been revealed that love is an important predictor of happiness, satisfaction, and positive emotions (Anderson, 1977; Diener & Lucas, 2000; Freeman, 1978; Myers, 1992). It is believed that various acts, such as kissing, sex, emotional contacts, and companionship exchanged in love relationships contribute to happiness. As a difficult concept to define, happiness has been conceptualized and measured in many different ways by different scholars (for review see Diener & Lucas, 2000) and

subjective well-being has been the most popularly used concept to understand happiness in recent studies. Subjective well-being consists of two components : life satisfaction (a cognitive evaluation of one's overall life) and emotions (the presence of positive emotions, and the absence of negative emotions) (Diener & Rahtz, 2000). Thus in this study, happiness was operationally defined as subjective well-being.

Relationships are considered critical to subjective well-being (Demir, 2008). In particular, aspects of friendships and spousal relationships are positively correlated with well-being including happiness. Romantic dating relationships to well-being suggest a positive correlation as well. The present study investigated the contribution of romantic relationships to well-being including whether this contribution is mediated by personality. Unlike some previous research, which relied on modified measures of friendship to assess important characteristics of romantic relationships, undergraduate students were asked about dimensions of their relationships that were exclusively romantic (e.g., sexual intimacy). Additionally, the perceived contribution of romantic relationships was studied by assessing lay theories (beliefs of the general population about the contribution of romantic relationships to well-being). Lay theories of the relation between romantic relationships and well-being varied as a function of romantic relationship characteristics, and these lay theories agreed with the empirical findings of the relation between romantic relationships and well-being.

Demir (2008) found that romantic relationship quality accounted for 3-6% of the variance in happiness in young adults over and above the contribution of personality. Demir (2008) also found that emotional security and companionship were the strongest predictors of happiness. Although his results are encouraging for romantic relationship quality, the measure he used for exploring the important components of happiness in romantic relationships may not have been appropriate. Demir (2008) used the McGill Friendship Questionnaire - Friend's Functions to examine the unique characteristics of romantic relationships that contribute to happiness. This measure is typically used to test the quality of a friendship (Mendelson & Aboud, 1999). To measure romantic relationship quality, Demir used the Perceived Relationship Quality Component (Fletcher, Simpson & Thomas, 2007; Demir, 2008). This questionnaire

was designed to measure romantic relationship quality. Since the Perceived Relationship Quality Component is a well-established measure of romantic relationships, it is a better measure to use for identifying unique characteristics of a romantic relationship. The present study focused on the six items from this scale in analyzing romantic relationships.

Sprecher & Fehr (2005) recently developed a love scale to assess passionate love or altruistic love for different targets (e.g., romantic partner, close others and all the humanity). This study was conducted to examine the psychometric properties of the Compassionate Love Scale in the Portuguese context. In addition, it has been examined how passionate love for a romantic partner was related to socio-demographic variables, love styles, and subjective well-being. Two hundred and eighty one men and women participated (42% of women) with a mean age of 21.89. All participants were currently in a romantic relationship. The Compassionate Love Scale shows satisfactory psychometric properties. Furthermore, our predictions were supported, as those who experience high levels of passionate love for a romantic partner are more likely to report Eros and altruistic love (Agape), and subjective well-being.

5. Results and Discussion

The results of this study are presented in table-2 and table-3 below :

Table-2 : Mean and Standard Deviation of different Variables

Sr. No.	Variables	Mean	Std. Deviation
1.	Love	82.3	16.97
2.	Positive Affect	36.7	3.54
3.	Negative Affect	15.1	1.41
4.	Well-being	311.4	3.54

Above table shows the mean and standard deviations of the variable. The mean and standard deviation of love was 82.3 and 16.97. The mean and standard deviation of positive affect was 36.7 and 3.54. The mean and standard deviation of negative affect was 15.1 and 1.41. The mean and standard deviation of well-being was 311.4 and 3.54.

Table-3 : Correlation between different Variables

Sr. No.	Variables	Correlation	Significance
1.	Love and positive affect	0.252281	Significant at 0.5 level
2.	Love and negative affect	0.019693	
3.	Love and well-being	0.550573	Significant at 0.1 level

Above table shows the correlation between the variables. The correlation between love and positive affect was 0.25 and it is significant at 0.5 levels. The correlation between love and negative affect was 0.01 and was insignificant. The correlation between love and well-being was 0.55 and it was significant at 0.1 levels.

6. Conclusion

Romantic relationships become increasingly common during adolescence and early adulthood. By age 15, most adolescents report having had a boyfriend or girlfriend sometime during the past three years (Feiring, 1996), and in the post high-school years most report an ongoing romantic relationship (Brown, 2004). Moreover, romantic partners become increasingly important as a source of support from grade school to the college years (Furman & Buhrmester, 1992). The nature and quality of romantic relationships also appear to shift with age, in that they become more stable, exclusive, and committed in late adolescence and early adulthood (Connolly & Goldberg, 1999).

After the analysis the co-relation between love and positive affect came out to be positively significant. This means that people in love show more positive feeling in their daily lives. They feel secured and are happy in their relationship. They feel content and satisfied with their partners and have a positive feeling about their lives. The feeling of love leads to a very positive affect. As a result they unconsciously spread positive energy in their environment by smiling, by showing their kindness and affection to strangers and to people around them. They behave compassionately and affectionately towards other humans, oneself or animal. Individual in love are often preoccupied with the thoughts of their loved ones. They take interest in their partners and try to be more creative in making them happy and maintain the spark in their relationship. According to

Freeman, 1978; Myers, 1992 love is the main cause of positive emotions. It is believed that various acts, such as kissing, sex, emotional contacts, and companionship exchanged in love relationships contribute to happiness (Glenn & Weaver, 1978; Ross, Mirowsky & Goldstein, 1990).

The correlation between love and negative affect was insignificant. Hence this means that people in love do not experience many negative thoughts or feelings. People try to ignore the negative aspects of life and begin to focus upon the bright side of the life. They are less scared and confident for trying out new things. They feel less hostile about their surrounding and feel confident about their ventures. They do not get upset about things and help them get determined towards other aspects of life. According to Traupman (1978) there is no evidence of negative feelings or emotions like sadness, depression in a romantic relationship unless the couples are no more together. However the degree of correlation is significant. This might be due to small size of sample.

Psychological well-being, broadly defined as happiness, life satisfaction, and self-growth, represents one of the most important aspects of efficient psychological functioning. The correlation between love and well-being is 0.58 which is significant at 0.01 levels. This means that people who are in love experiences psychological well-being. Love and well-being are interconnected, if people are in love, they are mentally happy and satisfied and hence it affects their overall and psychological well-being. It facilitates interpersonal relationships and owns to its central psychological importance which brings a healthy approach to one's life mentally and physically. It has been revealed that love is an important predictor of happiness and satisfaction (Anderson, 1977; Diener & Lucas, 2000). It is also believed that harmonious passion like love facilitates sustainable psychological well-being. People who feel passionate love feels satisfied in their relationship. The level of love, commitment, and satisfaction increases with future relationship stability.

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Educational Attainment and Change among Scheduled Castes

*Rakesh Kumar**

Scheduled castes have been deprived the equal opportunities to get education in caste-based Indian society as a result of problem of untouchability and caste discrimination. Education is regarded the most powerful instrument for emancipation and empowerment of lower sections of society like Scheduled castes and Scheduled Tribes. Education also decides the quality and mode of living of the individuals and groups along with introducing a lot of social potentialities in them. It is true that Scheduled Castes are still comparatively illiterates and less educated than general category, still they have made remarkable advances in educational attainment leading to wide spread changes in their life. This paper analyzes some features of social change associated with the advance of education among the scheduled castes. This has been based on the responses of four selected SCs over a period of three generations. It has been shown that the influence of education in social mobility and changing status identities among the Scheduled Castes, specially their rise in social hierarchy and social position mobilization as well as engagement in secular occupations as a result of growing modern education is clearly evident.

[**Keywords** : Educational attainment, Change, Scheduled Castes, Caste system, Empowerment of Dalits]

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1. Introduction

From the ancient period of the Aryan Society, In India the Scheduled Castes have been the last on the Hierarchical ladder of the society's structure. They have suffered from distinct social, economic and educational disabilities. It was mainly due to the caste system which has a unique position in Hindu Society. It influences people's selection of a profession and many other aspects of life in India. A man's dignity as a human being is also related to the caste of which he belongs. The British regime also favored the socially advanced classes which got the advantage of education and employment opportunities. But gradually, times changed and awakening came. And hence, after the attainment of Independence in the year 1947 the Constituent Assemble provided statutory safeguards in the Constitution for the people of Scheduled Caste, Scheduled Tribes and other depressed classes by defining them as socially and educationally backward classes.

Education is regarded the most powerful instrument for emancipation and empowerment of *Dalits* or for the matter, any class of people lagging behind in the social hierarchy. This was realized as far back as the process of *Dalit* advancement featured on the list of agenda of the reforms and leaders in the social and political spheres of life. Various social reformers as also the British Government stressed upon spread of education among the weaker sections of the society in the early part of nineteenth century. Their efforts resulted in many schools being established in *Dalit* areas. Hostels were also set up to accommodate the students. Due emphasis was provided to the education of girls as well. What hindered the growth of education in those days were the crunch of resource as well as shortage of teachers who would devote the selves to educating *Dalits*.

A part from being socially and economically backward, *Dalits* were denied access to education as well, in the past. This led to their decline more than anything else. Being uneducated is as bad as being blind to the world realities. And being unaware led to unabated discrimination with no stout resistance coming from those being discriminated. Therefore, in modern time the need arose to make the *Dalits* aware of their rights and fights to get them. For this education became the highest priority. Without being educated it was unlikely that they will become conscious of their rights.

Education which decides the quality and mode of living of an individual along with introducing a lot of social potentialities in him. Modern education among the Scheduled Castes has been an effective source of modify their attitude, habits, manners and their mode of social living by introducing rational attitude, secular outlook, sophisticated ideas and polished manners of expression and behaviour in the wider circle of society. These changes in manners and attitudes in influence the style of life to a large extent. As a consequence, the rudimentary and superstitious patterns of living are replaced by modern materialistic mode of living among them. Changes in occupation and status lead to modify their living arrangements and patterns in the direction of modernization. The general impression derived from the empirical inference is that the Scheduled Castes perceive and realize that the emergence of new style of life embedded on democratic values is one of the major impacts of modern education.

2. Objectives of the Study

The present study has following two-fold objectives :

1. To find out the extent of education among Scheduled Castes and changes over three generations and
2. Investigate the impact of education on economic- life patterns of Scheduled Castes.

3. Operational Definitions of the Terms/Concepts

1. **Education** : Education is relatively an important correlated of socio-economic status. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.
2. **Scheduled Castes** : In 1935 the British passed The Government of India Act 1935, designed to give Indian provinces greater self-rule and set up a national federal structure. Reservation of seats for the Depressed Classes was incorporated into the act,

which came into force in 1937. The Act brought the term "Scheduled Castes" into use, and defined the group as including "such castes, races or tribes or parts of groups within castes, races or tribes, which appear to His Majesty in Council to correspond to the classes of persons formerly known as the 'Depressed Classes', as His Majesty in Council may prefer". This discretionary definition was clarified in The Government of India (Scheduled Castes) Order, 1936 which contained a list, or Schedule, of castes throughout the British administered provinces. The reason why they are called Scheduled is because they are now included in one of the Schedules of the Constitution of India.

Now, the term Scheduled Castes is defined under Article-336 (clause-24) read with Article-341 of the constitution. The Article 366 states : "Scheduled Castes mean such castes, races or tribes or parts or groups with in such castes, races or tribes as are deemed under Article 341 to be Scheduled Castes for the purpose of this constitution". The definition of the term Scheduled Castes given under clause-24 of the Article-366 is not self-contained definition. It provides for the deeming clause as only such castes, races or tribes or part or a groups with in such castes, races of tribes as are deemed under Article-341 to be Scheduled Caste.

4. Theoretical Context

To observe historical and educational background of Scheduled Castes, historical approach has been used. To analyze the consequences or impact of education and social change among Scheduled Castes and sub-castes, structural-functional approach has been more helpful as compared to other theoretical approaches. Thus, the study has been make use of structural-functional approach to observe the background and impact of education and social change among Scheduled Castes of sub-castes in terms of educational, occupational, economic and social and educational aspects of Scheduled Castes over a period of three generations. The rural urban continuum perspective has also been used in the study as it covers both the village and town. As all these aspects have been studied in a rural and in an urban (Town) areas, this study makes use of comparative approach as well.

5. The Methodology

The Wair village and Dankaur town are two different settings, from where a number of Scheduled Castes have shown social change among Scheduled Castes. Thus, at the first stage, some castes are identified who have shown educational, occupational, economic, social and educational change. Specific intensive field work has been undertaken in two settings village and the urban (town) area, about 100 families. Empirical data have been collected with the help of specific research technique like observation, interview, personal records and secondary records. Secondary records have been consulted from the local, Block and District head quarters and other government's records. Quasi participant observation and case study methods have been used for the collection of first hand data.

6. An Overview of Literature

Chitinis (1974 : 80) states that "The education is expected to contribute to the socialization of the younger generation by inculcating the values, attitudes and norms of behaviour accepted in the society to which they belong as by passing on specific forms of knowledge, skills or occupational techniques".

Paswan and Jaidev (2002 : 15-45) consider that the Scheduled Castes and Scheduled Tribes wherever they live, are faced with many and diverse problems, which are of social, economic, political and educational in nature. The Scheduled Castes and Scheduled Tribes throughout the country occupy the lowest rank in the caste hierarchy. In a hierarchy of unequal relationship the Scheduled Castes and Scheduled Tribes at large, are landless agricultural and casual labourers. They are mostly engaged in menial jobs which add to lower their social and ritual status further.

There have been many studies on Scheduled Castes and their educational history. For example, Singh (1992 : 103-113) says that as early as 1850, he (a saint) opened first ever school for the depressed classes. He observed that the Mahars, Mang and the Chamars were sunk deep in ignorance and misery. The girls were even more backward in education. The attempts for the education of the depressed classes and the girls met with tremendous opposition from his community. Jyotiba was a determined person and restarted the school at the house of one of his friends. In 1851, he opened another school for Harijan girls.

Ambedkar realized the importance of education for the depressed classes. It was through education and exposure to outside influences that they could become aware of their exploitation. He believed that so long as the conscience of a slave does not burn with hatred for the slavery. In 1924 he founded the Bahiskrit Hitkarni Sabha to promote education among the depressed classes by opening hostels or by employing such other means as may seem necessary or desirable to promote the spread of culture among them by opening libraries, social centers and classes or study circles, advanced and improve their economic conditions by starting industrial and agricultural school and representing their grievances for redressal the more would be the chance for progress and the greater would be the opportunities for the betterment for of the people. He believed that the higher education should be within the reach of the poor. He founded the Peoples Education Society in 1945. In 1916 he started the Siddharth College at Bombay. In course of time a separate Siddharth College for Art, Science, Commerce and Law came to be established. He also established the Milind College in Aurangabad. He gave his residence named "Rajgarh" in Bombay for a college hostel and left his valuable library to a college.

Mishra (2001 : 48-56) observed that the Harijan Children, nearly one out of every three Harijan Children was out of school due to lack of financial support and educational material. Articulate parents gave a brief account of how their children were ill-treated, harassed and discriminated against. Parents' majority complained about the incidence of beating. A Harijan child was beaten up by the teachers for various reasons; may be a simply because the child not fulfil their demands of fee; 'Pass Karahi'; Donations (Chanda) etc. Harijan Children sit away from other students. They were not permitted to touch the black board, chalk, or a book handed by teacher and Harijan children dropout of school because of its distance and location of school which made its accessibility less easy and also because of its dilapidated physical structure. So Harijan parents and child lack of interests in studies.

Rajagopalan (1978 :109) considers that the reason as distance of school and both these groups had the problem of ill-treatment from high caste Hindus teachers. In older days Scheduled Castes were not admitted there. High Caste teachers were also not prepared to teach

them. There is no school within walking distance and sending children by bus costs money and bothersome. Sometimes it is also difficult to feed the children at the lunch time as parents would have locked the house and been away at work. But mainly the difficulties are financial.

Mishra (2001 : 14-15) considers that modern education among the Scheduled Castes has been an effective source of modify their attitude, habits manners and their mode of social living by introducing rational attitude, secular outlook, sophisticated ideas and polished manners of expression and behaviour in the wider circle of society. These small changes in manners and attitude in influences the style of life to a large extent.

Khan (1980 : 276) finds that the Scheduled Castes faced several forms of disabilities in the past. The government policies and programmes for the upliftment of Scheduled Castes since independence these programmes help in achieving high economic and educational status in society and their relation with other castes also gradually improving.

Ram (1988 : 105-185) finds that the socio-economic status levels of Scheduled Castes boys and girls almost the same and among the Scheduled Castes of Sub-Castes categories there are vast disparities. Very few castes reach education level of university education while majority of the Sub-Castes do not reach up to senior secondary class. The ratio of rural Scheduled Castes students decreases more sharply than the ratio of on students as the move up the educational ladder. The socio-economic status levels of urban Scheduled Castes students are higher than socio-economic status level of the rural Scheduled Castes students.

Only the Scheduled Castes students with higher levels of socio economic status reach, the higher level of education. The Scheduled Castes students studying in private school performed better as SSC levels than Scheduled Castes student studying in government and Zila Parishad schools.

Ramaswamy (1969 : 1153-1158) finds that the Scheduled Castes have left behind their traditional occupations, whether it be scavenging, Leather work, agriculture labour, their entry into salaried occupations, particularly government service, and their exploitation of educational opportunities. The Scheduled Castes

continue over while mainly in their traditional occupations in rural areas. Even in the urban areas only a fraction of the posts in the administration which are reserved for them are actually filled. Similarly, they are still steeped in illiteracy and only a small proportion of the population of school going age actually attends school completion of formal education even up to the secondary level in negligible.

Pandey (1988 : 198-250) finds that the influence of education in social mobility and changing status identities among the Scheduled Castes, specially their rise in social hierarchy and social position mobilization and engagement in secular occupation as a result of growing modern education.

Prasad (1997 : 165-185) finds that education is relatively an important correlate of socio-economic status. Education a prerequisite for their mobility through both occupation and income. Educational requirements are the prerequisites entry into higher prestige for jobs and into higher income categories. The government of India grants them liberal concessions in the field of education because education will play the most important role in the advancement of the Scheduled Castes people, as it will be through education alone that other two disabilities social and economic will resolve themselves.

An overview of studies amply demonstrates that access to education has increased remarkably among the Scheduled Castes due to the policy of protective discrimination implemented by the Government of India after independence. Combined efforts of central and state governments have yielded the desired results. Undoubtedly, it has been proved that education is highly significant in bringing change not only in in socio-economic status, but also in their other aspects of their life. It is in this context, that the present study on "Educational attainment and change among Scheduled Castes" was planned.

7. Results and Discussion

Table-1 and 2 provides data on the educational attainment and change in variables in terms of - educational attainment of present and changes over three generation and equality of educational opportunity among male-female of Scheduled Castes consisting of four selected four sub-castes.

Table-1 : Educational change in I, II and III Generations of the Scheduled Castes Respondents.

Sub-Caste	Educational Change in I Generation					
	Illiterate	Primary to Eighth	Ninth to Twelfth	U.G./ P.G. + Prof. Course	No. of Respondents	Change
Jatav	22	05	00	00	27	-17
Dhobi	24	01	00	00	25	-23
Valmiki	26	00	00	00	26	-26
Kori	22	00	00	00	22	-22
Total	94	06	00	00	100	

Sub-Caste	Educational Change in II Generation					
	Illiterate	Primary to Eighth	Ninth to Twelfth	U.G./ P.G. + Prof. Course	No. of Respondents	Change
Jatav	10	07	06	04	27	+7
Dhobi	13	07	05	00	25	-1
Valmiki	17	09	00	00	26	-8
Kori	14	08	00	00	22	-6
Total	54	31	11	04	100	

Sub-Caste	Educational Change in III Generation					
	Illiterate	Primary to Eighth	Ninth to Twelfth	U.G./ P.G. + Prof. Course	No. of Respondents	Change
Jatav	03	05	07	12	27	+21
Dhobi	05	08	10	02	25	+15
Valmiki	10	11	03	01	26	+5
Kori	07	11	02	02	22	+18
Total	25	35	22	17	100	

Table-2 : Scheduled Castes Respondents Feel of Male-Female Education

S. No.	Sub-Caste	Equality of Male Female Education			No. of Respondents
		Equal	No	Somewhat	
1.	Jatav	18	05	04	27
2.	Dhobi	12	08	05	25
3.	Valmiki	06	16	03	26
4.	Kori	04	13	05	22
	Total	40	42	17	100

The findings on educational attainment and change among the selected Scheduled Castes respondents show the following facts :

1. The majority of the illiterate respondents (26 out of 26) in first generation belong to the Valmiki Caste. Only one respondent literate up to primary to eighth class in first generation belongs to the Dhobi Caste and nobody is literate in Valmiki Caste as well as Kori Caste.
2. The largest number of the respondents (17 out of 26) are illiterate in second generation who belong to the Valmiki Caste and small number (4 out of 27) are highly educated belong to the Jatav Caste.
3. The majority of the respondents (i.e. 12 out of 27) in highly educated class belong to the Jatav Caste and very small section only one respondent is highly educated in Valmiki Caste.
4. In all three generation, we find out that 94 out of 100 respondents were illiterate in first generation. Only 6 out of 100 were literate in this generation. 54 out of 100 are illiterate in second generation, 46 out of 100 are literate in second generation. 25 out of 100 are illiterate in third generation and 75 out of 100 are educated in third generation. The education level has increased day by day in all sub-castes of the Scheduled Caste people.
5. The largest number of the respondents (18 out of 27) who feel in equal opportunity to male-female education belong to the Jatav Caste and very small number (3 out 26) belong to the Valmiki Caste. But in the present time people give equal opportunity to male-female education of this community people.

Now let us take up the issue on change in economic life patterns of Scheduled Castes. It may be mentioned that the economic status of the Scheduled Castes was very low in past time. There was no source of regular income for the most of the people, as the economy was subsistence nature. Only a few of the Scheduled Castes were engaged in other work like Agriculture labour Pvt. Job, business etc. The large numbers of the Scheduled Castes were engaged in manual occupation (traditional occupation). But now in the present time, their traditional work has changed through education.

The data were collected on the variables of changes in economic life patterns in terms of - occupational change first, to second and second to third generation, level of living standard and economic level of Scheduled Castes consisting of sub-castes.

The relevant data on these variables are presented in the following table-3, 4 and 5.

Table-3 : Occupational Change in I, II, III Generations of the Scheduled Castes Respondents.

S. No.	Sub-Caste	Occupational Change in I Generation			
		Traditional	Non-Traditional	No. of Respondents	Change
1.	Jatav	00	27	27	+27
2.	Dhobi	23	02	25	-21
3.	Valmiki	26	00	26	-26
4.	Kori	22	00	22	-22
	Total	71	29	100	

S. No.	Sub-Caste	Occupational Change in II Generation			
		Traditional	Non-Traditional	No. of Respondents	Change
1.	Jatav	00	27	27	+27
2.	Dhobi	16	09	25	-7
3.	Valmiki	26	00	26	-26
4.	Kori	15	07	22	-8
	Total	57	43	100	

S. No.	Sub-Caste	Occupational Change in III Generation			
		Traditional	Non-Traditional	No. of Respondents	Change
1.	Jatav	00	27	27	+27
2.	Dhobi	10	15	25	+5
3.	Valmiki	25	01	26	-24
4.	Kori	02	20	22	+18
	Total	37	63	100	

Table-4 : Level of Living Standard of the Scheduled Castes Respondents

S. No.	Sub-Caste	Level of Living Standard			No. of Respondents
		Increase	Decrease	No Change	
1.	Jatav	20	01	06	27
2.	Dhobi	09	03	13	25
3.	Valmiki	03	02	21	26
4.	Kori	03	03	16	22
	Total	35	09	55	100

Table-5 : Economic Level of the Scheduled Castes Respondents

S. No.	Sub-Caste	Economic Level			No. of Respondents
		Increase	Decrease	No Change	
1.	Jatav	18	02	07	27
2.	Dhobi	10	03	12	25
3.	Valmiki	06	05	14	26
4.	Kori	05	01	16	22
	Total	40	11	49	100

The findings on economic life patterns of Scheduled castes respondents show the following facts :

1. The Jatav Caste are not engaged in their traditional occupation in first generation, but Valmiki and Kori Caste continue to do their traditional occupation in this generation.

2. The Jatav Caste are not engaged in their traditional occupation in second generation, Valmikies continue to do their traditional occupation in this generation.
3. All the respondents (27 out of 27) are engaged in non-traditional occupation in third generation belong to the Jatav Caste and very small only one respondent is engaged in non-traditional occupation belong to the Valmiki Caste.
4. In all three generations, it was revealed out that 71 out of 100 respondents were engaged in traditional occupation in first generation, 29 out of 100 were engaged in non-traditional occupation. 57 out of 100 are engaged in traditional occupation in second generation, 43 out of 100 are engaged in non-traditional occupation in second generation. 37 out of 100 are engaged in traditional occupation in third generation, 63 out of 100 engaged in non-traditional occupation. So traditional occupation has been decreasing day by day from first to third generation.
5. The majority of the respondents (18 out of 27) belong to the Jatav Caste who say that their economic level has increased in comparison to past time and only one respondent belongs to the Kori Caste says that economic level has decreased in present time.
6. The largest number of the respondents (21 out of 27) belong to the Valmiki Caste who say that no change in their level of living standard and only one respondent belongs to the Jatav Caste says that level of living standard has decreased in this time.

Comparison of educational attainment and change in two settings show the following facts :

1. Both areas indicate the Valmiki Caste people's were illiterate in first generation and second generation.
2. As both areas have shown, the Jatav Caste people are highly educated in third generation compared with other Scheduled Castes peoples.
3. Both areas indicate that in all three generation, mostly Scheduled Castes people were illiterate in first generation and second generation, educational level has increased slowly in both generation, and in third generation mostly peoples of Scheduled Castes has been educated Comparison to the past time.

4. In both areas the Jatav Caste people feel in equal opportunity to male female education. So Jatav as have shown social change in their life compare other Scheduled Castes peoples.

Comparison of economic life patterns in two settings show the following facts :

1. In Wair village, the Jatav peoples were not engaged in their traditional occupation and Valmiki Caste continue to do their traditional occupation as well as Kori Caste. In Dankaur town Jatav Caste also not engaged in their traditional occupation but Valmiki Caste people were engaged in their traditional occupation in first generation.
2. In both areas the Jatav Caste is not engaged in their traditional occupation but Valmikies continue to do their traditional occupation in second and third generation. So traditional occupation of three Scheduled Caste of Sub-Castes have changed through education.
3. In both areas, the Jatav Caste's peoples economic level has more increased in comparison to past time while other Scheduled Castes' economic level has few increased compared to past time.
4. In the Wair Village the Valmiki Caste has shown no change in their level of living standard while in Dankaur Jatav Caste people's has shown that their level of living standard has increased in comparison to the past time.

8. Conclusion

The Scheduled Castes have been currently much more conscious toward education and social status and the government providing necessary steps to improve their educational and social standards. But despite the reckless facilities given to them, there remain some major educational and social problems and difficulties. Scheduled Castes have left behind their traditional occupations, whether it be scavenging, Leather work, agriculture labour, their entry into salaried occupations, particularly government service, and their exploitation of educational opportunities. The Scheduled Castes continue over while mainly in their traditional occupations in rural areas. Even in the urban areas only a fraction of the posts in the administration which are reserved for them are actually filled. But influence of education in social mobility and changing status

identities among the Scheduled Castes, specially their rise in social hierarchy and social position mobilization and engagement in secular occupation as a result of growing modern education.

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The Menace of Terrorism and Contemporary South Asia

*Abidullah Baba**

Terrorism a menace every nation-state confronts in the contemporary world order is a highly heterogeneous and amply debated field cutting across different societies. This paper seeks to highlight the rise of terrorism in contemporary South Asia by treading a different analogy. Political Islam an antecedent of colonial period did not give rise to terrorism until the cold war. The late cold war, popularized the concept of terrorism. The left over states (weak state) and their structures of bad governance in the post-cold war era aggravated the situation. The pro-democracy movements, ethno-national, sectarian and separatist movements and insurgencies have added fuel to the fire. The much hyped 'war on terror', has further worsened the situation. The paper argues that terrorism has impacted the superstructure of South Asian countries in a rather horrendous manner. Terrorism is both socio-political and economic problem. Developing a coherent counter-terror policy is imperative and hence ideal for the regional peace and security.

[**Keywords** : Terrorism, South Asia, Insurgencies, Sectarian, Separatist, Ethno-national, Counter terrorism, Cold war, Non-State actors]

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1. Introduction

The South Asian region is home to one out of every three of the 1.8 billion Muslims residing globally. The region has played a crucial role, “politically, economically, culturally, and intellectually, in the history of Islam for over a millennium.”¹ The security environment in the region is unstable and insecure with many conflicts lingering unresolved. The Kashmir imbroglio, the Afghan war and new forms of insurgency and many other social schisms have destabilised the region, and have reinforced South Asia’s status as one of the most dangerous regions in the world. More recently, with the rise of Islamic State (ISIS) or Dae’sh the region has become more a cynosure in the realm of Islamist extremism. Hostile relations between India and Pakistan, the two largest South Asian states, have been the key source of regional insecurity over the last many decades. The Afghan war has wrecked instability and utter chaos both political and social. Almost every South Asian country suffers from various degrees of internal schisms, fissiparous tendencies and many other divisions, which have often led to violent conflicts with complex humanitarian exigencies. The internal schisms are usually the result of competing ethno-national, religious, tribal and class identities.²

Contemporary day South Asia is marred by a myriad conflicts, including terrorism, ethnic conflicts, identity politics and many other that strikes the very chord of human progress and development. Terrorism has always been hanging like a ‘Sword of Damocles’ on the countries of South Asia, and has been impacting, and subsequently destroying the regional balance in such a way that it really is a stupendous task to fix it back. A leap forward in this direction is an imperative.

There is an intricate link between religion and extremism. The late cold war was an era of proxy wars, marked by a number of developments. Political Islam was born in the colonial period, but did not give rise to a terrorist movement until the cold war. The common ground that nurtured the “Islamic terrorism” was the late Cold War after Vietnam. Following this what really aggravated the situation was the dubious distinction made by the then US President George Bush about “good Muslims” and “bad Muslims”. The central message behind this discourse was that, unless proved to be “good”, every Muslim was presumed to be “bad”. Muslims around the globe now had the necessary obligation to prove their credentials.³ What

has come to haunt the developed world more directly is the lack of state capacity in poor countries. By the end of the cold war, a band of failed and weak states stretching from Caucasus, the Middle East, Central Asia and South Asia was leftover. The disaster of September 11 proved that state weakness indeed constituted a huge strategic challenge. The Radical Islamist challenge combined with the “availability of weapons of mass destruction added a new security dimension to the burden of problems created by weak governance.”⁴

2. Philosophical and Theoretical Foundations

The word ‘terrorism’ is used most often to describe revolutionary violence. That is a small victory for the champions of order, among whom the uses of terror are by no means unknown. The systematic terrorizing of whole populations is a strategy of both conventional and guerrilla war, as well as radical movements, vying for different objectives. In its modern manifestations, terror is the totalitarian form of war and politics with unpredictable consequences. What it does is that it totally shatters both war convention and politically accepted codes. It totally breaks across moral limits beyond which no further limitations seem possible. Terrorists kill and maim anybody and notwithstanding this, terrorism has been defended not only by terrorists themselves, but also by philosophical apologists writing on their behalf.⁵

Non-state actors who use violence to pursue a socio-political agenda are the modern day pestilence which must to be rein in. Because, the bellow of their destruction has penetrated the whole region. The importance of this lies in the fact that these groups have the potential to incinerate the far-off areas i.e. beyond the South Asian region. The underlying intention and the idea is not to label these actors “terrorists” because, although they often attack non-combatant targets, they do not do so exclusively; they also strike military, police, and other government assets. Moreover, they often seek to influence target audiences and achieve battle field victories. Definitions vary, but in its narrow sense, terrorism, is usually understood as violence by non-state actors, that is either directed against non-combatants, or intended to coerce or garner support among particular audiences rather than to win on the battlefield, or at times both.⁶

Within a theoretical framework of Clash of civilizations, we can argue that there is no gainsaying the fact that Islamic and Western

civilizations being incompatible to each other are destined to be at loggerheads. The end of the Cold War has intensified global conflicts.⁷ Scores of Muslim-majority countries are witnessing pro-democracy, ethno-national, sectarian and separatist movements, terrorism, and insurgencies.⁸ The South Asian region is not in any way oblivious to this development or the uncertain path. These are ominous signs which do not bode well for the world peace, as it has the so called spill over effect attached with it. Conflicting ideologies, identities, and interests of the Muslim and the Western worlds have prepared the ground for the several rounds of face-offs between the two old adversaries representing the Islamic and Judeo-Christian civilizations. Meanwhile the Muslim world is settling its own old scores on sectarian, territorial, ideological, ethnic and class lines. Much has been anticipated and predicted vis-à-vis changing dynamics in the foreseeable future. Once the major feuds and disputes are over, once the fractured and artificial Muslim-majority countries resolve their ethno-national and sectarian issues, on both intra and state levels, Muslims are likely to come closer to each other. In this regard, Shias and Sunnis, Turks and Arabs, Afghans and Pakistanis have already started to take initiative. A much needed positive development for the regional stability.⁹

Taking the arguments to the next level, scholars like Taj Hashmi argue that the quest for politico-cultural identities and aspirations for better rights and freedom by imagined communities are important factors behind the religious conflicts and extremism. Further Hashmi says that, in the modern day conflicts (21 Century), we find Jerry Muller's theory of "Clash of Peoples" more acceptable than the one by Huntington and Fukuyama. Muller argues that, ethnic nationalism will drive global politics for generations. The peaceful regional order of modern nation-states is a product of a rather violent process of ethnic separation, and the future of political struggle is poised to remain ugly in all those areas where separation has not yet occurred.¹⁰

There have been a many tectonic power shifts over the last five hundred years, which have reshaped the international order politically, economically and culturally.¹¹ One of the basic factors for de-stabilization in the Muslim World has been the backwardness attributed to their lack of freedom and not to the European colonial rule.¹² The notion of "trade wars" is again a factor of de-stabilization in many parts of the world.¹³ Again someone like Ayesha Siddiq

attributes the de-stabilization to the powerful Military-Industrial Complex, which in turn gains dividends by keeping the region turbulent to legitimize and further strengthen their position.¹⁴

Transnational conflicts always have the requisite potency to transcend the sub-regional boundaries, and if not checked and contained, they might adversely affect countries beyond particular regions and sub-regions. Many extra-Islamic dimensions of crime, terror, and proxy wars are not only de-stabilising the regional stability of South Asia, but are also posing a serious threat and challenge, to the adjoining sub-regions and to the global peace as well. The regional balance of power has suffered a jolt which in turn is likely to hit the world very badly in the foreseeable future.

Rogue states and the elements in government machinery along with non-state actors can destabilize neighbouring countries. In South Asia, Islamist terror networks, drugs and arms syndicates pose the main transnational threat to countries within and beyond the region. Various global, regional and local factors contribute to the rise of Islamist extremism and drug *mafias* in South Asia.¹⁵

One of the basic de-stabilising factors in South Asia has been the bad governance and leaders' opportunistic and guileful use of mafias and terrorist groups to cultivate their interests. The War on Terror has further aggravated the situation. Ever since the beginning of the drug-Islamist nexus in South Asia, analysts have coined the expressions narco-Islamism and narco-jihad to denote a new type of transnational crime and insurgency. Ehsan Ahrari argues that a narco-jihad is being funded by the opium-related system of trade in Afghanistan and Pakistan, still growing unprecedented albeit mostly concentrated in Pakistan. Ahrari imputes this growth in activities to the iron triangle of warlords, corrupt government officials, and the Taliban-al Qaeda nexus.¹⁶ The whole blame should not be levelled against Pakistani state, instead U.S.A. is to a good extent responsible for whatever is transpiring in the region. America not only supported but actively promoted military dictators and undemocratic regimes in Pakistan since 1950's and actively connived in promoting mujahedeen in the AF-PAK region.¹⁷

3. Terror Anatomy in South Asia

South Asia's tryst with terrorism has not been an old phenomena, instead is a recent one, as compared to the other parts of

the regions like West Asian one. In the last decade or so, it has emerged as an epicentre of terrorism, with a sinister designs to subvert the entire harmonious social fabric of the region. The present wave of terrorism in South Asia has intricate manifestations. There are a number of the so called terrorist organizations, with equally contested and guileful interests, motivations and goals. Worth mentioning here are organizations like Al-Qaeda, TTP, LeT and may others, who by umpteen means differ from each other in their extremist demeanour and also their very agenda. "Al-Qaeda's agenda is global, specifically targeting America and its allies. Afghan Taliban's primary concern is to regain power in Afghanistan. Tehrik-e-Taliban Pakistan (TTP)'s motivations are Pakistan specific, while groups like Lashkar-e-Tayyiaba (LeT) are traditionally oriented towards committing violence, in the name of Kashmir."¹⁸

Terrorism has plagued the entire South Asian region in such a way that it is passing through a very turbulent period of its history. Even though the United States has managed to quell many a terror activities in its own yard, South Asian countries have not been so lucky in this regard, and the level of intensification has been unprecedented in some cases. However, despite all this there have been some positive developments in various fields where the cooperation can lead to regional balance and stability in order to overcome the problems.

Terror groups in South Asia can be placed under three categories :

1. Terrorism arising out religious fundamentalism
2. Left-Wing extremism
3. Terror activities arising out of desire for Secessionism

Terrorism has impacted the domestic political structures in South Asian countries in a rather horrendous manner by encouraging militarism, chauvinism and a distinct tilt towards Right-wing extremism. Terrorism imposes both direct and indirect costs on the economies of those countries on which terror activities are perpetrated. Its direct costs include the destruction of infra-structure, factories, agricultural produce and a severe halt in economic activities. Its indirect costs are myriad and arise out of general loss of confidence vis-à-vis economy due to which the economy is unable to attract foreign investment (FDI) and faces brain drain, enhanced

military expenditure, high transaction costs and various other economic distortions. This is the story of most South Asian countries. Today, Pakistan and Afghanistan are in the grip of terror unleashed by Islamist radical groups including the Taliban and Al-Qaeda and various other non-state actors. For instance, in case of Afghanistan hardly any industrial development is visible because the country has been embroiled in conflict for decades, impacting the superstructure of its society. Even Pakistan, which was much better off comparison to Afghanistan, is facing de-industrialization in certain pockets hence rendering its economic and other developments.¹⁹

All the South Asian countries are plagued by the problems of terrorism in one form or the other. In case of Sri Lanka, Liberation Tamil Tigers of Eelam (LTTE) is poised against the state apparatus, and battling for the political space and a separate Tamil Eelam government. However, the state has successfully managed to eliminate the LTTE. Despite every effort it remains to be seen, how the situation is managed by the Sri Lankan government from here on, so that no such group crops out in foreseeable future. The situation in Nepal is also very bleak and interestingly poised. In Nepal, the Maoism is on its peak and Maoists have been waging war against the monarchy. Now that the monarchy has been overthrown, and the new Constitution has been drafted, still terror activities are very much alive in Nepal. The peace prospectus of Nepali state is certainly a long drawn battle. Maldives has seen a rising phenomenon of Islamic extremism. Small sized countries like Bhutan had successfully destroyed the camps of the ULFA and few other Indian North-eastern terror organizations in December 2003 but several reports now suggest that these groups have the potential and in fact are trying very hard to regroup in Bhutanese territory. Bhutan also faces a threat from the Maoist activities. India, geographically being the largest country in South Asia, also faces major challenge of terrorism. In fact, the India has suffered the most among all south Asian countries. The Indian state has fought its battle against terrorism alone and it has been successful to a good extent. But still a lot needs to be done in order to confront and weed out this menace. In Bangladesh the government is acting against the Islamist radicals but groups like JMB and Huji still remain active. The government has however done well to capture and defeat many of them. Bangladesh also faces the problem of left-wing extremism in certain pockets but their influence seems to have been reduced in recent times as per various official and non-official data.²⁰

4. Counter-Terror Strategy

Developing a coherent counter-terror strategy is the imperative, because terrorism ebbs and flows. Today the greatest challenge before the world is to prevent the acquisition of nuclear and other weapons of mass destruction, from falling into the wrong hands. Every country in the South Asian region needs to walk a tight rope instead of launching off the cuff policies and ideals. It is therefore, high time that the South Asian community develop newer approaches to counter the threat of terrorism. What is required is a comprehensive grand strategy on the part of state apparatus that emphasises the principles of secular tolerance and moderation in order to win hearts and minds, while limiting the use of force or coercion to occasions where it is absolutely necessary. In other words the approach of the state should be maximum restraint. Implementing such a strategy will require a more holistic and coordinated approach to build up counter-terrorism capacities and partnerships across South Asia and with other stakeholders.²¹

Terrorism is not just a military problem but also a socio-political and economic problem. So the need for a regional strategy and cooperation is absolutely imperative. The idea therefore, should not be only to concentrate on stopping violence, but also to question, condemn and debunk all the irrational and preposterous ideologies that severely undermine and compromise the growth and development of healthy democratic political systems and effective governance. Various elements of both hard power as well as soft power must be used, to gain dividends. The gravitas and an effective counterterrorism strategy for the region should also integrate cross-cutting issues at various levels of analysis which may include linkages with trans-national organised crime, illicit drugs, money laundering, illegal arms trafficking, and the proliferation of nuclear, chemical and biological, and other potentially deadly weapons of mass destruction and their means of delivery. A unified action by all the states is needed in this direction.²²

5. Averting the storm of Terrorism

In order to resolve/avert a conflict in a rather efficacious manner, it is necessary to identify the stakeholders first, and the basics of conflict resolution need to be studied carefully. This may bring much fruition, which in turn might help in resolving conflicts.

However, Identification and involvement of all stakeholders is a key issue and a pertinent issue in conflict resolution.²³

Many political and strategic analysts argue that, the road to peace in South Asia runs through Afghanistan. The end game in Afghanistan requires the active support of both Central and South Asian neighbours.²⁴ What is fascinating to note is that, most of the South Asian states are becoming conscious about the mutual cooperation, in confronting the challenges of terrorism. The identities cutting across ethnic lines and the contagious borders have made the countries of the region realize about the spill over effect of terror and violence. Bilateral cooperation should triumph. No single country can contain or avert the menace of terrorism without the active support of its both immediate and far-off neighbours. What is lacking in the region is the understanding and the mutual trust. Since, nothing emanates from within the region, the ideal situation would need honest brokers to overcome the menace of terrorism. The cobweb of politics in the entire region has taken such an intricate shape that, it is not guaranteed that involving global powers like USA and China would provide fruition. Both the global powers if engaged to resolve mutual differences, will only strive for their vested interests. China has problems not only with India but the US as well. Similarly, US will never trust Pakistan in the long run. Pakistan is not prepared to either accept or acquiesce to the Indian hegemony. Nepal, Bangladesh and Sri Lanka are also suspicious of both US and Indian designs. South Asia needs definitive peaceful resolutions of transnational conflicts and the proxy wars in the region. Secular and tolerant aspect of religion may play an important role in this matter.

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Role of Higher Education in Women Empowerment : Some Challenges

*Suman Kumar**

The Oxford American Dictionary defines “empowerment” as “to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights”. When we talk about women’s empowerment, we talk about women taking more of a leadership role. Empowering women is an important end in itself and as women acquire the same status, opportunities and social, economic and legal rights as men, as they acquire the right to health and gender based violence, human well-being will be enhanced. Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. Higher educational provide opportunities to women to fulfill their Needs. These needs comprise both learning content such as knowledge, skills, values and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decision making and to continue learning.

[Keywords : Empowerment, Women, Higher education]

“To educate your women first and leave them to themselves, they will tell you what reforms are necessary”.

-Swami Vivekananda.

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1. Introduction

Women were regarded sacred and enjoyed respectable place in primitive societies because of her ability to reproduce human race till the time men realized their role to impregnate women (Goel, 2004 & Smith, 2008). The concepts of Goddess rather than God in Greek mythology and Devi, Mata etc. in Hinduism may be the manifestations of women reproductive role in primitive societies.

Education of women in India has been a major issue for both the government and civil society, as the educated women play a very important role in the development of the country. India, at present has largest number of illiterates in the world. As we all know that education is must for everyone but unfortunately, in this male dominating society, the education of women has been neglected for a long time. Mostly people think that to spend money on daughters would be vain. Now, we see the change in people's mentality that they are worried about the future of their daughters and they are ready to give the same place to position their daughters as they want for their sons. But in rural areas, we see that there are negligible changes in rural people's thinking .

A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and helps in reducing the infant mortality rate. It is true that empowerment can be gained with the help of education because it gives the knowledge of right and wrong, truth and lie.

2. History of Women Education in India

Although in the Vedic period women had access to education in India. They had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio-religious movements led by eminent persons like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the six

decades and the growth of female literacy has in fact been higher than that of male literacy rate.

3. The Role of Higher Education in the Empowerment of Women

Higher education definitely raises women's status whether she contribute in the income of the family or not. She can be at par with men. Majority of the women in our country are uneducated that is why they are suppressed. It is the duty of school teachers to tell them that becoming a wife is not their ultimate goal. Their standing up on their feet and being something is important.

Education can bring phenomenal change in women's life resulting in social transformation in the long run by inculcation following attributes among them:

- » Enhancing their confidence.
- » Raising their status in the family and society.
- » Bring awareness about their rights.
- » Boosting their self esteem.
- » Increasing their self efficacy.
- » Reducing their dependency.
- » Better up bringing of their children.
- » Enhancing their mobility.
- » Opening career opportunities.

Increased knowledge, self-confidence and awareness of gender equity are indicators of empowerment process. There is evidence that these components are usually developed during and as a result of higher education. Women, who are educated and earning, are in much better position in our society as compared to uneducated women worker.

To be involved in the dialogue about education systems around the world today is to understand and articulate the key role played by higher education. Through higher education flow of the ideology, values, and culture of a nation, state, and its people. Misinformation and constricted learning behaviors that women internalize can also be filtered through higher education.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education.

4. Challenges of Education

The vast majority of the world's poor population is women. "Around the world, healthy, educated, employed and empowered women break poverty cycles not only for themselves, but for their families, communities, and countries too". According to United Nations World's Women 2010 Trends and Statistics, two-third of the world's illiterate population is female. The majority of school age children, not in school are girls. Women all over the world are challenged by a number of obstacles that restrict their ability to play significant roles in their communities and the broader society.

When we talk about our country, the country has grown from leaps and bounds since its independence where education is concerned, the gap between women and men is severe. While 82.14% of adult men are educated, only 65.46% of adult women are known to be literate in India. Some other challenges faced by women are as follows:

- » About 01 percent of total women population has under graduate level education.
- » Women accounts for one third of the total student at collage/university level.
- » In professional courses the proportion of female students is much smaller.
- » In education courses the nearly half of the students are women.

5. Barriers to Female Education

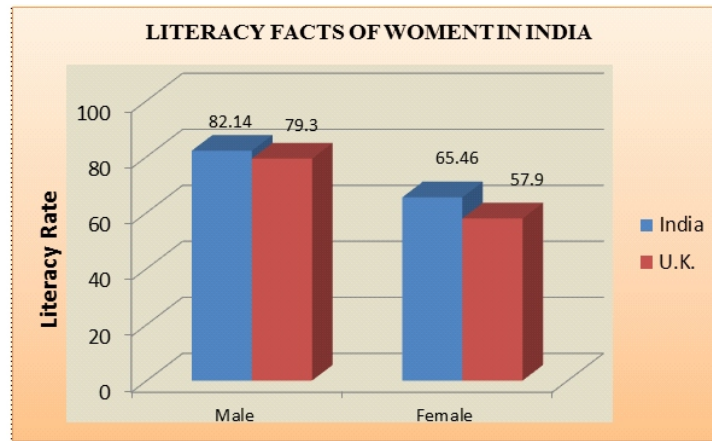
Some of the main barriers to female education in India are as follows :

- » One-fourth of Indian population still lives below the poverty line.
- » Social value and parental preferences. Inadequate school facilities.

- Shortage of female teachers 29% at primary level and 20% at university level.
- Gender bias in curriculums.

Additionally, the norms of culture that the man of the family is the be-all and end-all of family decisions is slowly spoiling the society of the country.

Women face many social challenges today whether it be making soaps and incense in order to secure an income for her family to raise children amidst the harsh economic crisis. A woman is dynamic in many roles she plays. In the village of Warwarhere in Maharashtra 400 women stood up and raised their voices to ban alcohol and drugs. Women have withstood perennial health problems due to the lack of toilet facilities and are forced to use fields and open spaces.



6. Conclusion

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment.

Education among women is the most powerful tool of attaining power in the society. Higher Education of women plays a very important role in releasing their energy and creativity and enabling

them to meet the complex challenges of the present world. It helps in lessening inequalities and functions as a means for improving their status within the family. The higher education increases the women to take independent decisions, to reduce violence, women's ability to claim legal rights, participation in civic society, economic independence and many more. The biggest challenge before the Government and NGO's is to create awareness and sensitization among people of all levels, especially in rural areas, about the special needs of women and girls.

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Perception and Behaviour of Consumers towards the Direct Selling Companies

Devyani* and S. S. Chauhan**

The main aim of this study is to find out the perception and behaviour of consumers while purchasing products of various direct selling companies. The survey for this study was conducted on 150 respondents. The study is descriptive in nature. The primary data was collected from respondents with the help of a structured questionnaire. Area sampling design technique is used for the study. The data collected has been analyzed with the help of percentage analysis tool. The study has revealed that the consumers are satisfied with the customer facilities, price and the quality of the products provided by the various direct selling companies. The consumers are also aware about the various products of these companies. Thus, they are overall happy to buy from these companies.

As Direct Marketing has become a highly popular and successful component of marketing in today's time. India been a major hub for most of the direct selling companies in the world and going to be one of the biggest markets in coming future. The study makes a significant contribution to the consumers of the society and to

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the overall growth and success of the various direct selling companies which depends upon its consumers perception and behaviour towards the products that a company launches. The study due to limited time span was conducted on a small area. The future researchers can conduct the same study in different areas also so as to see the perception and behaviour of the consumer respondents of those areas towards the various direct selling companies. The study was conducted in a small geographical area with a small sample. The limitations of time, cost, sample size and possible bias of some respondents in answering the questions might have affected the findings.

[**Keywords** : Consumer behaviour, Consumer perception, Product branding, Direct selling companies]

1. Introduction

In India, direct selling companies hold an important position in the daily lives of consumers. Increasing number of working women, changing lifestyles, high purchasing powers, increased use of media and internet and less availability of time due to hectic schedules have made the consumers move towards the purchasing of goods and services from the various direct selling companies as it saves both time and money. Let's understand this more. Why do consumers buy? What goes inside a consumers mind before, during and after a purchase? How do buyers choose? What are the hidden influences? How do consumers process information? Unlocking these secrets will open the doors to a detailed understanding. Consumers purchasing characteristics vary from one situation to another. In today's time span all are aware about the products provided by the various companies and their importance to the companies. Therefore, they have high expectations and choose a company which provides them with the best products and services. Price, quality and functionality are not only the factors to make a consumer loyal towards a company, but today it's also, the consumers experience and their interactions with the brand ambassadors/sellers. Any kind of bad experience can damage the image of a company/brand in the eyes of the consumers. In India individuals love to spend on various cosmetics, personal care and wellness products. But along with being brand conscious, consumers value their spent also. Indian Markets have always been price sensitive and mass market constitutes the major part of cosmetics, personal care and wellness industry. Many direct selling companies are now having a hold on the overall market area and also increasing their importance and value among the consumers who are actually the core segment of our economy. All

products launched by any company holds its own importance but the products do differ according to their brand and their parent company. Direct selling is the marketing and selling of products directly to consumers away from fixed retail location with the help of consultants and distributors that are appointed by the company. It consists of two main business models : (a) Single Level Marketing and (b) Multi Level Marketing. Consumer's are the largest economic group in any country and constitutes the pillars of the economy. They are the heart as well as the controller of marketing functions. Study on consumer behaviour enables any company to understand and predict the way a consumer will behave with regard to a particular product available for his use. Thus, a consumer is an individual who is a final user and make decisions regarding the purchase of products and services generated to them by the various direct selling companies, influenced by company offers, marketing strategies and consultant skills. The consumer defines value with quality. If a product has good quality, sustainability, longevity, etc it is considered as valuable. Perception is a cognitive process of selecting, organizing, interpreting and attaching meaning to the events happening in the environment, also defined as a process by which individual organize their sensory impression thus giving a meaning to their environment. Thus, an idea came to my mind of writing my research paper on "Perception and behaviour of consumers towards the direct selling company products" with the aim of gaining knowledge of how these direct selling companies in today's competitive world are able to satisfy the consumers with their products and how much preference the consumers are giving to the various products of the company.

2. Literature Review

Barnowe and David (1992) attempted to study the consumers experience with products and attributes towards direct selling methods. The study pointed out that women make more purchases through direct selling than men do and consumers complained about pushy, untrustworthy, salesperson and about the inconvenience of some direct selling encounters. The study also pointed out that, consumers also criticized the poor quality of products and services.

According to Kotler and Keller (2012), it is worth noting that consumer buying behaviour is studied as a part of the marketing and its main objective is to learn the way how the individuals, groups or

organizations choose, buy use and dispose the goods and the factors such as their previous experience, taste, price and branding on which consumers base their purchasing decisions.

Sirfaz et al. (2014) proved that there is a significant influence on the quality of product on the customer attitude. In addition to the research of product quality perception on the customer attitude, there is another study that examined the direct relationship between the perception of product quality and the sale volume.

Hamil and Priyadharshini (2016) made a study on “Buyers preference on Amway products in Thirunelveli”. The main objective of the study was to find out the factors influencing customer preference towards Amway products and to measure the level of opinion towards Amway. For this purpose data were collected from 70 respondents by using structured questionnaire. The study concluded that the consumer preference towards the Amway products was there and they are mainly motivated by the quality of the products.

3. Objectives

The main objectives of this research paper are :

1. To investigate the consumers behaviour and perception towards the direct selling company products.
2. To find out the various factors consumers keep in mind at the time of purchases.
3. To study which company has gain more importance among the consumers.

4. Research Methodology

Research methodology is a systematically solving way for various research problems. Research is a science which is studied scientifically. It actually comprises of defining and redefining of problem, formulating hypothesis, data collection, evaluation, detecting and reaching conclusions.

Research Problem : Perception and behaviour of consumers towards the direct selling companies.

Research Design : Descriptive research design is adopted for the present research which basically includes surveys and facts finding enquiry of different kinds. The major purpose of descriptive research is description of the state of affairs, as it exists at present.

Sampling Design : Area sampling design technique has been used to collect the information from the consumers.

The particulars of sample design are :

a) Type of Universe : Finite

b) Sampling Unit : Consumers who purchase products of various direct selling companies

c) Sample Size : The sampling population of proposed research will include approximately 150 consumer respondents.

Data Collection/Data Analysis : The proposed study will consist of both primary and secondary data.

a) Primary Data : The primary data will be collected from the consumer respondents by administering a structured questionnaire.

b) Secondary Data : Apart from primary data, the secondary data will be collected from research publications, standard journals and annual sales reports of the direct selling companies. The secondary data will support the primary data as and when required.

Research Instrumentation : Structured Questionnaire

Research Approach : Survey Approach

Statistical Tools : The data collected has been analysed with the help of percentage analysis tool.

5. Findings and Analysis

First of all, an attempt has been made to find out the background of sampled respondents. It is depicted in the following table :

Table-1 : Socio-economic Attributes/Variables of the Selected Sample

Attribute/Variable	No. of Respondents	Percentage
Age Group		
18-23	25	17.0
24-30	25	17.0
31-40	50	33.0
40 and above	50	33.0
Total	150	100.0
Gender		
Male	50	33.0
Female	100	67.0
Total	150	100.0

Occupation		
Business	30	20·0
Service	30	20·0
Student	20	13·0
Housewife	70	47·0
Total	150	100·0
Financial Status		
Dependent	70	47·0
Independent	80	53·0
Total	150	100·0
If Independent (Income Per Month)		
₹ 10,000 - 30,000	10	12·5
₹ 31,000 - 50,000	20	25·0
₹ 51,000 - 80,000	30	37·5
₹ 81,000 and above	20	25·0
Total	80	100·0
Family Type		
Joint	50	33·0
Nuclear	100	67·0
Total	150	100·0

Data presented in the table above shows the following characteristics of the sample :

1. Almost two-third consumers are in the age group of 31-40 years and above, remaining one-third consumers fall in the age group of 18 to 30 years in this study.
2. Two-third consumers are females and remaining one-third males.
3. A little less than half of the consumers are housewives, followed by one-fifth from service and business class each and the remaining still pursuing their studies.
4. In case of financial status, a little more than half of the consumers are independent, whereas, the remaining little less than half still dependent.
5. As regards the income range, more than one-third fall in income bracket between ₹ 51,000 to 80,000, one-fourth each in

the range ₹ 31,000 to 50,000 and ₹ 81,000 and above, whereas, the remaining one-eighth between ₹ 10,000 to 30,000.

6. Almost two-third consumers belong to nuclear families and remaining one-third from joint families.

Now, we take up the issue of spending on cosmetics, personal care and wellness products by the consumers. The following table depicts responses of selected sample according to the amount spent :

Table- 2 : In a typical month, how much do you usually spend on Cosmetics, Personal Care and Wellness Products

Amount Spent	Number of Respondents	Percentage
₹ 2,000 - 5,000	50	33·0
₹ 5,000 - 8,000	40	27·0
₹ 8,000 - 10,000	40	27·0
₹ 10,000 and above	20	13·0
Total	150	100·0

It is evident from the data presented above that one-third of the consumers spend ₹2,000 to 5,000 monthly on cosmetics, personal care and wellness products followed by more than one-fourth consumers spending ₹5,000 to 8,000. Same proportion, i.e. more than one-fourth of consumers spend ₹8,000 to Rs 10,000. Remaining nearly one-seventh are found to spend ₹10,000 and above per month.

The following table depicts responses of selected sample on their favourite direct selling company/brand :

Table-3 : Which is your favourite direct selling company

Brand/Company	Number of Respondents	Percentage
Oriflame	40	27·0
Amway	40	27·0
Vestige	20	13·0
Forever Living Products	5	3·0
Herbalife Nutrition	5	3·0
Modicare	25	17·0
Tupperware	15	10·0
Total	150	100·0

It may be observed that a little more than one-fourth each find Oriflame and Amway as their favourite direct selling company/

brand. They were followed by nearly one-sixth consumers who seem to prefer Modicare and one-tenth Tupperware. Remaining few prefer other direct selling companies.

The responses of selected sample on most important feature taken into consideration while purchasing the products are shown in the following table :

Table-4 : Which is the most important feature you take into consideration when you purchase the products from the direct selling companies

Category	Number of Respondents	Percentage
Quality	50	33.0
Quantity	30	20.0
Price	50	33.0
Company/Brand	20	14.0
Total	150	100.0

It may be seen that one-third each take into consideration quality and price while purchasing the product from the direct selling companies. One-fifth considered quantity, while nearly one-seventh company/brand name.

The following table depicts responses of selected sample on their feeling comfortable while buying any product through direct selling companies :

Table-5 : Are you comfortable buying through direct selling companies

Category	Number of Respondents	Percentage
Yes	100	67.0
No	50	33.0
Total	150	100.0

The findings show that two-third consumers feel comfortable while buying through direct selling companies now-a-days. Remaining one-third did not feel comfortable while buying from the direct selling companies.

The responses of selected sample on becoming an independent consultant to earn an extra income are shown in Table-6, which clearly shows that only one-third consumers are interested to become independent consultant, while remaining two-third are willing to become the consultants for earning an extra income.

Table-6 : Would you be interested in becoming an independent consultant for the various direct selling companies and sell, earn and consult in order to earn an extra income

Category	Number of Respondents	Percentage
Yes	50	33.0
No	100	67.0
Total	150	100.0

Products bought and the communication channel heard about various direct selling companies are shown the Tables-7 & 8 below :

Table-7 : Which all products have you bought from the various direct selling companies

Category	Number of Respondents	Percentage
Cosmetics	50	33.0
Personal Care	40	27.0
Hair Care	5	3.0
Fragrances	21	14.0
Wellness Range	4	3.0
Accessories	30	20.0
Total	150	100.0

Table-8 : Through which communication channel have you heard about the various direct selling companies

Category	Number of Respondents	Percentage
Online (via Internet, website etc)	20	13.0
Cosmetic and Skin Care Centres	10	7.0
Independent Consultants	100	67.0
Electronic Media	18	12.0
Any Other	2	1.0
Total	150	100.0

One-third consumers bought cosmetic products followed by a little more than one-fourth personal care product, one-seventh fragrances and remaining few hair care and wellness product range. It is also clear that two-third consumers have heard about the various direct selling companies from the independent consultants.

The following table depicts responses of selected sample on frequency of using direct selling company products :

Table-9 : How often do you use direct selling company products

Category	Number of Respondents	Percentage
Regularly	60	40.0
Often	30	20.0
Occasionally	40	27.0
Rarely	20	13.0
Total	150	100.0

It is clear that four out of every ten consumers use the various direct selling company products regularly, a little more than one-fourth occasionally, one-fifth often and nearly one-eighth rarely.

Views of selected consumers about price of the direct selling companies are shown in the following table :

Table-10 : How do you consider the price of the direct selling companies

Category	Number of Respondents	Percentage
Expensive	100	67.0
Moderate	50	33.0
Total	150	100.0

Data presented above show that two-third consumers considered the price of the various products of the direct selling companies expensive, while remaining one-third found it moderate.

The following table depicts responses of selected consumers about their opinion about various direct selling companies products :

Table-11 : What is your opinion about various direct selling companies products

Category	Number of Respondents	Percentage
Best	100	67.0
Good	40	27.0
Better	9	6.0
Worse/Bad	0	0.0
Total	150	100.0

It was found that two-third consumers considered the products of various direct selling companies as the best, followed by little more than one-fourth consumers who considered the products as good. Remaining considered the products better. It may be noted that none of the selected consumer found the products worse/bad.

Lastly, an attempt was made to find out the views of selected respondents on consultant care service of direct selling companies. The following table depicts their responses on their rating about this issue :

Table 12 : Rating on consultant care service of direct selling companies by the consumers

Category	Number of Respondents	Percentage
Strongly Agree	40	27.0
Agree	45	30.0
Neutral	5	3.0
Disagree	30	20.0
Strongly Disagree	30	20.0
Total	150	100.0

It is quite clear that a little more than one-fourth selected consumers strongly agreed that the consultant care service of direct selling companies is satisfactory for many reasons, while a little less than one-third showed their agreement. Put together, more than half rated positively the consultant care service of direct selling companies by the consumers as they said that they were satisfied and they thought that its worth full buying from the direct selling companies. Not only this, it is time saving, more options are available for the consumers to choose from, consumer can get their queries cleared before buying the products and the consumer can get the skin care products according to their skin types and there are other benefits also which the consumers realized are beneficial in buying from the direct selling companies. However, four out of every ten either disagreed or strongly disagreed with the benefits of consultant care service of direct selling companies.

6. Conclusion

The direct selling companies have been in India since a very long time, so the present study reveals the consumers perception and

behaviour towards these companies' products. Based on my research survey it was concluded that the consumers are satisfied with the overall customer facilities provided by these companies. The main perception of consumer while buying products of these companies are quality and price and also they are affected by the overall behaviour and customer dealing of these companies. The study also concluded that most of the consumers are now aware about the various direct selling companies and their products. They are happy to buy from the direct selling companies. It can also be said based on my survey that in coming future these direct selling companies will gain more and more success with the overall support of their consumers.

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Youth Development Programmes in NCT of Delhi : The Need for Direction and Guidance

Beena Antony Reji*

Youth is an important section of any society. In India it constitutes about sixty-six percent of our population. Youth is considered the productive population. Youth is the stage of energy, enthusiasm and dynamism but it is also a force that can be violent and destructive if not guided properly. Today's youth are our future generation that will take care and build up the economy of the country. In India for the next few decades we are going to have the maximum youth in our population and then there would be a decline. Thus, we need to maximize on the potential and productivity of this demographic dividend stage that we are in. Youth development is important for India's development. This paper summarizes various programmes for the youth by ten organizations located in NCR of Delhi. It has been shown that Youth need to be developed by healthy nutrition, physical exercise, education, skill training, job opportunities, safe and caring community and environment. To add to all this, the youth need guidance, motivation and direction for themselves and for their society.

[**Keywords :** Youth, Youth development programmes, Government organization, Non-government organization]

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The present-day youth lives in a disconnected and dynamic world, where instances of mental illness is on the rise. The youth wants to do a lot but needs the direction and guidance. Various government and non-government organizations dealing with youth, understand this need and provide youth development programmes. There is a need to examine these youth development programmes and increase their efficacy. The present research study is an attempt to explore the youth development programmes available in Delhi and through feedbacks develop a model youth development programme that would be applicable to the contemporary times. The study will also attempt to contribute to the theoretical framework that is applicable for youth development in the present changing society.

1. Introduction

The youth that we see today are our future leaders, policy makers, entrepreneurs, workers, parents and participating citizens, in their hands will rest our country and the world. Youth of our country is the most important resource for India's development. The youth population are energetic, enthusiastic, dynamic and a force that needs to be channelized. This energy force is intelligent, hardworking, innovative, this resource needs to be harnessed and directed for community development and nation building.

The National Youth Policy launched by the Government of India in 2014 defined Youth in the age group of 15-29 years. This policy stress on the areas that needs to be developed, these are Education, Employment and Skill Development, Entrepreneurship, Health and Healthy Lifestyle, Sports, Promotion of Social Values, Community Engagement, Participation in Politics and Governance, Youth Engagement, Inclusion, and Social Justice. As per India's Census in 2011 there are 422 million youths in our country, out of which 70% are in the rural areas. The large youth population is very diverse in its education, skills, socio- economic and health status and the available opportunities for development, as India itself is a diverse population vis-a vis its gender, urban-rural, regional, religion, caste, social and economic differences. The Government of India in 2015 started the National Policy for skill development and entrepreneurship for providing skills and opportunities for development for the youth.

The Government of India recognizes its responsibility and has made initiatives for the skill and entrepreneurship development of

the youth, but due to various factors (COVID 19 and world recession), there is an economic slowdown which again directly affect the job market and increases the unemployment and underemployment. The youth today all the more need youth development training programmes so that they are able to gear themselves to face the situation with renewed energy and enthusiasm. Various Government and Non-government organizations are providing different kinds to youth development training programmes in India. Some of them are specifically skill oriented and the others deals with overall development of the youth. Some organizations also provide preventive programmes for the youth that are in difficult situation like substance abuse or delinquency.

Delhi the national capital of the country according to United Nations Population Fund - India (2014) reported that in 2011 there were 34,31,435 Youth (persons aged between 15-29 years) in NCT of Delhi, this constitute 1.5% of the total youth in the country. Delhi has a number of Government and Non-government organizations working for the youth development. A social impact assessment of these youth development programmes will help us understand the efficacy of these programmes and how we can make these programmes better.

2. Review of Literature

Youth development can be seen as a process that helps an individual in the age group of 15 - 29 to evolve from a child to becoming an adult achieving their full potential. Youth development can be a guided experience with activities from family, peer, community and organizations around the young person. The process of youth development supports the youth to develop the ability to analyze their own strengths and weaknesses, plan their future course of action, build up their confidence, self-esteem and learn to manage their behaviour. Schools, colleges and other organizations working for youth need to take up the responsibility to provide a positive youth development environment so as to develop healthy participating and contributing youth.

We often hear that India is in the phase of demographic dividend, that is we have a larger population of working group (persons aging from 15-64 years). India is going to be in this phase for 37 years starting from 2018 - 2055 (Thakur, 2019). The country's potential to grow and develop lies in this productive population.

India is at an advantageous stage now. India's population has a large percentage of youth and this stage will be changed in the course of time to a large grey or elderly population. Thus, we are running out of time we need to make the most of the present situation. We need to recognize the hidden potential of the youth to improve the economy of the country.

India has the largest youth population of the world. United Nations (2003) have reported that 66 per cent of our population is under the age of 35 years. This also means that we are responsible to guide and make available opportunities for this population otherwise this demographic dividend must not become a demographic disaster (Verick 2009). If there is a rise in unemployment and under-employment there is also a rise in mental health problems, violence and substance abuse (Bell and Blanchflower, 2009). So, it is important to understand we can have dividend if we make the necessary investment for this productive age group.

Various research studies have addressed their concerns that youth is a stage of stress and strain (Kai-Wen, 2010; Morrison, et al. 1997) The present modern life demands have increased the stress that effects the quality of life of the young population (Ribeiro et al., 2017; Craciun, 2013). Students in schools and colleges have expressed high anxiety due to various factors like economic hardship, future unclear, academic pressure and relationship issues (Shek. 2005). This then results in substance abuse, delinquency and mental health issues (Pariat et al., 2014; Stern et al., 1999).

Small and Memmo (2004) in their study highlight that over the years efforts to address youth problems and enhance youth development have been on the rise. The study classifies the contemporary models of youth development into three types: Prevention, resiliency and positive youth development. Jennings et al. (2006) in their research paper contributed to the development of a critical social theory of youth empowerment analyzing four youth empowerment models.

Chitra (2017) in a study emphasized how college time poses challenges to youth in the form of conflicts among peers and failures which causes self-esteem issues that ultimately effect academic performance and their well-being. The study proposed personality development programme to increase the self-efficacy of the youth. Naik and Bobade (2016) also examined the need for training Indian

youth so that their employability is increased which will help improve our economy.

The review of literature shows how youth is a stage for performance but is also clouded with confusion thus there is need for youth development programmes. Appropriate youth development programmes are important to address the youth concerns and this will help the country's development.

3. Research Gap

The review of literature highlights on the importance of taking care of youth in the present times as youth is under immense pressure due to the fast-changing times. The pressure and stress get manifested in emotional and behavioural issues. Various government and non-government organizations are working with youth. The government understands the need to develop the youth and has made new policies for skill development among the youth. But there is a need to study to social assessment and impact of these initiatives. There is a need to develop new youth development models and social theory for the contemporary youth in the present times. There is a need to understand the youth, their needs, issues, concerns and their mental health and steps need to be taken to address these issues and concerns. This research study will attempt to understand the programmes undertaken by government and non-government organizations in the National Capital Region (NCT) of Delhi.

4. Research Questions

The present paper is an attempt to find out the answers to following questions :

1. Which are the government and non-government organizations working for the youth in Delhi?
2. What are the programmes conducted by these organizations for youth development?
3. What are the components of the youth development programmes offered by organizations?

5. Rationale of the Study

Youth is the stage between childhood and adulthood. As an individual enters this stage, they have a body and mind of a child which slowly develops and grows physically, cognitively,

emotionally, socially, morally and sexually. Youth as a life stage, is many a times referred to the golden age as we are in the prime of our life as we have grown to our maximum physically and then we are going to slowly decline. Youth is the time for dreams to fly and when energy is boundless and with possibilities to do a lot. Youth need the support and guidance of their family, friends and community so as to utilize the energy constructively. But when this youth energy is misguided it can get violent and destructive. Youth can get off track by deviations like illegal activities, substance abuse and violence. For some this period can be smooth and for some challenging. There is a lot of confusion and identity crisis which needs to be addressed constructively.

Schools, colleges and organizations working for the youth need to be sensitive to the needs of the youth. These organizations need to guide and mentor the youth and sometimes also provide individual attention to those who need extra attention. Organizations dealing with the youth often have youth development programmes to address the youth's overall development. Some organizations have personality development programmes or career guidance or life skill courses or teaching soft skills or communication skills. These programmes can prove to be very vital for the youth to introspect their future plans and how to reach their goals in life. These programmes can address various preventive dimensions like knowledge of ill effects of substance abuse, how youth need to take care of themselves for better mental health. These programmes can offer a platform for the youth to discuss and get guidance for the various doubts, myths and misconceptions that are in their minds so that they are able to get some kind of counselling to work towards their growth and development. Society needs to be responsible to the youth. This study will help us understand different youth development programmes being organized by different government and non-government organizations in NCT of Delhi.

Youth in the age group, 15-29 years includes 27.5 per cent of the Indian population. This important section of population can increase its labour participation and productivity for betterment of the economy. It is predicted to contribute about 34 per cent of the Gross National Income (National Youth Policy, 2014). Thus, if we want India to progress to its maximum, we need to handle our youth with care helping them achieve their maximum potential. This study will help government officials and policy makers understand the youth

better and develop youth programmes that will give them a perspective how to handle the youth issues and concerns.

6. Aim of the Study

This study investigated the Youth development programmes available in NCT of Delhi by Government and Non-government organization. The study also looked into programmes that are available to high school students and college students in Delhi. What were the different dimensions that were incorporated in the youth development programmes?

This study will be of interest to schools, colleges and different organizations that cater to youth, as it will help them understand the issues and challenges of the present youth and how do different organizations deal with them. The study will also help policy makers to examine the present youth development programmes and how to improve ways of handling youth concerns.

7. Specific Objective of the Study

The specific objective of the study is to Explore the youth development programmes available in NCT of Delhi.

8. Methodology of the Study

1. Operational definitions : Operational definitions of the concepts used in this study are as under :

Youth : The youth are persons in the age group from 15-29 years.

Youth development programme : Programmes for the youth for their development, incorporating topics like Life skills, personality development, soft skills, career guidance, leadership training. These programmes could be of one day or for a longer period.

Development : A process to evolve, change, grow, advance and improve the present person or situation.

2. Research Design : As regards the research design, the present research is descriptive in nature, exploring the initiatives of different government and non-government organization for the development of youth. The descriptive research helped direct careful observations and detailed documentation in investigating youth development programmes.

3. Universe of the study : The present study was conducted in NCT of Delhi, as this is the capital city of the country and there is a mix of urban and rural population in the city. Delhi also has many organizations working for the youth.

4. Sample : The sample of ten government and non-government organizations working for youth and conducting youth development programmes was included.

5. Data collection process : The researcher first procured and developed an elaborate list of Government and Non-government organizations that have been conducting youth development programmes. From this list, ten organizations were randomly selected. The ten organizations were contacted and the research purpose was explained, and then the organization officials elaborated on their youth development programmes.

9. Programmes for the Youth by Ten Organizations located in NCR of Delhi

This research study has contacted ten organizations out of which one was a government organization and the remaining nine were non-government organizations working with the youth population and conducting programmes for youth development.

9.1 Vishwa Yuvak Kendra

Vishwa Yuvak Kendra is an organization in central Delhi established in 1961, conducting youth development programmes dealing with enhancing the capacities of the youth. The organization engages in youth centric training and orientation programmes to motivate the youth in participating in nation building. Their in-house training programmes are designed to create young grassroot workers equipped with skills for social awareness in their own geographical areas. The organization also organizes a program named 'Talk with amazing Indians' providing the youth participants to interact with courageous and path breaking individuals. The speakers are individuals who have been consistent and innovative in their ideas and fought against odds to make a difference in the community.

Vishwa Yuvak Kendra organizes skill development programmes for the underprivileged youth across the country including vocational trainings. Some of the skill development programmes held at state level cover different themes like :

- Climate change and global warming,
- Disaster management,
- Energy conservation,
- Fund raising,
- Right to information,
- Women empowerment and
- Water resource management.

The organization also has an Integrated Community Development Programme for social, economic and educational development of two slum cluster adopted by the organization.

9.2 ChildFund India

ChildFund India was registered since 1984, working from south Delhi and reaching out to 85 districts across 15 states of India. ChildFund works with maternal health, children, adolescents and youth. The organization has signature programmes for healthy and secure infants, educated and confident children and youth programmes.

The youth programme is focussed around skill development and involvement of the youth. The aim of the organization is to make the youth prepared with technical and vocational training, enhance their life skills by personal competencies, problem-solving, managing conflicts, effective habits and entrepreneurship. The main goal is to support the youth in economic, physical and social well-being so that the youth bring positive change in their families and the community.

The main components of the ChildFund India's youth training programmes are life skills education, entrepreneurial & vocational training and civic engagement & leadership training. The challenges reported are the low aspirations among youth from tribal and disadvantaged groups in acquiring skills as they prefer following their traditional practices.

9.3 Youthreach India

Youthreach India founded in 1997 as a non-profit organization in Delhi. This organization works to inspire individual and collective transformation to bring in positive social change. Youthreach has associates with 112 NGOs across 8 states in India working with

children, women and youth for education, health care, skill training, livelihood, water and sanitation and other areas.

The initiatives of Youthreach are : CSR programme that helps corporate houses to work with communities, Awareness programme to sensitize the civil society and build enabling insights, Volunteer programme to mobilize and sensitize volunteers to work with NGOs working in the community, Knowledge Bank programme is mainly to create a resource cell in the society to offer a helping hand to the youth. Through these initiatives the organization works with the youth and addresses community development and skill development.

9-4 Youth Alliance

Youth Alliance an organization in south Delhi connects youth with a cause and aims to nurture empathic leaders to serve the society making it more equitable, cooperative and sustainable. This organization works with young people through different programmes like immersive journeys, Leadership retreats, Alumni community. Through each of these programmes the youth are oriented to learn by service the social realities and work towards social change, building their own capacities for work and strengthening interpersonal relationships. The youth become resource and are further supported by each other as a community. The organization through innovative programmes like Padh-yatra (a walking journey of 3 days into the rural interiors) strives to build an environment of self-awareness and discovery.

9-5 The YP Foundation

The YP Foundation is a youth run and led organization situated in Delhi that works on developing youth through leadership training, building on the rights of young women and other marginalized youth. The organization has planned various programmes for the youth like sexual & reproductive health & rights, gender rights, youth leadership. The YP foundation believes that the youth can be trained to work towards an egalitarian society, working to develop feminist right based leadership to bring in social change. The organization works in states of Uttar Pradesh and Bihar changing the minds of young women towards gender based violence, de-stigmatizing mental health, sexual and reproductive health so as to build an equal society for all.

9-6 YUVA

YUVA stands for Youth for unity and voluntary action founded in 1984 in Mumbai and working in Maharashtra, Madhya Pradesh, Odisha, Assam and Delhi. This non-profit NGO is committed to work for the rights of the vulnerable population. This organization enables people's collective to discuss development and stimulate collective action towards it. Thus, advocacy and policy recommendation are also part of their people's participation.

YUVA works with communities enabling the youth to look for solutions to issues of housing, livelihood, environment and governance. Research is also focused to enhance the capacities of the youth to bring in social change for a society to end poverty and promote human rights.

9-7 Youth Empowerment Foundation

Youth Empowerment Foundation (YEF) an NGO operating from south Delhi aims to spread education across India through teams of youth volunteers and in return focuses on youth empowerment. YEF works through their programmes of reaching out to the migrant and daily wagers, deprived children supporting and helping them through education and all other needs required for their betterment. All the outreach is through youth volunteers thus helping the youth to change the society they live in. The organization provides various training programmes like computer training, LED bulb making, English learning, candle making, art, music and dance learning. These training is a method to empower the young minds and realize their dreams by living their lives fully.

9-8 CHETNA

CHETNA a registered public charitable trust in Delhi started in 2002 to create awareness and bring about empowerment. CHETNA - Childhood enhancement through training and action works with youth in the YUVA project. This project focuses on employability for the youth on street. This initiative aimed at making job opportunities by providing skill training. They also did research to understand social realities better and plan appropriate interventions of the street children and youth. The organization closely worked for bonded labourers, planning out their identification and rehabilitation.

9-9 Bharatiya Yuva shakti Trust

Bharatiya Yuva Shakti Trust works for empowering the youth of India so as to encourage them to think of business and mentor them to make it a possible profitable reality. Several disadvantaged, young, men and women were able to dream and their dreams were transformed into success stories. These job seekers became job creators. This was not an easy task as there were many handicaps to be removed like these were from the school dropout, differently abled and financially disadvantaged youth, who needed to be supported in all fronts to make them confident to dream. The organization had partnered with banks for financial assistance and mentoring from industrial and other institutions for training and capacity building. Over 25 years this organization has expanded in NCR Delhi and many other states.

9-10 Nehru Yuva Kendra Sangathan

Nehru Yuva Kendra Sangathan under the Ministry of Youth Affairs & Sports was established in 1972 catering especially for the rural youth by developing them in their personality and skills so that they contribute to nation building process. This organization was set up by the Government of India to channelize the youth energy through voluntarism to self-help and community participation. This large group of youth volunteers work through youth clubs at village-based organizations for community development and youth empowerment.

This organization provides various programmes for youth development like Youth Club Development Programme, Awards of outstanding youth clubs, Training on youth leadership and community development, Promotion of sports at block and district levels, Skill up-gradation training programme (vocational training), Promotion of Folk art and culture, celebrating national and international days of importance, District youth convention. The organization works in coordination with other agencies to reach out to maximum rural youth all over the country.

10. Conclusion

Data shows that Government and non-government organization are working for youth development in cities and in the rural regions of our country. These organizations believe in the power

of youth and encourage them to develop themselves and their communities. The organization's programme instils in the young minds new and innovative thinking that will inspire community participation. An investigation into the youth development programmes show that the youth need to be supported and mentored especially as majority of the youth in India come with disadvantages of poverty, lack of schooling, low opportunities and malnutrition. The youth need to be partners in nation building as they are the future generation that will lead us forward. They need to recognize that they are equal stakeholders in the country's development roadmap.

The innovative youth development programmes make the young minds think of a better society. How to usher in social change where we break away from draconian laws of inequalities and work towards an egalitarian society. The youth are also rethinking the new indicators of success and status that defy the traditional rat race of status and hierarchy. As a society we need to encourage the youth to rediscover and recreate a community removing the evils of modernization, urbanization, greed and aggression destroying our countries and the world as a whole.

This is possible by youth programmes that need to be provided by schools, colleges and communities. So that the youth are able to get together and work out new ideas for self and community development.

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Consequences of Empowerment and Social Change among Urban Working Women

*Suman Lata Verma**

There have been significant advances for women in urban India in relation to education and employment over the past decade leading to their empowerment. The present paper is an attempt to analyze sociological issues in empowerment and social change among urban working women in teaching profession. Empirical data collected from 200 college teachers in a metropolitan city of Uttar Pradesh in India have shown that education and employment have significantly contributed to their empowerment, which in tern, had led to changes in their status and role as well as views about social values, besides enhanced gender equality among them. The paper also gives some suggestions for their empowerment.

[**Keywords :** Empowerment of women, Working women, Status and role, Gender equality, Social values]

1. Introduction

The present age is the era of democracy and freedom and equality is its foundation. In this system, there is no discrimination

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on the basis of sex, caste and *varna*, class, race, religion or region. All round development of any society is possible only when there is active and equal participation of women in it. Therefore, in the process of development, women's cooperation and equal rights were given priority in the international community after World War II, the momentum of which came after the establishment of the United Nations. In the global perspective, women empowerment is considered important for equality, human rights, development, peace and security. A search team named 'Women in Development' was established in the United Nations in 1973. The Development Fund for Women was established by the United Nations in 1976 and the decade from 1975 to 1985 was celebrated as the 'Women's Decade'. At the 2005 World Conference of Presidents of States and Governments in the United Nations, it was accepted at the United Nations that 'the advancement of women is the advancement of all'. The eight goals set for the Millennium Development in 2000 include gender equality and women empowerment. For women, participation in education, employment and political decision-making process is considered important.

As a result of the efforts of the United Nations, a number of programmes have been organized in all countries to ensure their participation in the development process by eliminating all types of discrimination against women in the last six-plus decades. As a result of these international efforts, many policies, programmes and laws were enacted in all countries of the world including India to provide women equal opportunities vis-a-vis men. In India, after the decade of women, there has also been a sudden increase in studies of gender equality and women empowerment. Today, a lot of priority is being given to the study of these two. The fact that gender equality and women empowerment are closely interrelated is very remarkable. On one hand, women empowerment is the foundation of gender equality, on the other hand, women empowerment is possible only through gender equality.

2. The Present Study

The spread of education in India, industrialization, urbanization, westernization, modernization, secularization, geographical and social mobility led to the emergence of new economic structures and market systems. Now, globalization, liberalization and privatization have led to a significant changes in

the quality of life of women. As a result, women have started working alongside men in almost every sphere of life. The result of this is that today the status, role and scenario of women are changing. Of course, the status and role of women has improved a lot today. Not only this, in accordance with the provisions of the Constitution, several programmes have also been started for the upliftment and empowerment of women in India. These include Maternal and Child Health Programme (1992), Kishori Balika Yojana (1992), Mahila Samridhi Yojana (1993), Rashtriya Mahila Kosh Yojana (1993), National Maternity Benefit Scheme (1994), providing self-support to rural and urban women, Indira Sakhi Yojana (1997), Balika Samridhi Yojana (1997), Women Empowerment through Self Help Groups (1997), etc. There are other notable schemes such as the Nari Swashakti Yojana (1998) and the Nari Shakti Puraskar Yojana (2000) to encourage women with national awards who are fighting for the rights of women.

Similarly, in order to protect the various rights of women, the government has enacted several laws related to women with special reference to them. Such laws include the Minimum Wages Act, 1979; Immoral Traffic (Prevention) Act, 1956 (revised again in 1956); Maternity Benefit Act 1961; Dowry Prohibition Act 1961 (Amendment, 1986); The Indecent Representation of Women (Prohibition) Act, 1986; The Pre-natal Diagnostic Technology Act, 1994 and the Domestic Violence [Protection of Women from Domestic Violence Act, 2005 are the main ones. It is a combined result of the processes of change, programmes and acts initiated for the upliftment and empowerment of women that not only the status and role of women has improved in India, but their life values and norms are also changing rapidly. Due to the deep-rooted patriarchal ideology in society, traditional concepts related to the role and status of women in India are gradually changing. This change is happening more in urban women than in rural women.

The movement for women's development and gender equality in economic activities has resulted in far-reaching changes in the traditional Indian social structure. Due to this, in the Indian traditional environment, the work area of women was limited to the boundaries of the household, it has also changed and today women are moving towards the goal of 'women empowerment' continuously through education and employment. For working women, both the duties of the family and the responsibility of the

workplace are desirable. Of course, working women naturally have to bear additional responsibilities. Their thoughts and attitudes are changing.

There is also another aspect of change in the status, role and context of women. Even today, women lag behind men in terms of education, health and other basic facilities. The mind-set of considering them as *abla* has not been completely eliminated, as a result of which discrimination and violence against them is increasing rather than decreasing. The studies conducted in the last few years at the international and national level clearly show that not only is gender equality still a distant goal, but violence towards women is also increasing all over the world.¹ The worst thing is that educated and employed women are also falling prey to it. They are unable to complain of domestic violence even if they want to.²

Therefore, the issue of women improved in India still remains a controversial subject. Despite the national policy of women empowerment and all other measures, even today the success of women empowerment has not been as successful as expected. It is true that increasing education, employment, increase in income, awareness, understanding of rights and obligations among women etc. are making further progress towards women empowerment. However, even today they are facing many obstacles which hinder their empowerment.

In such a situation it becomes necessary to explore the situation. The present study has been planned for this purpose. Its objective is to evaluate various consequences of empowerment among working women in a metropolis like Meerut, Uttar Pradesh, India's largest state. The main objective of the present study is to discuss in a holistic manner the empowerment of women working in the higher education sector *i.e.*, colleges in Meerut metropolis based on empirical analysis. The specific objectives of this study are : *firstly*, to explore the impact of empowerment among working women on their status and role, gender equality and social values and *secondly*, to give suggestions for the empowerment of working women.

3. Methodology

The area of present research the Meerut Metropolis of Uttar Pradesh. Due to the increasing dissemination of education, it is considered to be an educational hub which has facilities to cater to

the needs of all types of higher education seekers. Working women have been selected from teachers at Chaudhary Charan Singh University, Meerut. The university was formed in 1966 and has colleges located in seven districts - Meerut, Hapur, Bulandshahr, Muzaffarnagar, Saharanpur, Gautam Budh Nagar and Ghaziabad. Universe is teachers of nine colleges (Meerut College, Nanakchand Anglo Sanskrit College, Raghunath Girls College, Ismail National Women's College, D. N. College, Kanoharlal College, Shaheed Mangal Pandey Government Women's College, Dr. Ambedkar College and Faize-Aam College) in 2015-16. Out of about 400 teachers in these nine colleges, 50 percent, *i.e.* about 200 teachers have been selected by random sampling. A coordinated approach of pre-structured questionnaire and informal interview have been adopted to study empowerment in working women. The data compiled by the pre-structured questionnaire have been processed under SPSS. The secondary data were qualitatively analyzed. Statistically, only the chi-square has been used to find association between two variables.

From the socio-economic background of the selected women, it is clear that women working in higher education form a homogeneous category to a great extent in terms of level of education and employment, whereas in terms of all other variables, they are quite heterogeneous. Selected women represent the married and unmarried categories of all age groups. Considerable diversity is found in selected women in terms of family type and size, parents' education and occupation, their own and family monthly income, caste category, religious and community background. It is clear that our study is, to a large extent, representing teachers of a variety of socio-economic backgrounds.

4. Findings and Discussion about the Impact of Empowerment among Women

Empowerment is defined as an active and multi-dimensional process that emphasizes women in all spheres to build their identity and equal participation in power. This power has to be attained and once attained it is not only necessary to maintain it but it is equally important to use it. Empowerment of women means broadening options for them. These options include the choice of when to marry or not to marry, the option of education and employment, the control

over social and physical environment, when to become pregnant or not, and ultimately the size of the family. Empowerment is the belief that husbands, partners, families and communities help to promote a healthy environment that is free from violence or mistreatment towards them and provides them free and equal participation in community services. Its ultimate goal is to develop the ability of women to gain control over personal, social, economic and political resources.

The aim of women empowerment is to bring gender equality in the society and provide all the rights available to women as to men. Gender equality is not possible without a change in the traditional status and role of women. If education and employment opportunities will not be available to women, their participation in the decision-making process at the level of family, community and nation will not increase, they will not move from conservatism to modernity and their values regarding contemporary issues and problems will not change, till then we cannot even think of gender equality. We have focused on these dimensions to find the results of women empowerment.

4.1 Consequences of Empowerment on their Status and Role

The results related to the consequences of empowerment on status and role of women in this study are as follows:

1. Almost all the selected women (90.0 percent) have agreed that their traditional status has improved. The proportion of women expressing consent increases with increasing levels of empowerment in them.
2. Traditionally, women have been considered weak (*abla*). Empirical data confirmed the fact that their perception has not yet changed significantly as more than half (51.5 percent) of women have agreed to it. More than two-thirds (68.0 percent) of the 79 women who disagree with this have high levels of empowerment.
3. Traditionally, the role of women in Indian society has been limited to the boundaries of the household. Empirical data showed that there has been a lot of change in this because 93.0 percent of the selected women have disagreed with it. About two-thirds (64.0 percent) of such women have high levels of empowerment.

4. Men and women were not considered equal for all types of work due to biological basis and gender discrimination. According to empirical data, except 10 women, all the others (95.0 percent) have agreed that now women are not behind men in doing any work. About two-thirds (64.2 percent) of women who believed in this, have high levels of empowerment.
5. Education and employment are considered as interrelated but important factors that change the status and role of women. This is corroborated by empirical data because except only 4 all other women (98.00%) have agreed that education and employment have significantly changed their status and role. Nearly two-thirds (63.3 percent) of such women have high levels of empowerment.
6. Traditionally, participation of women in family and other decisions has been negligible in Indian society. Empirical data suggested that there is no longer such a situation as almost all (91.5 percent) except 14 women have accepted the fact that women are now consulted in family and other decisions. A little less than two-thirds (61.7 percent) of such women have high level of empowerment.
7. Empirical data revealed that there has been no significant change in the tendency of men to provide support in kitchen and other domestic works despite the empowerment of women as only more than one-fourth (29.5 percent) have accepted this type of support provided by men. Most of them were married women from nuclear families and opined that it was not possible to do all domestic work without husband's help.

In conclusion, it can be said that empowerment is important in influencing the status and role of working women. But the fact remains that education and employment also have an important role in this change which is above their level of empowerment. Empowerment is only a catalyst for such changes.

4.2 Consequences of Empowerment on Gender Equality

It is also believed that one of the consequences of women empowerment of women is their modernization. Although this is not confirmed statistically by the calculated value of the chi-square, empirical data suggested that only slightly less than two-thirds (62.1 percent) of women with high level of empowerment had high levels

of modernization. Since most of the women are empowered, it seems that their modernization has been accelerated done by education and employment ignoring the differences in their level of empowerment.

The issue of gender equality is intimately related to women's empowerment. The goal of empowerment in all countries is to bring gender equality. For gender equality, it is necessary to change the patriarchal values, perceptions and behavior which impede it. It is true that as a patriarchal society, this ideology has deep roots in our society, however in the modern era it is also a fact that it is undergoing rapid changes. The facts revealed about consequences of empowerment on gender equality are as follows :

1. More than half (56.5 percent) of the selected women agreed that empowerment made the husband's behavior in the family as equal. If the unmarried women are excluded, then this ratio became more than three-fourths (86.9 percent). Nearly two-thirds (65.5 percent) of such women had high level of empowerment.
2. Similarly, more than half (59.5 percent) of the selected women also agreed that empowerment made the behavior equal of all family members. More than two-thirds (67.2 percent) of women who believed in this, had high level of empowerment.
3. More than three-fourths (82.5 percent) of the selected women confirmed the view that children of empowered women considered their parents as equal. A little less than two-third (61.2 percent) of such women had high level of empowerment.
4. More than three-quarters (77.0 percent) of selected women denied that women are still not treated as equal to men in most services. Slightly less than two-thirds (62.3 percent) of the women in this category had high level of empowerment.
5. Except for only 6 women, everyone else (97.0 percent) agreed that empowered women should not undergo sex determination tests during pregnancy as there is no difference between boy and girl now. Of these, less than two-thirds (62.9 percent) of women had high level of empowerment.
6. Nearly three-fourths (74.5 percent) of selected women did not accept that empowered women are also victims of domestic violence. More than half (57.7 percent) of women who believed in this, had high level of empowerment.

7. More than three-fourths (81.0 percent) of the selected women denied any discrimination in the family between women and men (girls and boys). A little less than two-thirds (63.6 percent) of such women had high level of empowerment.
8. More than three-quarters (89.0 percent) of selected women denied any gender-based socialization in their families. A little less than two-thirds (62.9 percent) of such women had high level of empowerment.
9. About three-fourths (74.5 per cent) of the women denied any discrimination between women and men in their colleges. Nearly two-thirds (65.1 percent) of these women had high level of empowerment.

On the basis of the above facts, it can be concluded that empowerment is an important agency to bring gender equality. But it is noteworthy in this context that gender equality also increases with education and employment. Empowerment plays the role of motivator. In fact, education, employment and empowerment give women the courage to challenge patriarchal ideology and values. That is why they take quite a different view about many behavioral practices and values which had been prevalent in their parents' generation.

4.3 Consequences of Empowerment on Change in Social Values

In a series of finding the consequences of empowerment, we have finally analyzed the changes in the social values of working women on some current issues. In this context, the results that have come out from empirical facts are as follows :

1. Less than three-fourths (72.0 percent) of the selected women have changed significantly in moral values. About two-thirds (64.6 percent) of women with extreme change have high level of empowerment. According to them, reservation was not only mandatory for women in the Lok Sabha/state legislatures, but it is also necessary to abolish the double standards of morality related to women and men to bring cleanliness in political life.
2. Similarly, the caste-related values of less than three-fourths (71.0 percent) selected women have also changed drastically. About two-thirds (64.6 percent) of the women in this category had high level of empowerment. They were not in favour of behaving on the basis of traditional caste traits.

3. Empirical data about views on marriage values showed that more than three-fourths (85.5 percent) of selected women had undergone radical changes. Less than two-thirds (61.4 percent) of such women had high level of empowerment. They were in favour of giving children more freedom in many issues like choosing their life partner, opposing dowry, recognizing widow remarriage etc.
4. Not only from the point of view of matrimonial beliefs, but also another aspect related to it, *i.e.* change in dowry values also seemed to be affected by education, employment and empowerment of the selected women. Empirical data showed that three-fourths (74.5 percent) of selected women had undergone a great change in dowry-related values. In this too, more than half (57.7 percent) of women have high level of empowerment. They considered the bride itself as a dowry, not marrying dowry greeders, and favoured death/life imprisonment for dowry murders.
5. In terms of religious values, rituals and customs, more than three-fourths (82.5 per cent) of the selected women had changed drastically and less than two-thirds (61.8 per cent) of the women had high level of empowerment. They favoured not to consider marriage as a religious rite, to reject double standards related to the re-remarriage of widows, to abandon notions of purity-pollution related to kitchen works, and to oppose religious fundamentalism. The above analysis of the changes resulting from empowerment in selected women reaffirmed the fact that women empowerment can play a positive role in Indian society. Empowerment appears to play a role of intermediate factor both directly and in terms of education and employment.
6. The role of education, employment and empowerment cannot be denied even for changes in family values of selected women. More than three-quarters (84.5 percent) of the selected women had seen a lot of change in their family values. A little less than two-thirds (62.1 percent) of such women had high level of empowerment. It seems that they are not in favour of maintaining the traditional beliefs prevailing in the joint family which promote gender discrimination and have resulted in backwardness of women in Indian society.

Selected women are undergoing extreme changes about the major issues of society. This change is not just the result of empowerment. It seems that education and employment are encouraging this change even without empowerment. Hence, sometimes empowerment becomes a variable called intermediate variable. Empowerment comes from the factors that are conducive to it, empowerment improves the status and role of women, promotes modernization, gender equality and changes regarding various contemporary issues. This is a model. The second model is to directly improve the status and role of women through education, employment and other variables, promote modernization, gender equality and change about various issues. It seems that both models are functional in this study.

5. Suggestions for Empowerment of Women

The concept of women empowerment is believed to have originated from the International Women's Conference, Nairobi (1985). In all the conferences for women empowerment at the international level, several resolutions have been passed to achieve this goal. India is not only one of the countries to accept and adopt these proposals, but has also formulated a national policy for women empowerment at the national level in 2001, which aims to strive for gender equality enshrined in the Indian Constitution, to remove the barriers to empowerment and to provide special facilities for the upliftment of women so that they lead a respectable life. After evaluating this policy, the present government has also prepared a draft in 2016, which has tried to overcome the shortcomings of the policy.

The objectives of the National Policy for Women, 2016 include providing a socio-cultural, economic and political environment for women to develop their full potential and live in accordance with their fundamental rights; accelerate efforts for the achievement of women's education, health and other basic facilities; ensuring their participation at all levels of the decision-making process; establishing a gender-sensitive legal-judicial system; and to expedite efforts to end all forms of violence against women. Health, education, poverty alleviation, service sector reforms have been placed on priority issues. Ensuring their participation at all levels of self-governance and decision making and ending violence against women is also a priority area.

Based on the experience of present research, the following suggestions can be made to achieve the goal of women's empowerment in India :

1. Since most of the selected women are empowered as teachers of colleges, mandatory steps should be taken to bring its full benefits to the students. The subject of 'women empowerment' should be included in the curriculum of undergraduate and postgraduate level in sociology. Emphasis should be given on education making boys and girls sensitive to gender in colleges by educational and non-academic activities. This will not only promote values of gender equality, but will also give boys and girls the courage to think deeply about such issues and overcome the obstacles that are affecting the pace of women's development and empowerment.
2. There is a need to motivate the victims to eradicate evils like feticide and female infanticide, dowry, gender bias, child marriage, all kinds of violence towards women etc. through education. If they will understand the harm done to society by them, then they will definitely give their cooperation in the governmental and non-governmental efforts to eliminate them.
3. There is a need to prioritize the education of girls who have been deprived of equal opportunities in education. One should try to explain the importance of women's education in every community through street plays. As much as possible, the efforts should be made to explain the importance of the slogan of UNESCO that 'To educate a man is to educate only one man, while educating a woman is to educate the whole family' to reach the masses and Swami Vivekananda's words that 'Unless the conditions of women improve, till then there is no opportunity for the welfare of the world. It is not possible to fly for a bird with only one wing'. Education is a powerful medium for transformation and is helpful in bringing about women empowerment.
4. On the one hand, there is a need to encourage female education, while on the other hand, men also need to be sensitized towards them. Cultural values propagate the importance of male prominence. This tendency is weakened by sex sensitization. Communication media and inter-personal communication can be used to achieve this goal.

5. Priority should be given to women's health and survival programs. Today in the 21st century, women are showing their abilities in all walks of life. Physically healthy women can properly face the challenges of equality. Non-governmental organizations should also be enlisted to achieve this goal.
6. Necessary steps need to be taken to encourage economic participation of women. Women capable of economic independence are self-supporting. Policies should be made more effective to reduce the gap of economic participation in women and men in rural and urban areas.
7. Legal provisions should be strictly enforced to prevent discrimination and violence against women. Practices like sex determination tests can be curbed only by effective laws.
8. Specific programs should be launched to make women aware of their rights. Poor, uneducated and untrained women become victims of exploitation easily. Therefore, special attention needs to be paid to such women. Media of mass communication also need to be used to achieve this objective.
9. The provisions of the National Policy on the Empowerment of Women need to be implemented in a sincere and effective manner.
10. Necessary steps should be taken for maximum access of women to all available resources. It is necessary for women's freedom. The more rights women have over resources, the more powerful they will be. Till now, women are far behind men in terms of access to resources, not only in India but all over the world.
11. Women should be given complete freedom of movement. According to the National Family Health Survey-3 (2005-06), one-third of women between the ages of 15 and 49 are free to go out of the house alone. In such a situation, how women's empowerment can happen?
12. Along with greater opportunities for control over resources, women should also have control over their earnings. This helps them to have maximum control over their life, body and environment which is necessary for their empowerment.
13. There is a need to increase female participation in family decisions. If they remain neglected in the family, how will they

get respect in the community and society? With this, they will think properly about their health, big family expenses and family members as well as relatives.

14. Women's empowerment is also encouraged by controlling all forms of domestic violence. When family members continue to beat them as unbecoming, it is not possible for them to get justice even outside the family.
15. There is a need to take steps for political participation in women. They have one-third reservation at the local level, but their representation in the Lok Sabha/State Legislatures is very less. One-third reservation at the local level has certainly made a significant change in the dimensions of female leadership. Although they are entitled to 50 percent reservation, but if one-third of the reservation in Parliament and State Legislatures is provided for them, then it will definitely prove to be a milestone. The 108th constitutional amendment related to women's reservation has not been passed yet. Therefore, there is a need to find an immediate solution in this direction to form a consensus and pass it.
16. There is a need to take drastic steps for female capacity development. Capacity development enhances leadership qualities in them and increases awareness of their rights. This needs special attention by modern technology and training.
17. There is a need to strengthen women's self-help groups and community-based women organizations. Such groups and organizations can play an important role in developing the capacity of women and providing them employment.
18. Media of mass communication should be used for women empowerment. In the last few decades, television has become an important medium not only for entertainment but also for education. There is a need to broadcast such programs that make women aware of their rights and help reduce gender discrimination. There is a need to curb the serials that promote patriarchal ideology.
19. The Ministry of Women and Child Development should implement the programmes promoting women empowerment with full devotion. From time to time, the facilities given to women should be evaluated and steps should be taken to eliminate deficiencies.

20. Women should provide equal opportunities for boys and girls to move forward on the basis of egalitarian values in place of socialization based on gender discrimination in their families. There should be special training programmes for rural women to make them aware about gender sensitization.

The above suggestions can definitely trigger the process of women's empowerment. Not only this, implementing these suggestions is also not a difficult task.

6. Conclusion

Today, efforts for women's empowerment have gained immense momentum all over the world. At the international level, the United Nations continues to issue guidelines from time to time based on consensus in various conferences. Governments of various countries also try to move forward not only on the basis of these guidelines, but also strive to achieve the goal of women empowerment by taking statutory and other necessary steps keeping in view their socio-cultural background. This goal is not possible to achieve only by the steps taken by the government. For this, the woman herself has to find solutions to all her problems alone and collectively which is a hindrance in the path of her empowerment. No one can get anyone's rights automatically. One has to take his rights and protect himself. It also has to be remembered that empowerment is not intended to reduce the rights of men in any form. This is to empower women with all the rights that will help them achieve equal status as men in society.

Being a multi-dimensional process, empowerment is making women realize their full potential, identity and power in all walks of life. This allows them to gain access to resources and knowledge, to have greater participation and freedom in the decision making process, to plan their lives well, to control situations affecting their lives, and to gain freedom from the values imposed by patriarchal ideology. The decisive role of women empowerment is coming out to make them aware of their rights and duties and to improve their status and role.

We should not forget that patriarchal values have deep roots in Indian society and they are not going to be completely crumbled easily. Nevertheless, empirical data collected for this research confirm the fact that women empowerment is helping to transform

the traditional landscape and reduce gender gaps. There is a need to formulate an action plan in which more and more women, especially educated and working women, are included in the economically active role. It is now an undisputed and empirical fact that education and employment is an effective tool for women's empowerment. By encouraging this, we can definitely achieve the goal of gender equality in India.

Women should start this work from their own families. Mothers have an important role in socialization. Therefore, they should not encourage gender-based socialization in the families and provide equal opportunities for boys and girls to move forward on the basis of egalitarian values. Now, it is not the time to consider them as weak (*Abla*) and alien property (*Praya dhan*). *Instead*, the girls should be given equal opportunities as are available to boys. Several sociological studies reveal the fact that even after marriage, girls are more attached to their parents, more concerned about their problems and health than their brothers. Studies in metros like Delhi reflect the fact that many women (daughters-in-law) are responsible for maltreating the elderly. If there will be socialization in the family on the basis of egalitarian values and efforts will be made to achieve the goal of women empowerment by encouraging the internalization of these values, then these kinds of problems probably will not develop.

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Condition of Women in the Culinary Industry

Kamal Jeet Kaur Mann*

In the developing and changing world, being a part of business life has become common for women; however, that situation is not the same in professional kitchens. Compared to male chefs, gaining a place in the male dominant kitchens is hard but not impossible for women. In this study, it is aimed to determine the current situation of women chefs in professional kitchens. This study makes inference about how they can exist in this sector dominated by men. Interview, which is one of qualitative data collection tool, was chosen in this study. Purposive sampling was preferred. Data were obtained from 30 chefs via a semi-structured questionnaire. The results showed that the role of women in culinary was only 13.3% of women working in restaurants in in 1990-2000, which increased to 26.6% in 2000-2010. In 2011-2020 majority of women (60%) were in restaurants. Gender differences exclaimed that in 1990-2000 only 10% of gender differentiation existed between women and men in restaurants, but in 2000-2010 there were 36.6% in restaurants. In 2011-2020 there were massive gender differentiation between women and men in restaurants. Role of women chefs in economic development showed increase from 16.6% in 1990-2000 to 30% in 2000-2010. In 2011-2020 the low numbers of women chefs were 53.3%.

[**Keywords** : Culinary industry, Role, Chefs, Cooking skills, Gender differentiation]

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1. Introduction

Many women now also learn about the food service industry and prepare some culinary dishes. Through hands-on activities and in-depth study of the culinary arts field, the concerned courses help students hone their cooking skills and give them the opportunity to explore careers in the food industry. In today's context, researchers are increasingly stressing on the importance of gender variables and the feminine approach in social sciences.

Orser and Leck (2010) have added that 'both at personal and organizational level, factors influence success outcomes' and insist on the need to examine 'gender as a moderating variable' of these outcomes in certain occupations. Many authors claim that promotion criteria are gender sensitive. This is due to the gender unequal distribution of jobs and positions concerning decision-making process.

Hurley (1999) holds that considering gender relations and building new organizational theories that are not male dominated could 'produce changes at societal level'. She argues that early studies of entrepreneurship during the nineteenth century were mainly about men and that it is necessary to include case studies of women.

Eagly and Carli (2007) have emphasized that men benefit more of 'higher wages and faster promotions'. They found that women have less record of experiences in higher hierarchical levels. There is a 'resistance to women leadership' and that an issue of leadership style for them. Not only this, women have to face much more difficulties managing work-life balance and they under invest in social capital.

2. Objective of the Study

The objective of this study is to investigate the condition of women in the culinary industry.

3. Literature Review

Professional kitchens are one of these businesses that prove gender discrimination. This situation can be explained with military history dating back to 14th and 15th centuries. According to Platzer (2011 : 3) who cited from Cooper (1998) states that during times of

wars, members of the army were expected to cook. However, it is possible to see the fallout of this convention. Even though the field of cooking has been traditionally dominated by women throughout the history, there is a huge discrepancy in professional world. Men are held responsible for professional kitchens unlike women who are in charge of domestic kitchens. It is challenging for women to take place in this male dominant place. Although, they struggle to exist in men's place, few of them are able to have high post. Though some women have achieved a success in this world, they do not generally expose to equal circumstances compared with their male partners. They continue to work in lower statuses. Therefore, it can be stated that professional kitchens are still places where men can yield a profit in terms of material and nonmaterial. Professional kitchens are places which necessitates team work. Unfortunately, this team consists of men. According to Acker (1990 : 139), gender-neutral policy is not effective in organizational structures; hence, women are kept outside.

In addition, Acker (1990 : 152) states that bodied process for women such as pregnancy, breast feeding and menstruation are not suitable for organizational structures. Apart from these differences, women have some certain social roles as mentioned earlier. Their social roles impede their success professionally. Because of adapting different roles at the same time, women have to promote themselves more in culinary field. That is why the number of women chefs cannot outnumber men chefs.

According to survey carried by Arnoldsson (2015 : 7) in Sweden, 66% of executive chefs consist of men (Ince, 2016 : 420). In male centered kitchen, it is not surprising to see the lack of female representation for top positions. In that 'men's club' (Platzer, 2011 : 10), women expose to some problems such as abasement, mockery. According to LaPontie (1992 : 379/385), if women want to work in professional kitchens, they have to endure not only all difficulties of place but also they have to put up with jokes, abasement, and sexual harassment. They face a great amount of pressure that paves the way for mobbing. Because of working under stress resulting from intense pressure, their attempt to reach high positions is hindered considerably. The worst side of that situation is women feel obligated to adapt themselves to macho atmosphere to exist because to a large extend, they are aware of the fact that eradicating widespread prejudice towards women about their ability to perform tasks is

really hard. Barriers applied to women make many men to reach leading positions in professional kitchens.

Therefore, to Heilman and Haynes (2005), women should make their work more visible in the masculinity culture contrary to men. Many studies showed that women and men have different traits, and men traits are more related to leadership requirements. Separate perceptions and stereotypes about gender roles gave rise to this situation. For instance, men thought that they were better political leaders and business executives (Kiser, 2015).

Unfortunately, as rightly stated by Heilman and Haynes (2005), stereotypical thoughts about gender show women as 'caring', 'relationship oriented', 'not forceful', and 'not achievement oriented'. This leads to label them as 'deficient' in male-oriented tasks, which affects their performance. In addition, Burgess (2003) has stated that women skills are supposed to be more suitable for 'lower level jobs'. Though, it's physically still quite challenging for a woman to reach the leading positions, still defying all these stereotypical gender roles, we have many famous women chefs. Due to traditional gender roles, long working hours ranging from 12-14 hours daily can be tough for women, who have to take care of their families too. Bartholomew & Garey (1996) and O'Brien (2010) hold that women chefs meet several obstacles to evolve to the chef position in the 'Haute Cuisine' field as they have difficulty in balancing work and family.

Study of Haddaji et al. (2017) has shown that many women cooks quit their jobs due to their family responsibilities. Women have more tendency towards doing so than men inasmuch as they are more emotional, they make more professional sacrifices due to their family responsibilities. Women are generally supposed physically and emotionally weak to work in "macho" environment. Women have to act in a masculine way to eradicate such prejudices.

Harris and Giuffre (2015) have stressed that women chefs are "encouraged to lean in at work and to find ways to fit within current occupational arrangements" and they have to "fit in homogenous work environments" as an outsider. Otherwise, many men chefs may try to harass women chefs verbally and physically convincing that such workplaces may be degrading for women. Women's lack of existence and their under-representation in culinary field prevents some titles such as "most influential chefs" for women.

Scholars like Eagly and Carli (2007) have stated that women do not have convincing record of experiences in higher hierarchical levels. This under-representation of women aggravates to become leaders in prominent kitchens.

Platzer (2011 : 6) has accounted for the lack of female representation in professional kitchens like the highly structural organization and macho atmosphere of the professional kitchens as well as stereotypical and the gendered expectations that our society holds about women.

4. Methodology

This research was conducted to determine the current status of female chefs in industrial kitchens. Qualitative approach has been preferred for this research. Qualitative approach aims at collecting first-hand data.

The lack of a detailed instrument in the relevant literature can be seen as a basis for this. The semi-structured interview technique, which is one of the qualitative research technique has been determined as an appropriate method according to the result of study done by the researchers.

Purposive sampling was preferred. Purposive sampling method was chosen for the interviews. Purposive sampling is the selection of samples that will provide more detailed and rich information about the subject.

Interviews were made with 30 participants working actively in the sector about the topic of the research and face-to-face interviews were made with 10 participants who made a positive return. With an average of 30-45 minutes of interviews, data were recorded via voice recordings with the permission of the participants and concurrently notes were kept. Within the scope of the research, 8 open-ended questions were asked and the answers were analyzed in interviews with the participants who were employed in Restaurants in Chandigarh used for the analysis of qualitative data.

5. Findings and Discussion

In this section, the findings of the participants were included in order to determine the status of women chefs. Firstly, self-information belonging to the participants and then the findings of semi-structured interviews were presented in a comprehensive

manner. To ensure the confidentiality of the participants, data have been tabulated by encoding Descriptive information related to 30 participants in the scope of the research is shown in table below :

Table-1 : Women in Culinary Industry *n-30*

S. No.	Period	Number of Women	Percentage
1.	1990-2000	04	13.3%
2.	2000-2010	08	26.6%
3.	2011-2020	18	60%

The above table showed that in 1990-2000 only 13.3% of women were working in restaurants, but in 2000-2010 there were 26.6% women were in restaurants. In 2011-2020 majority of women (60%) were in restaurants.

While it is common for a woman to conquer the kitchen at home, when it comes to a restaurant, it seems to become a challenge, if you look at how dominated the scene is by men. However, the times are changing, and women are coming into the forefront and making themselves seen as glorious chefs worldwide, says Divya. People are fascinated with male chefs, not female chefs, because female chefs are doing what females are supposed to do : cook. But males are seen as doing something extraordinary.

Table-2 : Gender differences in Culinary Industry *n-30*

S. No.	Period	Number of Women	Percentage
1.	1990-2000	03	10%
2.	2000-2010	11	36.6%
3.	2011-2020	16	53.3%

Table above showed that in 1990-2000 only 10% of gender differentiation existed between women and men in restaurants, but in 2000-2010 there was 36.6% gender differentiation between women and men in restaurants. In 2011-2020, there were massive gender differentiation between women and men in restaurants.

Gender discrimination appears to be widespread in the kitchen (Mkono, 2010; Poulston, 2008; Zhong, Couch, and Blum, 2011). According to literature, discrimination in the kitchen take two forms. One, Harris and Giuffre (2010) note that female chefs are presumed

to be emotional and cannot therefore be good leaders. However, Robinson, Solnet and Breakey (2014) found that female chefs had reduced emotions and were less aggressive. Female chefs appear to receive fewer opportunities for employment, or they may be deliberately held back, while male chefs are promoted (Harris and Giuffre, 2010).

Table-3 : Women Chefs in Restaurants**n-30**

S. No.	Period	Number of Women	Percentage
1.	1990-2000	05	16.6%
2.	2000-2010	09	30%
3.	2011-2020	16	53.3%

It has been observed from the data presented in table above that in 1990-2000, there was low number of women chefs restaurants (only 16.6%), but in 2000-2010 this number of women chefs rose to 30% and again in 2011-2020 to 53.3%.

Many researchers have argued that gender is a cultural construction rather a natural one. Haute Cuisine and the culinary field is a good illustration to how gender influenced the evaluation and the recognition of the cooking task in two different spaces, the professional and domestic. To analyze the reasons behind the low number of women chefs, we run a survey that targeted professionals in the cooking field. It included both gender and participants from Europe and USA. The survey results confirm the main argument that women are under-represented due to the masculine culture of kitchen work and culinary industry. Women therefore need to deal with it and to keep developing themselves professionally in order to achieve their place. A change in the industry dynamics will assess the barriers encountered in general by all professionals. The same change should impact household arrangements to facilitate women's evolution in the professional sphere.

Table-4 : Women Chefs in Intensive Sector**n-30**

S. No.	Period	Number of Women	Percentage
1.	1990-2000	07	23.3%
2.	2000-2010	09	30%
3.	2011-2020	14	46.6%

It may be noted from the table above that in 1990-2000 there were only 23.3% women chefs in restaurants, but this low proportion of women chefs rose to 30% in 2000-2010. In 2011-2020, this proportion of women chefs in intensive sector was 46.6%.

The executive position is what most chefs aspire to in order to achieve professional status. Brown (2005) argues that becoming an executive chef is a rigorous path; hence, distraction can be detrimental. In this regard, any challenges to the chefs' career are considered as distractions on the way to career advancement (Ko, 2012). The literature suggests that it takes years of experience and hard work (Brown, 2005), often in poor working conditions (Kang, Twigg, and Hertzman, 2010) with heavy workloads (Ko, 2012) to become an executive chef.

Table-5 : Problems of Women Chefs in Culinary Industry n-30

S. No.	Problems	Number of Women	Percentage
1.	Physical Strain	07	23.3%
2.	Low pay	09	30%
3.	Sexual harassment	14	46.6%
4.	Career challenges at the individual level	16	53.3%

Data contained in the table above showed that in 1990-2000 there were low number of women chefs restaurants (23.3%), but in 2000-2010, this low proportion of women chefs was 30%. In 2011-2020 this proportion of women chefs further rose to 46.6.%.

Brief description of these problems of women chefs is as under :

5-1 Physical Strain

Chefs additionally suffer physical strain from their demanding roles which involves extremes of heat, cold and standing for long hours. According to a study by Haukka et al. (2006), chefs suffer from muscular pains that negatively affect their general health. Chefs appear to experience long hours standing in a highly heated environment, often with poorly ventilated spaces or in badly designed kitchens (Fungai et al., 2013).

5-2 Low Pay

Research suggests the Culinary industry offers low salaries across all sectors of the economy (Steyn & Jackson, 2015).

Unfortunately, women are still the lowest paid in the Culinary industry (Baum, 2007; Mooney, 2014; Zhong et al., 2011).

5-3 Sexual Harassment

Sexual harassment occurs when someone abuses power to satisfy their sexual self-interest and ego, thereby belittling their victim. In this study, sexual harassment is an abuse perpetrated against women due to the gender roles and power imbalances in society. Female hospitality workers are predominantly the victims, especially when they are young or junior in hospitality organizations (Mkono, 2010). Sexual harassment may take different forms, such as coercion, "touching, ogling, verbal harassment, indecent exposure and sexual jokes" (Pritchard, 2014 : 320).

5-4 Networking Barriers

Research shows that the Culinary industry commonly uses the informal form of employment to hire staff (Furunes & Mykletun, 2005; Mooney, 2007). Since the chef profession is male dominated, women are disadvantaged by informal employment due to lack of networks. Mooney (2007) found that Australian and New Zealand female hotel managers were disadvantaged by informal employment arrangements because of lack of established 'pool' of employed female managers

5-5 Career Challenges at the Individual Level

Perceptions of available choices in an organization and society depend on individual female chef. There are factors at the structural and organizational that may influence female chefs' careers . Moreover, (Mooney et al., 2017) suggest that age and gender intersections at the societal and organizational level may influence women's agency within organizations.

6. Conclusion

This paper was about the condition of women in the culinary industry. The literature indicated some of the challenges that female chefs may face many problems. This study further illustrated the socially constructed roles of women, and the positioning of women in the kitchen as perceived by society. The chapter also introduced the kitchen as a professional work environment, locating the profession in the context of the culinary industry. However, it

appears that there is a research gap about chefs in Chandigarh, particularly concerning how women progress in their culinary career.

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Healthcare Practice of Yoga and its Effect upon Social and Mental Health

*Kapil Verma**

The objective of this study is to assess the findings of selected articles regarding the healthcare practice of yoga and its effect upon social and mental health. As participation rates in mind-body fitness programs such as yoga continue to increase, it is important for health care professionals to be informed about the nature of yoga and the evidence of its many healthcare effects. Thus, this manuscript provides information regarding the healthcare effects of yoga as it has been studied in various populations concerning a multitude of different ailments and conditions. Healthcare practice of yoga is defined as the application of yoga postures and practice to the treatment of health conditions and involves instruction in yogic practices and teachings to prevent reduce or alleviate structural, physiological, emotional and spiritual pain, suffering or limitations. Results from this study show that yogic practices enhance muscular strength and body flexibility, promote and improve respiratory and cardiovascular function, promote recovery from and treatment of addiction, reduce stress, anxiety, depression, and chronic pain, improve sleep patterns, and enhance overall well-being and quality of life.

[**Keywords :** Healthcare practice, Yoga, Disease, Ailments, Quality of life, Anxiety, Depression]

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1. Introduction

Healthcare indicates not only medical care but also services for promotion of health, prevention of disease, early diagnosis and rehabilitation, medical professional have significant role in the way to developing better systems of healthcare for all with their specialized knowledge, experience and dedication the number of healthcare models preventive and curative, has been developed in every society for these prevalent models are public (government), private and voluntary. As alternative healing practices, yoga involves spiritual and physical practices designed to increase self-awareness, such as posture work, breathing exercises, meditation, sounds and visualization. There are many different types of yoga, such as Hatha (moving through postures to create balance), Bikram (done in a hot room) and Iyengar (using blocks and straps to support yoga moves). Many studies suggest that yoga can be helpful in reducing symptoms of depression and anxiety.

The philosophy of yoga were first described by Patanjali in Yoga Sutra, which is widely known as the classical text on yoga. In Yoga Sutras, Patanjali figure an eightfold path to consciousness and to understand it called Ashtanga, which literally means “Eight Limbs”.

In Patanjali, eight kind of yoga Sutra is called ashtanga, which literally means “eight limbs”. These eight steps play role as guidelines on how to live a meaningful and purposeful life. They give as a prescription for moral and ethical conduct and self-discipline; they direct attention toward individuals health; they help us to knowledge he spiritual aspects of our nature. The most routine practice of yoga in the western world are the physical postures and breathing practices of Hatha yoga and meditation. It upgrade the power of physical body by a various type of body postures, asanas and pranayama.

B.K.S. Iyengar created Iyengar method of Hatha yoga. Iyengar method of yoga comprises with standing poses to develop strength, stability, stamina, concentration and body balance. Yoga is conceived as a form of mind-body medication that unites an individual's physical, mental and spiritual components to improve aspects of health, individual stress related sicknesses. The focus of yoga is to reduce the stress and negative emotions viewed as a holistic stress management technique. The participation of yoga in fitness program

continue to increase, it is important for healthcare professionals to know about the nature of yoga and its healthcare effects. Thus, this review of literature is timely and important and provides information regarding the healthcare effects of yoga in various populations concerning a multitude of different ailments and conditions.

2. The Present Study

To discover research studies and interferences that examined the healthcare effects of yoga, information were searched through google scholar via a universities web browser. At the beginning, the following key words were entered into the information via the advanced search option : "healthcare practice" and "yoga". This search was conducted to obtain general information regarding yoga's healthcare effects in the existing literature. Here after, a second was conducted using the following key words "hathe yoga", "healthcare effects of yoga", "stress", "depression" and "anxiety".

The following criteria were used for including studies in this review :

1. The article had to be peer reviewed,
2. Published between the years 1990 and 2015,
3. The interference had to incorporate some form of yoga and/ or meditation, and
4. Effects of yoga on some outcome were measured.

To select this research article various steps were taken. First the title was examined and selected. If the article appeared appropriate to the examination of the healthcare effects of yoga, it was determined and saved. The articles describing interferences that utilized yoga as a means to achieve some healthcare outcome were chosen for further review.

3. Results and Discussion

One of the major aims of yoga is to obtain peace of the mind and built a sense of well-being, feelings of relaxation, renovated self-confidence, improved efficiency, increased attentiveness, less irritability, and an hopeful outlook on life. The exercise of yoga produces balanced energy which is important to the function of the immune system. Yoga guidance to an prohibition of the posticus or

sympathetic area of the hypothalamus. This prohibition improve the body's commiserative responses to stressful stimuli and restores autonomic regulatory reflex procedure associated with stress. Yogic practices prevent the areas responsible for fear, invasiveness and rage, and promote the rewarding pleasure centers in the median forebrain and other areas leading to a state of pleasure. This containment results in lower anxiety, heart rate, respiratory rate, blood pressure, and cardiac output in students practicing yoga and meditation.

A category of healthcare approaches is available for the management of changes disorders, but many patients turn to subsidiary therapies due to the adverse effects of medication, lack of response or simply preference for the complementary approach. A number of studies show the potential remunerative healthcare effects of yoga interferences on depression, stress, and anxiety.

While yoga is not a cure for a cancer, nor a definitive way of preventing it, yoga increases physical, emotional and spiritual wellness, and brings about a certain peace, of which many patients desire. Yoga, breathing exercises, and meditation can reduce stress, promote healing, and enhance quality of life for patients. Several premises exist as rationale for applying yoga-based mediation with patients. Research suggests that yoga can produce a strengthening effect on mental and physical energy that improves fitness and reduces stress. In addition to, when practicing yoga, a fundamental emphasis is placed on accepting one's moment-to-moment conducts creating mindfulness and not forcing the body past its comfortable limits. Having this healthy sense of acceptance is especially important for every single person dealing with life-threatening illness as it reduces the stress one experiences from awful symptomology. Initially, patients likely benefit from the poses themselves which are created to exercise each and every muscle, nerve and gland throughout the body. The postures exactly address the tension, holding, and blockage of energy in any particular joint. As this tension is released, energy flows more lightly throughout the body and allows patients to experience a sense of enhanced well-being and strength as well as a balance of mind, body and spirit.

While inflammation is good, too much taxes the nervous system and yoga provides relief from excess inflammation and the stressors and hectic nature of modern life. Restorative postures,

savasana, pranayama, and meditation encourage pratyahara, a turning inward of the senses which enables downtime for the nervous system, the byproduct often being exalted sleep.

In summary, stress has a negative impact on the immune system and leads to physical and mental health problems such as anxiety and depression. Practicing yoga and meditation as a means to guide and reduce stress helps individuals conquer other co-morbidities associated with diseases and leads to increased quality of life. Yoga based interferences are an alternative option for the treatment of mood disorders. In order of investigation of healthcare of yoga as a therapeutic interference in depressive disorders is needed and future studies should seek to identify which of the yoga-based interferences is most effective and what levels of rapidity of depression are more likely to respond to this approach.

Multifarious studies show that asana, meditation or a conjugation of the two can reduce pain and disability while repair flexibility and functional mobility in people with a number of conditions causing chronic pain. Besides, in some cases use of pain medication was reduced or vanished completely. Yoga was also known to improve tact function and reduce age-related changes in tact among a group of healthy, non-obese elders.

Besides, yoga subjects reported reduced anxiety, depression, and distressful symptoms and also showed notably reduced toxicity scores compared to the controls. Results from another study showed patients experienced remarkably lower levels of pain and fatigue, and higher levels of invigoration, acceptance and relaxation following participation in a yoga interference. Yoga, breathing exercises, and meditation can decrease stress, promote healing, increase energy, reduce adverse treatment effects, and enhance quality-of-life for patients.

Yoga's ability to increase relaxation and stimulate a balanced mental state was studied to assess its impact on sleep quality and renovate insomnia. Regular practice of yoga resulted in a significant reduce in the time taken to fall asleep, an increase in the total number of hours slept, and in the feeling of being rested in the morning. Besides, yoga had a positive influence on sleep patterns in individuals. Moreover participation in yoga classes enhanced self-reported quality-of-life as well as measures of physical function among an elderly population.

According to Buddhist philosophy the basis of addiction are in the mind and the practice of mindful meditation promote addicts to accept the basic temporariness of human experience and helps them to develop a distinct awareness of opinion. Yoga and meditation practices exert positive influence on addictive behaviors. Through the practice of yoga, addicts shift from self-impose harm and disrespect toward their bodies to more respectful, caring, and loving behaviors. Eating disorders are a specific type of addiction and yoga appears to be helpful in improving body image obstruction and useful in the recovery from eating disorders. One study found that female yoga practitioners property their positive feelings and sense of well-being to yoga practice and report less self-objectification, greater satisfaction with physical features and fewer disordered eating attitudes compared to non-yoga practitioners.

The findings of the studies examining the healthcare of yoga prove difficult to summarize and draw substantial conclusions due to transformation in the research designs, classes, and differences in the specific yoga programs and populations being studied. Despite everything, results for the included studies exhibit many of the numerous healthcare effects, benefits and deeply healing power of yoga.

4. Conclusion

Rapidly emerging in the Western world as a discipline for integrating the mind and body into union and harmony, when adopted as a way of life, yoga renovate physical, mental, intellectual and spiritual health. Yoga offers an influential method of managing and reducing stress, anxiety and depression and numerous studies exhibit the effect of yoga on mood related disorders.

Currently, treatment for anxiety and depression insets mostly psychological and pharmacological interferences; however, mind-body interferences are becoming accrescent popular as a means to reduce stress in individuals. Yoga, a form of mind-body exercise, has become an accrescent widespread therapy used to maintain wellness, and alleviate a range of health problems and ailments. Yoga should be considered as a complementary therapy or alternative method for medical therapy in the treatment of stress, anxiety, depression, and other mood disorders as it has been shown to create a greater sense of well-being, enhance feelings of relaxation,

renovate self-confidence and body image, improve efficiency, better interpersonal relationships, increase attentiveness, lower pepper, and encourage an hopeful outlook on life.

Researchers are only beginning to understand how disciplines such as yoga promote personal growth, health and well-being. By assume the unity of mind, body and spirit, mind-body fitness programmes (*i.e.* yoga) can help people in their pursuit of peace, calmness, and greater wholeness and integration in their lives. Health care professionals, health educators and the like, need to be aware of the probable of yoga as an important component of a personal wellness plan.

While no concrete instructions exist regarding the frequency of practice, the more you practice the more you benefit. Yoga is a personalized practice and as such, frequency and duration are personal questions with individual answers. Practice should happen with intelligence and should be modified to meet individual needs and goals. Individuals should practice as often as possible, especially in the beginning. The length of the prompting phase will change depending on an individual's initial level of fitness and health status; the more difficult yoga is for someone in the beginning the more their body needs it.

The discipline of yoga offers individuals a time barred and holistic model of health and healing and notwithstanding it may not result in the complete elimination of physical diseases and/or indisposed conditions from the body it offers a holistic path of healing. There happens an undeniable connection between a person's overall physical and mental health and the inner peace and well-being yoga is designed to achieve.

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Book Review

Surabhi Mahajan, *COVID-19: Changing Social Fabric in India*, New Delhi : Nation Press, 2020.

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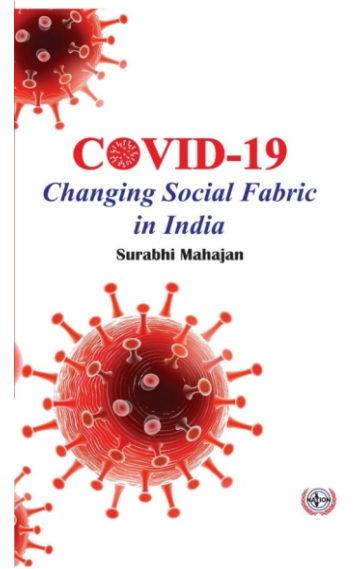
Surabhi Mahajan's book *COVID-19: Changing Social Fabric in India*, is written effulgently and is packed with statistical data in the form of tables. It is a great reading for all those concerned with COVID-19 globally and its impact on individuals, families and society at large in India during first three phases of lockdown in particular. This book is very well timed at this hour when the coronavirus has taken a death toll of more than 8 lakh globally with 2 crore plus positive cases (more than 50,000 deaths in India with 30 lakh plus positive cases) and there seems to be no end to this unforeseen pandemic in near future.

The cover illustration of structure of coronavirus is just as captivating as the book itself. The book has a preface and is divided into seven chapters. The foreword has been written by Prof. Sandeep Bains, Dean of College of Community Science, PAU, Ludhiana. Three chapters (4, 5 and 6) are devoted to presentation and analysis of data. Interestingly, as one glances through the references, one notices that most references are of online articles of 2020 understandably in accordance with the topic under study. With barely any book in the reference list, the references reveal the fact that for this pertinent issue, not much has been documented or written. This huge gap is what the book tries to fill.

The book under review attempts to investigate the impact of lockdown due to COVID-19 on various sections of Indian society at three different levels : individuals, families and society. Its importance increases manifold as it also attempts to suggest possible measures to cope with such pandemic in future. The responses of a sample of 750 from 19 states and union territories of India (Bihar, Chandigarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Punjab, Rajasthan, Telangana, Uttar Pradesh, Uttarakhand and West Bengal) well illustrate the impact at these three levels.

The authoress categorically mentions that the lockdown has been a tough period, but the overall, majority of the respondents are appreciative of the government's decision taken for the welfare of the country men amidst this pandemic, irrespective of their age, sex,

profession, type and financial position of the family. She has concluded on the basis of empirical evidence that our life at individual level is not going to be the same as before the global spread of COVID-19. Social distancing, use of masks, sanitization and washing hands repeatedly are going to be part of our life in during journey by bus or train, morning and evening walk, shopping in market places and malls and going out for dinning in hotels and restaurants, joining marriage (wedding) or birthday parties, any religious or political gathering and so on. This problem is going to be more severe when the authorities allow school/colleges/universities to reopen shortly. Only time to come will validate as to how each and every one shall be able to learn this new way of life and customize themselves with new situation.



The study has revealed that overall the lockdown had more of a positive impact on families in terms of building sound relationship amongst each other and providing a moral support to handle the hard time of crisis. It gave a chance to the family members for not only staying together but also spending quality time with each other for better understanding. But, the negative implications especially for those families who were not able to earn two meals for themselves due to the lockdown or those families whose one or two members were struck anywhere else and so all were not together was painful and cannot be ignored. What one can do in this sensitive hour is to pray for one and all so that all families remain safe and comfortable to face global crisis spread due to COVID-19.

Her study has concluded that undoubtedly lockdown had a brighter side relating to self-realization and up-gradation of people, well-being of the community and healing of Mother Nature, new role of police and para- military forces, positive impact of increased use of technology as well as simple weddings without huge gatherings. However, the darker side also covers painful pictures of lower sections striving for essential commodities, difficult & very painful exodus of migrant labourers to their homes in native states, loss of income and jobs

for so many people due to the slowdown of economy, more problems like heated arguments, quarrels, divorce, depression etc. due to social isolation and an adverse effect on social relations due to social/physical distancing in the lockdown. Hence, it has to be ensured that a secondary epidemic of burnouts and stress-related diseases may not pop up in the end of latter half of 2020 or early 2021. The pandemic has left an indelible impression on many of us, making us to maintain cleanliness habits and follow good discipline in our life.

Every private or public library should have this book on its stacks for the simple reason that it provides an intensive narrative about the coronavirus, both at the global level as well as India, its impact at various level and the suggestions it renders to cope with such pandemic. The effectiveness of lockdown as a means to control the spread of coronavirus and the views of cross-section of society included in the book are also revealing and helpful for the authorities in the ongoing unlock periods. Not only this, Surabhi Mahajan comes up with some viable suggestions in last chapter to cope this as well as any other such pandemic in future. These suggestions are definitely going to prove very useful.

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